

CHICAGO JESUIT ACADEMY

2024-2025 Student Handbook



Our ideal is the well-rounded person who is seeking intellectual excellence, open to growth, religious, loving, and committed to doing justice in generous service to the people of God.

– V.R. Peter-Hans Kolvenbach, S.J.,
Former Superior General of the Society of Jesus

(revised 29, May, 2024)

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CHICAGO JESUIT ACADEMY **FOUNDATIONAL GOALS**

MISSION

Chicago Jesuit Academy is a loving and academically rigorous tuition-free Catholic elementary school for students and families from resilient communities impacted by historical disinvestment. We accompany our students and alumni from enrollment through the start of their careers as they develop their gifts and grow as men and women for others.

MEANS

Located in Austin on Chicago's West Side, CJA admits students to all grades in our lower and middle school without regard for their race, ethnicity or religion, and CJA enrolls 3rd-, 4th- and 5th-grade students without regard for their past levels of academic achievement.

We use small class sizes, extended school days and an 11-month school year to give personal care to our students and help them develop as whole persons.

We accompany our alumni on their unique paths to meaningful employment and support them throughout high school, their post-secondary education and the start of their careers, always welcoming them back as leaders at CJA and in the broader community.

CJA students, alumni, parents, faculty, staff, volunteers and benefactors listen to and learn from one another and make disciplined sacrifices to accomplish our shared mission.

We partner with other schools and the broader community to create access to better educational resources, confront systemic racism and remove obstacles to educational equity.

We call one another to find God in all things and be men and women for others who are open to growth, loving, religious, intellectually competent and committed to doing justice.

Each year, Chicago Jesuit Academy's teachers, students and parents agree to the commitments outlined below, by signing the Educational Partnership Commitment document.

PARENT/FAMILY COMMITMENT

The CJA Educational Partnership Commitment document describes how we strive to live our core values together within our CJA community. Parents of Chicago Jesuit Academy students agree to act as active partners with CJA in their student's academic, social and spiritual development. Parents commit to CJA's extended school day and extended school year and ensure their student's timely arrival each day. They check student homework nightly and respond to phone calls and other notices from CJA staff in a manner that encourages student growth and development. **They partner with teachers in helping reinforce the grad-at-grad values both inside and outside CJA.** As essential partners of the CJA education community, parents contribute ideas and suggestions to help CJA meet the needs of all CJA students. In addition, parents volunteer their time and talents to further support their students as well as the growth and development of the larger school community.

The relationship between CJA and parents is a partnership in raising healthy and successful children. The more we interact and learn from one another, the stronger are outcomes from all students. During the 2024-25 school year, parents will have the opportunity to to earn three partnership support points by offering any of the following:

- Offering a pre-approved school-supply donations
- Participation during a parent volunteer day
- Offering active student-recruitment support via Mr. Zalesky
- Offering a recruitment referral for a student who gains admission to CJA
- Volunteering at a CJA event, such as BINGO!, community BBQ's, Field Days
- Working with a CJA faculty member on a student-facing project or field trip
- Volunteering time and talent as an additional proctor during CJA co-curriculars

We ask that every family earn no less than three of these points prior to May of 2025. Additionally, all families are asked to **attend at least three of our five Parent Enrichment meetings** run by our Parent-Partnership next school year.

The [CJA Parent Progress Report](#) document will be used during the 2024-2025 Academic Year to assess how well a family is meeting the CJA commitments for parents. In each of the categories our family partners may receive an “ME”, a “DE” or an “AC” on the form.

- An “ME” stands for meeting expectations.
- A “DE” stands for developing expectations (no immediate action is required as long as the expectation is met by the end of the school year).
- An “AC” stands for an area of concern. If there are questions or areas of concern, please make arrangements with a member of the administrative team to correct/improve the situation.

Re-enrollment contracts for the 2025-2026 school year may be withheld from families with “AC” markings. Therefore, immediate attention is needed if there is an “AC” marking below.

