

# Family Handbook

## 2016-2017

### **Beacon Academy**

1574 Sherman Avenue  
Evanston, Illinois 60201  
(224) 999-1177  
[beaconacademyil.org](http://beaconacademyil.org)

# Beacon Academy Handbook | Table of Contents

<b>Introduction</b>		<b>4</b>
Mission	4	
Values	4	
<b>Faculty and Administration</b>		<b>5</b>
Administration and Staff	5	
Faculty	6	
<b>Academic Program</b>		<b>7</b>
Required Courses	7	
Graduation Requirements	7	
Grading Scale and Rubric	8	
Mastery Learning	9	
Coaching	9	
Drug and Sexuality Education		9
Academic Courses		10
<b>Family School Partnership</b>		<b>11</b>
Conferences		11
Communication Between Family and School		11
Programs for Parents		11
<b>School Policies</b>		<b>12</b>
Absences and Tardies		12
Lateness	12	
Leaving Early		12
Dress Code		12
Medical Forms and Medicine		13
Illness at School	13	
General Computer Policy	13	
Storage	14	
Trips	14	
Buildings and Grounds		14
<b>Academic Policies</b>		<b>15</b>
Designations, Grades, and Assessment		15
Classroom Environment	15	
Homework and Classwork		15
Planned Absence	15	
Assessments		16
Extracurricular Activities	16	
FOCUS Time		16
Academic Support	16	
Academic Concern		16
Academic Probation		17
Honor Code		17
Disciplinary Committee	17	
<b>Social Guidelines</b>		<b>19</b>
Major Violations	19	
Open Campus	20	
Checkout Policy	20	
<b>Harassment Policy</b>		<b>21</b>

Sexual Harassment	21	
Other Forms of Harassment	21	
Informal Action	22	
Formal Action	22	
Substance Abuse	22	
<b>Technology Acceptable Use Policy</b>		<b>23</b>
Purpose	23	
Scope	23	
Authorized Use	23	
Responsible Use	23	
Prohibited Activities	24	
Security	24	
Privacy Expectations	25	
Enforcement and Sanctions	25	
<b>Nutritional Guidelines and Care of Environment</b>		<b>26</b>
Lunch and Snacks	26	
Care of Environment	26	
<b>Conduct Policy</b>		<b>27</b>
<b>Community Meetings</b>		<b>28</b>
Objectives	28	
Facilitator’s Duties	28	
Standards for Community Meetings	28	
Schedule	28	
<b>Communications, Concerns, Grievances, and Solutions for Our School Community</b>		<b>29</b>
<b>Student-Parent-Teacher Responsibilities</b>		<b>30</b>

# Introduction

## **Beacon Academy Mission Statement**

Beacon Academy offers an innovative and challenging education based on Montessori principles that places a priority on experiential learning, entrepreneurial thinking, and in-depth interdisciplinary studies. Beacon students will master the skills, knowledge, and habits of mind necessary to meaningfully contribute to a complex and diverse world with compassion and confidence.

## **Beacon Academy Values**

### **INCLUSION**

We strive for a student body that is diverse and inclusive, respectful of all members of its immediate and global communities, empathetic, and eager to be socially responsible.

### **INNOVATION**

The Beacon Academy academic program is designed to be challenging, rigorous, engaging, and creative. Students are expected to go beyond comprehension, to think out of the box, and to incorporate learning from multiple disciplines and sources of information and inspiration.

### **INDEPENDENCE**

Students at Beacon Academy are encouraged to think and act independently, to be active architects of their own education, to push the boundaries of conventional wisdom, and to do so respectfully and responsibly.

### **INTERDEPENDENCE**

At Beacon Academy students are expected to reach outside of the traditional classroom to connect with experts in the community and to collaborate with students, teachers, and researchers across the globe. It is a community school in the strongest sense, with partnerships across the educational spectrum.

# Faculty and Administration

**Kiran Awan** *English Instructor*

B.A., English Literature, University of Leicester  
M.A., English and Drama, University of Wales, Aberystwyth  
Email: kawan@beaconacademyil.org

**Kate Anderson** *Director of Admissions and Marketing*

B.A., Sociology, Trinity College  
M.Ed., Educational Leadership, DePaul University  
Email: kanderson@beaconacademyil.org

**Stefanie Bator** *History Instructor, Diversity and Inclusion Coordinator*

B.A., Clark University  
Ph.D., Northwestern University  
Email: sbator@beaconacademyil.org

**Jeff Bell** *Head of School, English Instructor*

B.A., English, University of Missouri  
B.A., Religious Studies, University of Missouri  
A.M., Religion, University of Chicago  
Email: jbell@beaconacademyil.org

**Tim Cohen** *Director of Athletics and Community Partnerships, Asst. College Counselor*

B.A., History, Virginia Commonwealth University  
M.A., Urban and Region Planning, University of North Carolina  
Email: tcohen@beaconacademyil.org

**Joe Freeman** *Director of College Counseling*

B.A., English and History, Hamilton College  
M.A., English, Middlebury College  
Email: jfreeman@beaconacademyil.org

**Todd Ferguson** *Academic Dean, English/TOK Instructor*

B.A., English, Trinity University  
M.A., Ph.D., Philosophy, Purdue University  
Email: tferguson@beaconacademyil.org

**Eugenia Gomez-Escobar** *French and Spanish Instructor*

B.A., French Literature and Latin American Studies, New York University  
M.A., French Literature, Yale University  
M.Phil., French Literature, Yale University  
Email: egomezescobar@beaconacademyil.org

**Wendy Grossman** *Science Instructor, Honor Council Coordinator, Student Life Coordinator*

B.A., Environmental Science, Gettysburg College

M.S., Environmental Science, Johns Hopkins University  
Email: wgrossman@beaconacademyil.org

**Jennifer Herman** *Chief Financial Officer*  
B.A., Business Administration, University of Illinois at Chicago  
Email: jherman@beaconacademyil.org

**Bob Hoagland** *Chief Operating Officer and IT Director*  
B.S., Engineering, Purdue University  
M.S., Engineering, Iowa State University  
Email: bhoagland@beaconacademyil.org

**Georgette Kelly** *French Instructor, After School Drama Coordinator*  
B.A., Performance Studies, Northwestern University  
M.F.A, Playwriting, Hunter College  
Email: gkelly@beaconacademyil.org

**Ethan Levine** *Math Instructor, Boys Basketball Coach*  
B.A., Linguistics, University of Pennsylvania  
M.S., Secondary Math, University of Pennsylvania  
Email: elevine@beaconacademyil.org

**Suzanne LoSasso** *College Counselor, IB Coordinator*  
B.A., English Literature, Georgetown University  
M.A., Counseling Psychology, Northwestern University  
Email: slosasso@beaconacademyil.org

**Rick Mosher** *History Instructor, Rock Band Coordinator*  
B.A., American History, University of Illinois at Chicago  
A.M., Social Sciences, University of Chicago  
Email: rmosher@beaconacademyil.org

**Katie Petzer** *Director of Operations and Special Events*  
B.A., Speech Communications, University of Illinois  
Email: kpetzer@beaconacademyil.org

**Renee Ruffing** *Director of Advancement*  
B.S., Psychology, Appalachian State University  
Email: rruffing@beaconacademyil.org

**Daniela Sloan** *Spanish Instructor, Service Learning Coordinator*  
B.A., Cultural Studies, Columbia College  
Email: dsloan@beaconacademyil.org

**Nat Small** *English Instructor*  
B.A., English, Trinity College

M.A., English, Northwestern University  
Email: nsmall@beaconacademyil.org

**Jen Terry** *Science Instructor, Science Olympiad Coach*  
B.S., Chemistry, St. Lawrence University  
M.A., Science Education, University of Western Ontario  
Email: jterry@beaconacademyil.org

**Lara Veon** *Director of Counseling and Learning Support*  
B.A., Social Work, University of Missouri-St. Louis  
M.A., English Education, Webster University  
M.Ed., Community Counseling, Loyola University Chicago  
Email: lveon@beaconacademyil.org

# Academic Program

## Required Courses and Electives

The Beacon Academy course of study reflects an integration of the current standards of educational requirements, the newest research on the developmental needs of adolescents, the Montessori philosophy, the state of the art in current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century.

The Beacon Academy curriculum and instruction are designed as a challenging four-year program. Students are expected to complete core classes with mastery of the material on assessments. Core classes are designed to meet the rigorous criteria of honors distinction. Students may choose to challenge themselves in specific classes and to complete additional projects and assignments, which may include preparation for all or part of the IB Diploma Programme.

## Graduation Requirements

- 4 credits in English
- 3 credits in history, including 2 years of United States History
- 3 credits in the same foreign language
- 3 credits in mathematics
- 3 credits in science
- 2 credits in fine and/or performing arts

## ***By Graduation, all students will have:***

- Given multiple presentations and performances to the community.
- Written a business plan and attempted an entrepreneurial venture in either an individual or collaborative manner.
- Completed an independent study research paper on a topic of their choice.
- Engaged in 8 interim terms, some of their own design.
- Addressed the following two questions in their coursework:
  - What does it mean to live a good and meaningful life?
  - How do we know what we know?



## Grading Scale and Rubric

The below table represents the grading scale used by all Beacon teachers for class assessments and

	50-59	<ul style="list-style-type: none"> <li>➤ No evidence of learning</li> </ul>
DEVELOPING	60-69	<ul style="list-style-type: none"> <li>➤ Some understanding of the required knowledge and skills is evident, with fundamental difficulties in many areas.</li> <li>➤ <i>Even with moderate to significant support</i>, student is unable to apply knowledge and skills in familiar situations.</li> </ul>
	70-75	<ul style="list-style-type: none"> <li>➤ <i>Developing understanding</i> of most of the required knowledge and skills is evident, with clear difficulties in some areas.</li> <li>➤ Only with <i>moderate to significant support</i> is the student able to apply knowledge and skills fully, and only in familiar situations.</li> </ul>
PROFICIENT	76-82	<ul style="list-style-type: none"> <li>➤ <i>A general understanding</i> of the required knowledge and skills is evident.</li> <li>➤ Student can apply knowledge and skills effectively in familiar situations <i>with minor support</i>.</li> <li>➤ <i>With minor support</i>, there is evidence of the skills of analysis, synthesis, and evaluation.</li> </ul>
	83-89	<p>The student can:</p> <ul style="list-style-type: none"> <li>➤ demonstrate a consistent and thorough understanding of the required knowledge and skills;</li> <li>➤ apply knowledge and skills <i>in some</i> unfamiliar situations; and</li> <li>➤ show evidence of analysis, synthesis, and evaluation where appropriate and can <i>often</i> demonstrate originality and insight.</li> </ul>
MASTERY	90-95	<p>The student can:</p> <ul style="list-style-type: none"> <li>➤ demonstrate an <i>excellent</i> understanding of the required knowledge and skills;</li> <li>➤ apply knowledge and skills <i>in a wide variety</i> of unfamiliar situations;</li> <li>➤ <i>provide consistent</i> evidence of analysis, synthesis, and evaluation is shown where appropriate; and</li> <li>➤ <i>consistently</i> demonstrate originality and insight.</li> </ul>
	96-100	<p>The student can:</p> <ul style="list-style-type: none"> <li>➤ demonstrate a <i>superior</i> understanding of the required knowledge and skills;</li> <li>➤ apply knowledge and skills <i>almost faultlessly</i> in a wide variety of situations;</li> <li>➤ demonstrate a <i>remarkable</i> depth of knowledge that consistently evidences original insight; and</li> <li>➤ create/present <i>masterful</i> analysis, synthesis, and evaluation where appropriate.</li> </ul>

marking periods:

## **Mastery Learning**

Mastery learning is a form of personalized learning that gives students the time they need to master particular skills before progressing to the next level of work. The student takes on the responsibility of understanding a concept versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning into steps, to offer suggestions for internalizing the knowledge, and to give the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility. Its disadvantage, as noted by researchers, is that too many students receive 90s and 80's. Quizzes are to give feedback during the learning process and do not require mastery. Assessments are given at the closure of a body of work, such as a math chapter, vocabulary unit, or completion of an area of study in health, science, or history. Assessments are always corrected, no matter what the score, for the purpose of learning.