TEACHER COMMITMENT

Students who attend Chicago Jesuit Academy will be the next generation of leaders in the City of Chicago. CJA teachers must demonstrate a past and continued commitment to academic excellence, professional development and the best ideals of the Roman Catholic faith. CJA faculty members are disciplined workers, compassionate listeners and tireless advocates for the children they serve. Teachers recognize that CJA asks them to approach their work as a vocation and make substantial contributions of their time and talents in the service of their students. The success of each CJA student hinges upon the determination and excellence of each teacher.

STUDENT COMMITMENT

Students of Chicago Jesuit Academy understand that they have been given outstanding gifts and opportunities and seek to use these gifts and opportunities for the benefit of others and to become true persons for others. Students commit to partnering in their own social, spiritual and academic growth and work to create a school environment in which all students can learn. In short, students promise to do their best. **Students strive to learn and implement the components of the grad-at-grad values of loving, open to growth, seeking intellectual excellence, committed to doing justice and religious.**

NON-DISCRIMINATION POLICY

Chicago Jesuit Academy, in accordance with our Jesuit tradition, is committed to fostering a diverse community of outstanding faculty, staff and students, as well as ensuring equal educational opportunity, employment, and access to services, programs and activities, without regard to an individual's race, color, national origin, religion, age, disability, sex (except in matters of admission and enrollment), gender identity/expression, sexual orientation, marital status, pregnancy, predisposing genetic characteristic or military status. Employees, students, applicants or other members of the CJA community (including but not limited to vendors, visitors and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected identity.

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Matthew Lynch, President, or Kelly Tyson, Head of School for Chicago Jesuit Academy at The Gies Campus of Chicago Jesuit Academy, 5058 W. Jackson Blvd., Chicago, IL 60644-4324. Mr. Lynch can be contacted by phone at 773.638.6126 or via email at lynch@cjacademy.org. Ms. Tyson can be contacted by phone at 773.638.6103 or via email at tyson@cjacademy.org.

CALENDAR '24-'25

June

June 03 – 05: *Phoenix Week for Grades 3-7 & New CJA Scholars (Required attendance for all CJA Students- New & Those Invited to Return for the 2024-2025 SY & All Faculty & Staff)*

June 06: Cura Personalis Conferences

June 06: CJA 8th-Grade Graduation

June 07: CJA Closed

June 10 & 11: CJA Leadership-Team Meetings

June 10 – 28: Summer Intersession for all CJA Students

July

July 01: Morning Session: New Family Orientation: **(7:30a – 9:00p)**

July 01: Evening Session: New Family Orientation: **(6:00p – 7:30p)**

July 08 – 12: WINN Week 1: In-Person required for all new and returning students **(7:50a – 2:00p)**

July 15 – 19: WINN Week 2: In-Person required for all new and returning students **(7:50a – 2:00p)**

July 22 – 26: July Intersession WINN Week - In-Person required for all new students and students at high risk (behavior, attendance, academics (7:50a – 2:00p))

August

August 14 – 16: Begin Session 1 Required Attendance for All Students **(7:50a – 2:00p)**

August 19 – 23: Attendance for All Students-7:50 a.m.-2:00 p.m. (Students will take their iReady diagnostic this week. Please get plenty of rest.)

August 26 – 29: Attendance required for 5th-8th grade at sleep away camp: 4 days-3 nights; 3rd-4th grades in-person 7:50 a.m.-2:00 p.m.

August 30: Remote Learning All Grades. No In-Person Attendance.

September

September 02 – Labor Day: CJA Closed

September 03 – 06: Session 1 Week 4, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

September 09 – 13: Session 1 Week 5, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

September 16 – 20: Session 1 Week 6, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

September 23 – 27: Session 1 Week 7, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

September 30 – October 04: Session 1 Week 8, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

October

October 04: Remote Learning–Catch-Up Day for students. No In-Person Attendance

October 07 – 11: Session 1 Week 9, Required Attendance for All Students **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

October 11 – Mid-Term Markings/Fall Field Day

October 14 – 18: Intersession Week 1 No School Students or School Team

October 21 – 25: Intersession Week 2: WINN Week In-Person Required for At-Risk Students; Remote Learning for Students in Good Standing **(8:00a – 2:00p)**

October 28 – November 01: Session 2: Week 1 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

October 31 – Early Dismissal 2:00 p.m. Halloween (CJA Office Closes at 3:00 p.m.)