## **Coaching**

Coaching is a process that has been articulated by M. Adler and T. Sizer. It is designed for those areas in which continued improvement and refinement of reading, writing, thinking, and creative skills are the goal. The areas in which coaching is emphasized are: homework, writing, presentations, literature work, and projects and activities in all content areas. The procedure is the following: information, student product, teacher and/or peer feedback, and revision.

## **Drug and Sexuality Education**

Drug and sexuality education is an integral part of the secondary program. The significant factors in helping students make good choices for themselves are: decision making strategies, goal setting and planning, constructive ways of having fun, stress management, good peer relations, self confidence, responsibility for their behavior, and respect for others. The administration can require a student to be drug tested.

# Family-School Partnership

## **Student-Parent-Advisor Conferences**

Student-Parent-Advisor conferences, which are led by students, are held in October and March. Students are asked to evaluate their progress in academic work, personal responsibility, and group responsibility. Students then request their parents' and teachers' points of view in each area. Students, parents, or teachers may request additional conferences throughout the year.

## **Communications Between Family and School**

When a teacher has concerns regarding a student's behavior or activities, the teacher will discuss the issues with the student and his/her advisor. If the advisor feels it necessary for the parent to have specific information, they will ask the student to discuss it with the parents. At that time, a meeting time can be set if necessary. The purpose of this procedure is to encourage the student to communicate with his/her parents.

## **Programs for Parents**

Parenting adolescents in today's times can be very stressful and confusing. The school offers resources on parenting adolescents. This program begins on Curriculum Night each year.

# School Policies

## **Absence and Tardy Policy**

Beacon Academy does not determine excused or unexcused absences. An absence is time away from highly interactive classroom activities of dialogue, group work, etc. and cannot be made up. Students and parents need to make the decision whether students should miss class or be tardy. Student must attend at least 90% of their classes to earn credit in the course.

## **Late arrival**

Attendance for each obligation will be documented in RenWeb. Students arriving after 8:45am need to first sign in on the sign in/out sheet at the front desk and then proceed to community meeting, advisory, or scheduled class. A parent needs to call the school before 10:00 am if the student knows he or she is going to be absent. After four tardies, an alert will be sent to parents, and a conference may be held with the student and his/her parent(s)/guardian(s) to discuss ways the student can be at school on time.

## **Leaving early**

Students who need to leave before the end of the school day should be aware that they will receive an absence from the classes missed. Parents must sign their student out on the sign-out sheet located at the front desk if they come to pick up their student. If the student is driving or taking public transportation, a parent will need to call the school prior to the student's early departure.

## **Dress Guidelines**

Beacon Academy students may dress as they please provided they follow the guidelines below. Students who do not follow guidelines will be given a choice of wearing Beacon garments or having a parent bring them appropriate clothing.

- Clothing may not display profanity or inappropriate slogans or logos, such as drugs, tobacco, and/or other prohibited substances.
- Hair should be clean and well kept.
- Undergarments should not be visible at any time.
- Eyes must be visible when looking at eye level.
- All cleavage should be covered at all times.
- Shirts/blouses may not come up above the belly button when arms are raised.
- Skirts, dresses, tunics, and shorts must be no shorter than the tip of the middle fingers when shoulders are relaxed.
- For necessary hygiene, the following is required: regular grooming of hair (including facial hair), brushing of teeth before school, daily application of deodorant, etc.

- Students are expected to wear pants, shorts, skirts, or dresses; sweatpants and athletic shorts/pants are not permitted. Leggings can only be worn if the student's bottom is covered by the student's top.

For PE and athletics, students must have appropriate clothes, including athletic shoes, shorts/jogging pants, t-shirts, or sweatshirts. If not dressed properly, students will sit out and lose credit for that day's class. Proper athletic underwear is required for fitness and health.

Certain special events may have other dress guidelines. No T-shirts, jeans, sweat pants, or other inappropriate clothing. Teachers may have other requirements for presentations and field trips.

## **Medical Forms and Medicine**

Each student must have a completed medical form on file in the office.

In order to meet state requirements for licensing, we must obtain written permission from parents before we can dispense medication (prescription or nonprescription) to your student. Parents should not ask staff to medicate their student unless absolutely necessary, as frequent medication (particularly antihistamines) can affect student's classroom behavior and interfere with his/her learning. We will report adverse reactions to parents if they occur. Taking prescription medications at school must be arranged through school staff. All prescription medication must be in the original container labeled with student's name, date, directions, and physician's name. Over-the-counter as-needed medications are available at school. These medications include: Ibuprofen, Acetaminophen, Tylenol, Advil, Benadryl, Neosporin Antibiotic Cream, Cough Drops, Tums, Pepto-Bismol, Hydrocortisone Cream. Medication will be given on request if a parent has given written permission. A form must be completed and sent with the medication(s) if a student needs to take it at school or school activities away from campus.

On trips medication should be in the original container with completed and signed medication form in a plastic bag. The adult in charge maintains possession of the medication. Many students want medication to be discreet; thus the adult makes an agreement with the student about times for medication, such as before/after a meal, bedtime, etc. The adult is responsible for administering the medication.

## **Illness at School**

When a student becomes ill while in class they must check in with the Reception Desk. The Executive Assistant will help determine the next steps vis-a-vis calling parents, etc.