November

November 04 – 08: Session 2: Week 2 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

November 11 – 15: Session 2: Week 3 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

November 18 – 22: Session 2: Week 4 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

November 25 – 26: Session 2: Week 5 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

November 26: End of First Trimester

November 27 – 29: Thanksgiving Holiday Break: CJA Closed

December

December 2: Catch Up Day–Remote Learning for All Students

December 03 – 06: Session 2: Week 6 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

December 04: First Trimester Report Cards Sent Home

December 09 – 13: Session 2: Week 7 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

December 16 – 20: Session 2: Week 8 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)** iReady Testing Week

December 20: Christmas Field Day!!!

December 23 – January 03: Christmastide Intersession, No School for Students or School-Side Team

December 25 – CJA Closed

January

January 01: CJA Closed, New Year's Day

January 01 – 04: Winter Break Continues for Faculty & School-Side Staff

January 06: Faculty & Staff Cura Personalis Conferences (Remote Optional)

January 06 – 10: Grade-Level Week/Cura Personalis Week **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

January 08: First Trimester Report Card Printed

January 10: Student Cura-Personalis (students work remotely)

January 13 – 17: Session 3, Week 1 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

January 20 – CJA Closed, Dr. Martin Luther King, Jr. Observance

January 21 – 24: Session 3, Week 2 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

January 27 – 31: Session 3. Week 3 **(7:50a – 4:05p M-Th 7:50a – 2:00p Fr)**

February

February 03 – 07: Session 3, Week 4 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 February 10 – 14: Session 3, Week 5 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 February 14: Second Trimester–first Marks
 February 17: CJA Closed for Presidents Day Observance
 February 18 – 21: Session 3, Week 6 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 February 19- CJA Closed
 February 24 – 28: Session 3, Week 7 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)

March

March 03 – 07: Session 3, Week 8 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 March 10 – 14: Session 3, Week 9 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 March 14- Pi TT Day Celebrated
 March 17 – 21: Intersession Week 1: No School Students or School Team
 March 24 –28: Intersession Week 2: WINN Week In-Person Required for At-Risk Students; Remote Learning for Students in Good Standing (8:00a – 2:00p)
 March 31 – April 04: Session 4, Week 1 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)

April

April 02: Second Trimester Report Cards Sent Home - Students & Faculty Return, Trimester 3 Begins
 April 07 – 11: Session 4, Week 2 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 April 07 – 11: Session 4, Week 3 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 April 18: CJA Closed for Good Friday Observance
 April 21: CJA Closed for Easter Monday Observance
 April 22 – 25: Session 4, Week 4 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 April 28 – May 02: Session 4, Week 5 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)

May

May 05 – 09: Session 4, Week 6 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 May 12 – 16: Session 4, Week 7 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 May 19 – 23: Session 4, Week 8 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 May 26: CJA Closed for Memorial Day Observation
 May 27 – 30: Session 4, Week 9 (7:50a – 4:05p M-Th 7:50a – 2:00p Fr)
 May 28-30: iReady Testing Grades 3-8
 May 31- Last Day of School for 8th Graders; **Spring Field Day**, Friday Early Dismissal 1:30 p.m. for Students & Faculty (CJA Office Closes at 1:30 p.m.)

June

June 02 – 06: Grade-Level Retreat Week and Class Celebrations (Standard School Schedule) 7:50a – 4:05p M-W
 June 05: Trimester 3 Ends, Students In-Person 8:00a – 2:00p (Student Cura Personalis begin @ 2:30p)
 June 06: Student Cura Personalis Continues (Students work remotely)
 June 09 – 13: Summer Intersession for all CJA Students Week 1 (No School)
 June 11: *(Report cards sent home for students meeting grade-level standards. Students below standards will receive Third-Trimester progress reports and final report cards at the end of summer intersession).*
 June 16 – 20: Summer Intersession for all CJA Students Week 2 (No School)
 June 23 – 27: Summer Intersession for all CJA Students Week 3 (No School)
 June 30 – July 03: Summer Intersession for all CJA Students Half-Week 4 (No School)

July

July 01: Morning Session: New Family Orientation: (7:30a – 9:00p)
 July 01: Evening Session: New Family Orientation: (6:00p – 7:30p)
 July 04: CJA Closed for Independence Day
 July 07 – 11: July WINN Week 1 –In-Person Required for All Students (7:50a – 2:00p)
 July 14 – 18: July WINN Week 2 –In-Person Required for All Students (7:50a – 2:00p)
 July 21 – 25: July WINN Week 3 –In-Person Required for All New Students and Students At High Risk (behavior, attendance, academics (7:50a – 2:00p))
 July 28 – July 01: All Stop School-Side Team, No School for Students or Staff

ADVISORS

At the beginning of every year, each student is assigned a faculty advisor from their teaching team. It is the advisor's responsibility to communicate general information (such as, but not limited to, changes in the school schedule, field trips, amendments to grade level team policy, etc.). Advisors will also reach out if a student is ever unprepared for school in terms of uniform or materials (such as, but not limited to, lost headphones, missing belts, incorrect footwear, etc.).

If a family ever has general questions or concerns, their first point of contact should be their child's advisor. Additionally, if a student is ever going to be tardy, absent or in need of an early dismissal, please **the family must** notify their advisor.

Lastly, while advisors will most likely have detailed information about the particular subject they teach, they do not usually have all the information about other subjects. Therefore, if a family has a specific question or concern about a certain subject, they should reach out to the teacher of that subject rather than the advisor.

ARRIVAL/DISMISSAL

We will continue to run all arrivals on Quincy St. until **7:50 a.m.** each school day. The arrival team will be on station starting at 7:30 a.m. **Please do not arrive prior to 7:00 a.m. Students arriving before 7:30 a.m. must enter CJA and are not permitted to congregate at Moore Park or on campus.** If a student is late for school (arriving at or after 7:50 a.m.) the person dropping off the student must park and enter the building with the student.

Dismissal for all students will run on Quincy St. from **4:05-4:30 p.m. Monday through Thursday** and at **2:30p on Fridays.**

All students (3rd-8th grades) have **an early dismissal each Friday at 2:00 PM.**

In order for pickup at dismissal to run smoothly, **please do not block traffic or double park, please pull all the way to the curb to pick up your student.** If your student is not yet out of the building, please find a parking spot along the curb or circle the block. Adams St. on the far side of Moore Park regularly has open parking available to you when you are waiting for your student.

MEALS

The nutrition program at CJA is an important part of our commitment to developing healthy students and treating them as whole persons. Through a recent parent survey, several parents expressed a variety of concerns about food policy at CJA. The following is a short explanation about our approach to meals and the history of our food program.

CJA serves food three times a day to all students who arrive at school on time. Breakfast, lunch and snack are all provided through our caterer Gourmet Gorilla. CJA pays directly for these meals through the generosity of our benefactor community. Since the expense of feeding all of our students is so high (\$280,860 during the '21-'22 school year), CJA has always participated in the USDA's National School Lunch Program (NSLP), which offsets some of the costs associated with our food program by reimbursing the school for a percentage of each meal served. Last year, the NSLP reimbursed CJA \$253,000 for our meals, leaving CJA responsible for less than \$30,000 to pay directly through our fundraising efforts. This important program frees up hundreds of thousands of dollars to use in classrooms and other student services.