## **General Computer Policy Contract**

*The policies apply to students' laptops and other technology connected to the Beacon Academy computer network:*

- The students are to treat all computers and software with respect and care.
- All computer screens should be visible to teachers at all times.
- All computer use during school hours is restricted to school related activities.
- The use of inappropriate or illegal software is prohibited. Students are not to visit illegal or inappropriate sites on the Internet or to send abusive and/or insulting emails.
- Any peer-to-peer file-sharing programs are prohibited at all times, including lunch. Downloading

music is therefore prohibited.

Failure to follow these rules will result in the computer being placed at the front desk by an adult until the end of the school day and a parent notified and/or conference.

## **Electronics Continuum**

Our world is one of electronics; electronics are here to stay. Our goal is help students to learn to use this tool responsibly. The use of electronics requires good judgment, ability to defer, understanding of long term consequences, empathy and compassion, analysis skills, etc.

## **Storage Spaces**

As the ideal Montessori environment is clean and tidy, the students are expected to keep their storage spaces and common areas clean. Included in this responsibility is the removal of food after each day from refrigerators. Storage spaces are the property of Beacon Academy. Damage to these spaces is not expected. However, should damage occur, the student responsible for the damage will be liable. If the need arises, administration has the right to inspect the spaces at any time for health and safety reasons. The students are expected to respect the privacy of others, including their storage spaces. A student may not disturb another student's storage space unless he or she is given permission by the user.

## **Trips**

The students are expected to follow all school rules and any additional rules made by the teachers and chaperones on trips. If a student breaks a rule and the teacher feels that he/she is a threat to the well being of the group, the teacher has the right to send the student home at the expense of the student's parents. The students are allowed to leave the group with permission from a teacher or chaperone, but they must go in groups of at least three and it is their responsibility to return to a meeting point at the designated time. The students must respect the local residents at all times.

## **Building and Grounds Policy**

The Beacon Academy building is open between 7:30 am and 5:30pm. Students and/or parents should not enter school property before or after school hours. The school is not responsible for students on school grounds except during school hours.

# Academic Policies

## **Designations, Grades, and Assessments**

Beacon Academy grades on a numerical scale. For GPA calculation and other purposes, we average the grades for all the classes. Grades are unweighted.

Students' grades are based on individual work, group work, classroom participation, and assessments.

Beacon Academy offers a challenging curriculum. The general rule is that quizzes or formative assessments are for feedback and practice and tests are to determine mastery or application of information. A student receives an incomplete as a grade until the mastery is reached or the grace period after the quarter for submitting work has passed. All homework and class work must be completed before taking a test on related material.

## **Classroom Environment**

As the environment of the classroom is expected to be calm and peaceful, the students are expected to use appropriate volume and tone. All members of the community are to respect each other's personal space. It is expected that the students be prepared for class by having their homework done and bringing the necessary books and materials to class on time. Students are expected to participate in all classroom activities. Care and maintenance of the classroom is a community responsibility.

## **Homework and Classwork**

Academic excellence is an important pillar of Beacon Academy. A student, parent, or teacher can call a conference at any time deemed necessary. Students should use their independent work time each week productively. All teachers are available to help students with work.

At night, parents should monitor Internet usage, social networking, emailing, IM, games, etc. during homework time. Beacon teachers will try to make homework load as manageable as possible. Some students may need more time if they have difficulty reading complex material or have added advanced work. If homework time is excessive, then the student should keep a log and contact their advisor so the areas of difficulty can be addressed.

Please refer to each teacher's syllabus for procedure for late work. If student misses classes, they should refer to the syllabus and/or RenWeb or Google Classroom for assignments and make an agreement with the teacher to make up missed work.

## **Planned Absence Procedure for one or more days. Please do the following prior to leaving:**

1. Meet with the teacher of the class(es) that you will be missing before your absence. The purpose of the meeting is to notify them of your absence and to make a plan for the work that will be missed.
2. Meet again with the teacher of the class(es) that you missed within 48 hours of your return. The purpose of this meeting is to follow-up on the original plan that you made before leaving and to make a new plan if needed.

## **Assessments**

Assessments are given at the closure of bodies of work. Assessments may include papers, written tests, project work, or group presentations. All assessments will be taken or presented on the day scheduled. It is the student's responsibility to make arrangements with the teacher for retaking a test. A student who needs to retake a test in order to master the material needs to do so outside of class time unless the student and teacher agree to an in-class time.

## **Extracurricular Activities**

Students must be in attendance at least half the day to be able to participate in extracurricular sports or academic activities. Students are also required to wear appropriate clothes and shoes for all activities. If students have any specific questions, they should be referred to the faculty sponsor of the activity.

## **Focus Time and Extra Academic Support**

The schedule at Beacon Academy allows for individual and/or small group tutorial time for students and teachers during Focus Time. Students may use this time to gain a better understanding of work that has been covered in class. When students are having difficulty, every effort will be made to resolve the situation with regular extra help sessions with the teacher. At the end of the quarter, students who earn any grade below a 60 in a class are required in the following quarter to meet with the teacher of that course weekly. If this intervention is not sufficient teacher or advisor may recommend a tutor. **Beacon faculty are not available for paid tutoring.** Requests for outside tutoring should be directed to the administration.

## **Students of Academic Concern**

Beacon Academy provides an academic environment that supports a fundamental expectation that each student will work to the absolute best of his/her academic ability. An integral component of this is a *proactive* and *supportive* process of academic monitoring that has the following goals:

- To enhance and encourage communication at all levels, including faculty, administration, students, and parents/guardians
- To establish clarity of procedure
- To set out structured guidelines to ensure consistency in approach

In short, the academic monitoring process follows a two-tiered structure. It is important to note that a student could be of academic concern at any time during the year. The following is the two-tiered approach



used by the school in monitoring a student's progress:

- Academic Concern
- Academic Probation

## **Academic Concern**

Any student who finishes the semester or year with an average between 70 and 73 percent is considered a student of academic concern. Beacon approaches these students and their families in the following way:

- The student's attendance record is monitored for absences, lateness, etc. The student's pattern of handing in homework and other assignments, as well as his/her work habits, is also monitored.
- The Head of School hosts a meeting, which includes the student and the student's advisor and teachers to discuss the student's academic performance and progress as well as his/her future prospects for academic success at Beacon.
- This meeting is followed by a letter from the Head of School to the student and parents/guardians (also copied to the student's advisor) setting out the conditions of the review.
- At the end of the next semester, the Head of School and the student's advisor decide on the next course of action. Options could include placing the student back in "good standing" or extending the period of academic concern.