By participating in the NSLP, CJA is required by state and federal law to follow strict guidelines that govern portion size and content of all food served. That means we can't offer foods that have too much salt, saturated fat, or sugar to name a few examples. It also means we have no control over the size of portions that students are served, but we can assure you that serving sizes are filling for all students if they eat all of the components of their meal, which include fruit, vegetables alongside the main lunch course.

Our caterer is dedicated to providing from-scratch cooking using organic ingredients whenever possible. The food is fresh and wholesome and most of our students appreciate and enjoy our lunches.

Our breakfasts and afternoon snacks are packaged locally at the Gourmet Gorilla commissary in the Pilsen neighborhood, and meet the nutritional guidelines of the NSLP. We don't purchase prepackaged sweet or savory snacks to feed our students.

Prior to contracting with Gourmet Gorilla, we used one of the larger food-service providers in Chicago. The food was of low quality and frequently mimicked fast food. We made the intentional decision to take on considerable additional

expense in order to provide healthy and quality meals to all of our students. We did this because it was the right thing to do, and we are very proud of the food program we offer.

Additionally, we made the decision early in the life of the school to ask students **never to bring in outside food** to replace or augment the food we provide at no cost to families. **There are students at CJA with life threatening food-related allergies, and by only providing food through our caterer, we create a safer environment for all students.** We ask for parent partnership with this critical issue, as keeping one another safe is foundational to a healthy school community.

One of the things we're most proud of is the family-style serve we offer at lunch each day. By beginning our meal with prayer and taking time to help serve one another adds an important note of fellowship to our school. We have fully implemented our family-style service as of August of 2022, having paused this tradition through the pandemic. Our students respond positively to this time together and it offers an opportunity for older students to care for their younger peers in a natural and healthy setting.

Students are responsible for bussing and composting their breakfast and lunch in a manner that practices good stewardship over our resources, helps maintain the cleanliness of our cafeteria, and conveys respect and care to our community. Students who can not meet these expectations or engage in polite and appropriate table conversations may be required to eat their meals in an alternative setting until they can make appropriate repairs.

BATHROOM POLICY

For the safety of students, CJA allows **one student in the bathroom at a given time if there is no adult to monitor at the door of the bathroom.**

Students may use the unisex bathrooms or the bathroom of their biological sex.

If the bathroom is in use, students may return to class or wait outside of the bathroom to wait for the bathroom to be available.

If a student has a bathroom emergency, and cannot wait until the bathroom is free, the teacher may make an exception to the number of students allowed in the bathroom so that the student has access to the bathroom safely.

In every case, the student should sign in and out of the classroom in that classroom's bathroom-break log, making note of the name, date and time of the pass. The student should then use the classroom's bathroom-lanyard pass to move through the hallways. Students should never be alone in the hallway without a pass, regardless of the destination.

FIELD TRIPS

Students will participate in several field trips per year. CJA reserves the right to exclude any student whose behavior or academic work makes their participation imprudent. CJA also reserves the right to require a parent/guardian to attend field trips for safety reasons.

DRILLS AND EMERGENCIES

CJA runs mandated emergency drills according to the requirements of the City of Chicago and the State of Illinois, including fire, tornado, lockdown and bus evacuation drills. Students are required to participate in all drills, with the exception of the lockdown drills, according to the written request of the parent/guardian. Parents are provided with notifications of all drills in the Wednesday Weekly.

ILLNESS AT SCHOOL

When a student becomes ill during school hours, the student will be sent to the nurse's office for evaluation. If CJA determines that the student has an elevated temperature, gastro-intestinal complaints or illness, or symptoms of a communicable illness or rash, a CJA representative will call the student's parent/guardian and request that the parent/guardian or another approved adult pick up the student within 90 minutes of the call from the school nurse or the administrative office.

A student may not return to CJA until the student has been fever-free for 24 hours without the use of fever-reducing medications, has not had any gastro-intestinal illness (vomiting, diarrhea) for 24 hours, is fit and able to make it through the school day, or has a letter from a physician clearing the student to return to

CJA. Return to school following COVID-19 illness or close contact will follow Illinois Department of Public Health Protocol.