## **Academic Probation**

Any student who finishes the semester or the year with an average below 70 is considered on academic probation. Also, any student who is on the academic concern list and who has not demonstrated the required academic improvement (i.e., has not moved above the minimum standard) may be placed on academic probation. Subsequently, Beacon takes the following approach:

- The student's attendance record is monitored for absences, lateness, etc. The student's pattern of handing in homework and other assignments, as well as his/her work habits, is also monitored.
- The student's attendance record is monitored for absences, lateness, etc. The student's pattern of handing in homework and other assignments, as well as his/her work habits, is also monitored.
- The Head of School hosts a meeting, which includes the student and the student's advisor and teachers to discuss the student's academic performance and progress as well as his/her future prospects for academic success at Beacon.
- This meeting is followed by a letter from the Head of School to the student and parents/guardians (also copied to the student's advisor) setting out the conditions of the review.
- At the end of the academic year, the administration meets to discuss the students on academic probation. Individual grades and comments for these students will be completed and available for this meeting, as well as attendance records, etc.
- The probationary period lasts for a minimum of one year. Failure to meet the conditions of the probation can lead to the student being asked not to return the following school year.

## **Honor Code**

We, the students of Beacon Academy, believe in integrity and honor, and in order to affirm our trust as a community, each of us pledges to uphold our honor code at all times.

I will maintain integrity inside and outside of school.

## **Discipline Committee**

The primary purpose of the Discipline Committee is to uphold the school's rules. The Committee comprises both faculty and students, with students holding the majority. Students breaking major school rules during their careers (or when an offense involves multiple infractions) will be called before the Discipline Committee, bringing into question their continuation as members of the Beacon Academy community. The Committee meets at the discretion of the Head of School to determine whether a particular offense warrants a Committee hearing. The Committee meetings are not open to parents or attorneys and are not conducted like a trial. The Head of School has the sole discretion to accept or reject the Committee's recommendation and to impose disciplinary action as the matter warrants. Students may appeal decisions to the Head of School.

Responses to major disciplinary concerns or repeated violations of behavioral guidelines may include, but are not limited to, the following:

- Reprimand – A formal letter of reprimand, in which the school's dissatisfaction is expressed, is placed in the student's file.
- Censure – When the school invokes censure on a student, a letter is placed in the student's file, and the student will be listed for term review.
- Warning – A warning signals a serious misbehavior. When a student is given a warning, a second offense warranting warning usually results in dismissal.
- Probation – A student may be placed on probation only ONCE during his/her time at the Academy. A second probationary offense usually results in dismissal. Students placed on probation will likely have to report this to colleges during the application process

# Social Guidelines

Beacon Academy environments, which include time at school and school-sponsored interims and events, are designed to be learning-oriented, social, fun, and physically and psychologically safe. The teachers and staff of Beacon Academy have a responsibility for the health and well being of the school community. If a teacher or staff member is aware of a violation of the social guidelines, they have the right and responsibility to intervene as they see fit. Toward to goal of maintaining a physically and psychologically safe school community for everyone at Beacon Academy, we have the following guidelines for school and school trips:

- Spreading negative information about Beacon Academy students, staff, faculty, or associates through any forum in or out of school is unacceptable. If there is any way that the information can be construed as negative, harmful, or abusive the sender(s) of that information will be viewed as contributing to an unsafe school community.
- Students are expected to conduct themselves outside of school with respect toward any student, staff, or associate of the school within the same guidelines that exist when in school.
- Students are not allowed to take pictures or audio of faculty, staff, or fellow students without permission.

Individuals contributing to an unsafe school community will be subject to consequences.

## Major Violations

Behavior deemed to pose an extreme physical or emotional danger to oneself or others (for example, distributing drugs, use or possession of dangerous drugs, setting fires, inappropriate sexual behavior) may result in the student(s)' immediate dismissal.

The following are considered to be major violations and may result in the student being placed on probation, suspended, and/or dismissed:

- Lying
- Stealing
- Cheating
- Deliberate physical or mental hazing, bullying, or harassing (including using social media, racial, and/or demeaning slurs)
- Extreme disrespect to the Beacon community
- Using fire inside campus buildings (e.g. smoking, burning candles, incense, etc.)
- Vandalism
- Absence without leaving (being off campus and not responding to calls from the school or leaving without checking out properly)
- Physical aggression (e.g. fighting, harassing of a physical nature)

Beacon Academy takes a very strong position against alcohol and drug use by adolescents; distribution, possession, or use of these substances is illegal, in addition to being harmful. In particular, while a student is under the school's jurisdiction the school forbids the following: possession or use of alcohol and/or drugs; being intoxicated or under the influence of alcohol or drugs. Any student found misusing or having unauthorized possession of prescription or sports enhancement drugs or over-the-counter medications is also in violation of our alcohol and drug policy. In addition, nitrous oxide cartridges of any kind are

forbidden on the campus. Violation of this policy usually results in probation. Dismissal from the school is the traditional result for the second offense.

No one other than deputized law enforcement officers may ever be armed or carry a weapon on campus for any reason.

Students will be held accountable for these violations whenever school is in session, during pre-season athletic programs, and during school-sponsored events.

Major violations should be reported immediately to the Honor Council coordinator, who will make certain that the parent(s)/guardian(s) and faculty advisor(s) are informed.

## **Open Campus**

Beacon Academy has an open campus because it is part of our mission to create an environment in which students can practice independence. It is also our responsibility to ensure student safety to the furthest extent possible. Open campus is a privilege for all students, not a right.

## **Checkout Policy**

Students must sign out for every departure from and back in immediately upon return to campus on the sign-out sheet located at the Reception desk. They may not use CTA, Metra, or their cars when they are checked out. Students must provide precise information as to where they are going (not just "out"), and the destination must be one acceptable to the school and within the boundaries set by Beacon. *Please note this does not apply to Arts and PE classes off campus, which will be chaperoned by a Beacon faculty or staff member.*

A minimum of two students is required to check out. At least one student must bring a cell phone, and students are REQUIRED to answer the cell phone if the school calls them. They are also REQUIRED to respond to text messages from the school while checked out. Consequences for not responding immediately to a communication from the school when checked out can include campus confinement.

Students who are running late when checked out MUST call the reception desk at (224) 999-1177. Students who improperly check out, return late without calling, fail to be at the location they have been checked out to, or do not respond to a communication from the school may have to appear before the Honor Council.

# Harassment Policy

Beacon Academy is committed to providing an environment in which community members and visitors are treated with respect, dignity, and courtesy. It is our policy to address all instances of disrespectful behavior and harassment based on sex, race, color, age, religion, disability, socioeconomic background, national origin, sexual orientation, or marital status.

Before considering the specific issue of harassment, it is to be clearly understood that any sexual relationship between faculty, staff, or volunteers and students is forbidden.

Harassment is hurtful to the victim and to others in the community. In many cases, it is unlawful. The determination of what constitutes harassment will depend upon the specific facts and the context in which the conduct occurs. Harassment may be subtle and indirect or blatant and overt. Bullying and hazing are harassment and will not be tolerated.

In this community, it is important that we live in mutual respect. Actions or words that may be acceptable outside of Beacon Academy may not be acceptable in this community.

## Sexual Harassment

Sexual harassment consists of unwanted sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature. It may involve, but is not limited to:

- Suggestions that submission to or rejection of the conduct will influence academic decisions (grades, for example) or evaluations or permission to participate in any activity
- Conduct that has the purpose or effect of unreasonably interfering with an individual's academic or afternoon program performance by creating a hostile or intimidating environment
- Conduct that has the purpose or effect of creating a hostile or intimidating environment

## Other Forms of Harassment

Like sexual harassment, visual, verbal, or physical harassment of individuals based on race, color, age, religion, disability, socioeconomic background, national origin, sexual orientation, or marital status is prohibited. Bullying is harassment and will not be tolerated. Even if the motivation behind the action is good-natured and without meanness, remarks or gestures about individuals' personal characteristics to which they may reasonably take offense are unacceptable. Examples of harassment might include, but are not limited to:

VERBAL – Foul or offensive language; jokes of an offensive nature; suggestive comments; degrading

words to describe someone's anatomy, clothing, appearance, or "bad" reputation; repeated flirting with someone who is not interested; "rating" an individual; asking for sexual favors

NON-VERBAL – Displaying offensive or degrading pictures or symbols; circulating offensive or sexually suggestive object, drawings, or pictures; suggestive, insulting, or obscene sounds; leering; offensive body language; graffiti or other writings or music or an insulting or offensive nature; leaving of unwanted notes or love letters

PHYSICAL – Unwanted contact, which may include touching, pinching, hugging, or brushing up against someone's body; preventing someone from leaving the area; pulling at clothing; playing sexual games

If a student feels that he/she has been harassed by an adult, the student is strongly encouraged to discuss the matter with the Head of School or any other trusted adult. That person will then follow procedures as outlined in the employee handbook. Every effort will be made to protect the student's privacy.

If a student feels the he/she has been harassed by another student, the offended student should initiate the procedure described below. If a student witnesses a harassment incident, the student should take action (tell a trusted adult or proctor, for example) and/or encourage the victim to take action. To the extent reasonably possible, harassment situations will be investigated and remedied in a way that respects the privacy concerns of the individual(s) involved.

### **Informal Action**

If a student feels the he/she is being harassed by another person, the student should tell the person to STOP. This may be done in person or in writing. The student may do it at the time of the action or may do it later when the person is not with another group of people. The student should tell the person what was/is offensive and insist that it stop. IF the person understands and the student trusts the behavior will cease, the matter could end there. The student may prefer to tell a teacher, advisor, or another trusted adult. That person will make every effort to protect the student's privacy and will work to resolve the problem.

### **Formal Action**

If the student feels that any informal discussion is inadequate or unsuccessful, or if the offense is severe, the problem should be communicated to the Head of School or any other trusted adult. Information will be gathered and a written report will be completed. Once again, any investigation will be handled in a way that respects the privacy concerns of the individual(s) involved.

When a student has been found to be in violation of this harassment policy, formal disciplinary action may take place. A written report of the investigation and resolution will be kept on file.

No reprisals will be taken against any individual who in good faith makes a complaint about a behavior that is in violation of this policy. However, intentionally false complaints are grounds for disciplinary action.

Nothing in this policy is intended to discourage open discussion of controversial subjects and the free expression of views.

### **Substance Abuse**

Beacon Academy is acutely aware of the serious danger posed by the use of alcohol and other drugs among teenagers. The school will work with students on a case-by-case basis to coordinate appropriate

medical and/or mental health care. Costs arising from this care will be charged to the parent(s)/guardian(s) of participating students.

## Technology Acceptable Use Policy

### **Purpose**

This policy defines and describes Beacon Academy's commitment to ensure the legal, ethical, and appropriate use of technology resources at the school, including, but not limited to: computer equipment, software, networks, and voice systems.