Each parent/guardian must complete and have on file in the school office an Emergency Contact Form providing the telephone numbers of close relatives, friends or neighbors to be called in the event that the parent/guardian cannot be reached in an emergency or a student illness. This Emergency Contact Form must be updated each year to ensure accuracy. It is the responsibility of the parents/guardians to provide transportation in a timely manner from school at times of illness or injury.

No student may be dismissed from school for illness without first notifying the school office. Before leaving school, the parent/guardian (or the authorized adult whom the parent/guardian has asked to pick up their student) must check out the student at the front desk.

Students who need to go to the Nurse Office will be assessed at the entrance, and will be directed to a "Well Student Area" or an "Ill Student Area".

ACADEMIC EXPECTATIONS

CURA PERSONALIS CONFERENCES

In choosing Chicago Jesuit Academy, a young person commits to partnering with their family, their classmates, their teachers and CJA's administrators so that they might grow socially, spiritually and academically to become a person for others in the Jesuit tradition. A student is guided in their commitment to this goal by a deepening understanding of the five virtues of a *graduate at graduation* common to Jesuit educational apostolates, which form young people to be open to growth, intellectually competent, religious, loving and committed to doing justice in the service of others. [The Five Virtues of a Graduate at Graduation.](#)

In 3rd-6th grade, students spend a great deal of time learning about what these values are so that they can be easily recognized in the world around them. In 7th and 8th grade, while there is always still much to learn, CJA expects students to begin living these values out in earnest.

Students are asked to reflect and present on their progress towards living out these values twice a year during *cura personalis* conferences. Given the importance of these values, these conferences are in-person and mandatory. Failure of students to successfully complete or families to attend may affect the student's eligibility to continue at CJA.

CJA Attendance and Truancy Policy

Both students and parents have attendance responsibilities. Students are required by state law to attend school each day that school is in session. Students are expected to attend each scheduled block. Parents/guardians must notify the school when their student is absent.

Students should remain home for the full day if they are ill or have the symptoms listed below, and parents/guardians must report their absence. The following symptoms require absence from school: active vomiting or diarrhea, fever/chills/generalized body aches, doctor's note requiring an individualized plan of care to stay home, diagnosis of COVID-19, with or without symptoms. Missing three or more consecutive days for illness must be cleared with a doctor's note in order to be considered excused.

- **After three absences in a trimester,** the student's advisor will call home to review the attendance policy.
- **After four absences in a trimester,** a social worker will meet with the family to investigate the cause of the absences and write a plan for correcting the attendance issue.
- **If the absences continue beyond four in one trimester,** the Head of School may ask the parent to plan for a transfer out of CJA at the end of the trimester.
- **Three early dismissals equal one absence on the student's record.**

Students must not miss more than an accumulation of four unexcused absences per trimester. Exceeding four attendance violations may affect your eligibility to continue as a student at CJA. Students will not be penalized for absences due to illness and are expected to make up missed work.

Excused Absences

With proper documentation and valid absence reporting by a parent/guardian, a student's absence will not count toward the four attendance violation maximum for the following reasons:

- Personal illness or other physical disablement (should include what the doctor expects the school to do; example: medical excuse from physical education)
- Death in the immediate family
- Family emergencies
- Observance of religious holidays
- Court appearances
- Shadow days
- Certain planned absences for extenuating circumstances as approved by the Absence Reporting steps
- Unavoidable medical-related appointments (medical appointments should be scheduled outside the school day when possible)

Tardiness

Attendance is a key component of academic success, and students are expected to arrive at school on time (7:50a) each day. By arriving on time, students have the opportunity to start their morning with breakfast, participate in their morning meeting and feel positively prepared for and connected to their class and the classroom environment. CJA reserves the right to withdraw any student with chronic tardiness (more than four unexcused tardies per trimester).