The technology resources at the school are provided to support the school's educational and business operations. School technology resources are the property of the school; use of these resources is a privilege and not a right. Individuals who are provided access to school technology resources assume responsibility for their appropriate use; the school expects individuals to be careful, honest, responsible, and civil and to at all times be in compliance with all school policies and state and federal law.

### **Scope**

This policy applies to all users of Beacon Academy's technology resources. It applies to all software and hardware owned, leased, or subscribed to by the school. It also applies to all personally owned equipment that connects to the school's network.

### **Authorized Use**

An authorized user is any person who has been granted authority by the school to access IT computing, network, and voice systems. Unauthorized use is strictly prohibited.

By accessing the school's network using school owned or personally owned equipment, you have consented to the school's exercise of IT authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communicated stored or transmitted over such equipment.

When a user ceases being a member of the school, this authorization terminates immediately.

Incidental use of technology for personal, non-school purposes is acceptable but must not negatively impact system performance, classes, or school business.

### **Responsible Use**

Individuals who are assigned data network accounts are solely responsible for how they are used. Individuals may not share or borrow accounts and passwords with others.

Users may not access the personal or confidential accounts and files of others without permission. Users are prohibited from acting in ways that are unethical, illegal, or invade the privacy of others.

Users must maintain the confidentiality of the school's sensitive information and comply with school



information security and privacy policies and federal and state laws.

Any communication, internal and external, must clearly identify the sender. Individuals may not send messages anonymously or under another name or identity. Altering electronic communications to hide your identity or impersonate another person is prohibited.

Users are responsible for both the content and possible effects of their messages on the network. Prohibited activities include, but are not limited to: creating or propagating viruses; materials in any form (text, sounds, images, video) that reflect negatively on the school; chain letters; inappropriate messages (including discriminatory or harassing material); and billable services.

Users must abide by all copyright and other laws governing intellectual property use. Users are prohibited from using school networks or equipment for the acquisition, storage, or distribution of any digital content which they do not have the legal right to use, including but not limited to, copying and sharing software, images, music, and movies.

Users must adhere to all software license provisions. No software will be installed, copied, or used on school equipment except as permitted by law.

Users are required to have updated virus protection software on their computers when connecting to the school network. Users should use caution when opening email attachments or other internet files, which may contain malicious software. Any computer found to be infected with viruses or malware to the extent that it may negatively affect school resources will have access to network services revoked until such viruses and/or malware have been removed and updated antivirus software has been installed. If a user knows or suspects that their machine has contracted a virus, the user shall notify the IT Director immediately.

## **Prohibited Activities**

- Attempts to exploit, test, or probe for security holes or weaknesses on school computers or networks
- Attempts to monitor, analyze, or tamper with network data packets that are not explicitly addressed to your computer
- Using a network address other than the one assigned by the school
- Execution or compilation of programs that have the potential to break or interfere with system security
- Connecting any secondary physical network including, but not limited to: modems, bridges, routers, wireless access points, or other network devices to the school network without prior authorization from the IT Director
- Use that is inconsistent with the school's non-profit status: The school is a non-profit, tax-exempt organization and is subject to specific federal, state, and local laws regarding sources of income, political activities, use of property, and similar matters.
- Using school technology in any way that suggests School endorsement of any political candidate or ballot initiative
- Physical theft, rearrangement, or damage to any and all school technology equipment, facilities, or property
- Undisclosed and unauthorized recording or streaming or taking still photographs of other individuals within the Beacon community: Individuals are not permitted to make or attempt to make an audio or video recording or take photos of private, nonpublic conversations and/or meetings on the premises without the knowledge and consent of all participants subject to such recordings, and, in the case of students, without the consent of the Head of School. The use of undisclosed hidden recording devices is prohibited, as is the transmission and/or distribution of any such recordings or pictures.



- Accessing the school's network or equipment to create, access, download, edit, view, store, send, or print materials that are illegal, harassing, intimidating, discriminatory, pornographic, or otherwise inconsistent with the school's stated rules and policies
- Use of the school's technology resources for any type of illegal activity

## **Security**

Each user is responsible for the security and integrity of information stored on his or her computer or voice mail system. Computer accounts, passwords, security codes, and other types of authorization are assigned to individual users and must not be shared with or used by others. The school reserves the right to bypass such passwords and to access, view, or monitor IT systems and all of their contents. By accessing the school's systems, you have consented to the school's right to do so.

Users may not attempt to circumvent or subvert the security provisions of any system.

## **Privacy Expectations**

The school's network, voice, and computing resources are the property of the school. The school will, to the extent possible, respect the privacy of all accountholders on the network. However, the school reserves the right to access, view, or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the school's network, and it may be required by law to allow third parties to do so. Electronic data may become evidence in legal proceedings. IT will participate as required in any investigation as directed by the Head of School. The school places a high value on privacy and recognizes IT's crucial importance in an academic setting. There are nonetheless circumstances under which, following carefully prescribed processes, the school may determine that certain broad concerns outweigh the value of an individual's expectation of privacy and warrant School access to relevant IT systems without the consent of the individual.

The school reserves the right to protect systems, software, individuals, and contents of the network from potential or actual harm.

Users should exercise caution when storing, processing, and/or transmitting personal and sensitive data.

## **Enforcement and Sanctions**

All members of the community are expected to assist in the enforcement of the Technology Acceptable Use Policy. Violations of this policy may result in a variety of disciplinary actions, which may include the loss of computer, telephone, and/or network access privileges or dismissal for employees and requirement to withdraw for students. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the school may initiate or assist in the prosecution of any such violations to the full extent of the law.

Any suspected violation of this policy should be reported immediately to the Director of Information Technology, as well as to the Head of School.

# Nutritional Guidelines and Care of the Environment

## **Lunch/Snacks**

Beacon Academy students are encouraged to have a well-balanced lunch. Students must clean up any materials left from their lunches, including anything in the refrigerator, microwave or other appliances.

Snacks in classes are left up to the teacher's discretion. Students are allowed to have healthy snacks throughout the day. Students are encouraged keep perishable foods in the refrigerator. Trash and recycling should be placed in the proper receptacles.

Students may not eat in the classrooms.

## **Care of the Environment**

### REFRIGERATOR

Personal food needs to be labeled and stored. Students may not leave food in the refrigerator overnight.

# Conduct Policy

## **Integrity, Respect, and Responsibility**

We have confidence that all students will endeavor to interact with others respectfully, positively and with grace and courtesy. However, if adolescents do not follow these guidelines, they are supported by redirection toward making the necessary changes in their behavior.

There are several types of negative interactions that affect oneself and the community. Generally teachers will offer a reminder or a change in environment for the inappropriate behavior to stop. If the behavior persists, the parent(s)/guardian(s) will be contacted.

# Community Meetings

## Objectives

Community meetings provide a relaxed, open environment that allows all students to respectfully express themselves to their peers. It encourages students to be mindfully engaged by allowing them the opportunity to lead the community, and through the students' insights allows for a more positive school environment.

## Facilitator's Duties

- Lead the community
- Include everyone by recognizing and encouraging participation
- Arrive in time to allow for the completion of duties as the facilitator
- Maintain the standards of the community meeting
- Dismiss group on time
- Prepare environment (moving chairs/risers to appropriate places).
- Arrange *in advance* for a responsible substitute in case you are late or absent.

## Standards for Community Meetings

- Acknowledgments and sharing should be addressed to the entire community and should involve people who are in attendance.
- Only contribute to the meeting when called upon by the facilitator.
- Make room for late students.
- Faculty maintains the same standards as students.
- Speak loudly enough for all participants to hear.
- All comments should be appropriate, friendly, and supportive.
- All comments should be inclusive of the community.

## Schedule

Attendance will be taken at between 8:30 and 8:50 each Community Meeting morning. Students are expected to fully attend all community meetings.

- Begin 8:45
- Announcements
- Sharing and Acknowledgements
- Dismissal varies depending on the day and/or program.

# Communications, Concerns, Grievances, and Solutions for Our School Community

The faculty, staff, and Board of Trustees of Beacon Academy desire to support and promote healthy and timely communications focused toward developing solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction.

<b>Subject Matter:</b>	<b>First Contact:</b>	<b>Second Contact/Other Resources:</b>
Your child's progress	Advisor	Classroom Teacher(s)
Classroom Activities/Schedules	Advisor	Classroom Teacher(s)
Classroom Procedures	Classroom Teachers	
Parent Conferences	Advisor	Academic Dean
Parent Education	Director of Advancement	School Counselor
Volunteering Activities	Director of Advancement	
Academic Policies	Classroom Teachers	Academic Dean

Enrollment Procedure	Director of Admissions	Website
School Calendar	Website	Main Office
School Directory	RenWeb	Director of Admissions
School Schedules	RenWeb	Advisor
Student Records	RenWeb	College Counselor
Financial Policies	Business Office	Head of School
Student Financial Accounts	Business Office	
Volunteer Purchase Orders	Business Office	
Parent Organization Activities	Director of Advancement	Head of School
Fundraising	Director of Advancement	Head of School
Marketing	Director of Admissions	Head of School
Facilities	Chief Operating Officer	Head of School
Faculty	Academic Dean	Head of School
Administration	Head of School	
Governance/Board	Head of School	
Legal Matters	Head of School	

Beacon Academy desires to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively, and with care, we will be able to support your student and your family in developing appropriate solutions.

## Student-Parent-Teacher Responsibilities

Beacon students, parents, and teachers agree to the following academic and communication responsibilities.

<b>As a student of Beacon Academy, I agree to...</b>	<b>The faculty of Beacon Academy agree to...</b>	<b>As a parent of a Beacon Academy student, I agree to...</b>
<ul style="list-style-type: none"> <li>▪ Be an active, self-directed learner;</li> <li>▪ Be a vital member of my class, school, city, and global community;</li> <li>▪ Be a co-creator of a positive climate for learning;</li> <li>▪ Communicate respectfully with my teacher(s) at all times;</li> <li>▪ Proactively address missing work;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be facilitators for learning;</li> <li>▪ Be co-creators of a positive climate for learning;</li> <li>▪ Be role models;</li> <li>▪ Update RenWeb by Friday morning each week;</li> <li>▪ Identify and support students who need additional support to complete work, comply with school policies, or who are in danger of failing any class;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support my adolescent's learning environment outside of school;</li> <li>▪ Allow my adolescent to make and learn from his/her own mistakes;</li> <li>▪ Trust that teachers have my and my student's well being at the forefront;</li> <li>▪ Remain levelheaded during "roller coaster" moments;</li> </ul>

<ul style="list-style-type: none"> <li>▪ Take responsibility for what I miss when I am absent;</li> <li>▪ Plan my work and communicate appropriately about my plans to my teacher(s);</li> <li>▪ Follow my work plan;</li> <li>▪ Check RenWeb each week before independent work time;</li> <li>▪ Ask questions;</li> <li>▪ Use <u>all</u> my resources before asking for help (assignment parameters, peers);</li> <li>▪ Request a meeting with my advisor, Ms. Veon, or Mr. Bell when I fee overwhelmed or don't know how to handle a situation and need to talk about it; and</li> <li>▪ Understand and support the philosophy of the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe and encourage;</li> <li>▪ Give helpful, clear feedback to students when their behavior is rude or inappropriate; and</li> <li>▪ Understand and support the philosophy of the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be flexible to accommodate my adolescent's study needs;</li> <li>▪ Discuss any issues or concerns first with my adolescent and then with the teacher if appropriate;</li> <li>▪ Schedule meetings to brainstorm with my adolescent and his/her advisor or the counselor when a child is overwhelmed or issues need addressing;</li> <li>▪ Be an active member of the team as my student presents his/her conference materials; and</li> <li>▪ Understand and support the philosophy of the school.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------