- **After three tardies in a trimester**, the student's advisor will call home to review the attendance policy.
- **After four tardies in a trimester**, a social worker will meet with the family to investigate the cause of the tardiness and write a plan for correcting the tardies issue.
- **If the tardies continue beyond four in a trimester**, the Head of School may ask the parent to plan for a transfer out of CJA at the end of the trimester.

Early Dismissals

As early dismissals can be so disruptive to a child's learning on any given school day, all early dismissals will be recorded as one third of an absence.

If a child will need an early dismissal as a result of a doctor's appointment or obligation identified in the list of excused absences, parents/guardians need to request the early dismissal from the main office at least 24 hours before the requested early dismissal. CJA asks for this 24-hour advance notice so that the child and the child's teachers can work together to help the child be prepared to return to CJA after their early dismissal with all of the materials they will need to be successful in their classes upon their return. CJA understands emergencies come up and that 24-hours notice might not be possible in emergency situations.

Make-Up Work

For any classwork and any homework assigned during excused/unexcused absences, students will have twice the number of missed school days to turn in assignments for full credit. **This applies to assignments, assessments and projects with previously announced deadlines.**

Homework Club & Extended School Remediation

CJA reserves the right to assign Homework Club and/or extended school hours on Fridays or Saturdays to students who have any unexcused absences, tardies, **or who have failed to meet academic or behavioral expectations.** If assigned, students must attend these required remediations in order to continue as students at CJA.

iReady Diagnostic testing & My Path

CJA is a non-selective school in grades 3-5. As such, students arrive at varying levels of mastery in reading and math. CJA utilizes the iReady diagnostic assessment (administered 3 times a year) to track student progress toward mastery of grade-level content in reading and math. Following each diagnostic assessment, iReady assigns students lessons in their My Path for both reading and math. Successfully passing my path levels on a faithful and consistent weekly basis have proven to help students attain their growth and stretch growth yearly goals. Students who meet their year end stretch goals for two consecutive years in iReady have proven to close academic gaps and perform on grade-level with their peers. Stretch goals are ambitious, yet attainable. CJA students are expected to complete weekly iReady lessons based on grade-level cohort expectations. Families may view their student's progress at any time by having their student log onto their student dashboard. Failure to meet these weekly expectations may result in the need to implement further student interventions. As in all things, CJA encourages students to avoid doing the minimum and strive for the "magis" or more as it pertains to iReady.

EXTENDED SCHOOL YEAR

As part of each student's academic, social and religious development at CJA and in keeping with the mission of CJA as a school that operates an 11-month school year, **all students are required to participate in a CJA-operated**

and/or CJA-approved summer program of not less than **three weeks each summer during each year that a student is enrolled at Chicago Jesuit Academy**. These summer programs are considered part of the school year. Failure to complete these programs well with strong attendance, behavior or academic effort may result in a student being placed on probation or dismissed from CJA. Excellent performance in these programs will have positive consequences for students including access to broader opportunities in subsequent summers to attend private camps throughout the United States and enroll in highly selective enrichment classes hosted at colleges and universities.

COLLEGE PERSISTENCE

Students will be assigned a CP Counselor in May of their seventh-grade year. This counselor will walk with the students and families through the high school research, high school application and enrollment process. CP is committed to accompanying all CJA students through meaningful employment or the age of 25. At a minimum, each family is required to meet with their CP Counselor in the fall of their 8th grade year and in the spring before graduation.

SUMMER CAMP REQUIREMENTS AND OPPORTUNITIES

CJA works with several summer camp partners who offer full or significant scholarships to camps across the country. We'd love to fill our allocated spots with students who are able to be successful at an overnight camp and are ready for a new adventure. For students who qualify for camp, CP will work with families to identify opportunities, register, and get the student safely to camp. Keeping the camp spot requires full parent engagement, attendance at info sessions, and proactive communication. Families will be asked to sign and follow a camp contract in order to keep camp opportunities open to them now and in the future.

PROBATION

All incoming students start the summer and school year on probationary status. A student at Chicago Jesuit Academy is expected to work as hard as they can to learn the content and skills covered in their academic and co-curricular classrooms. At the conclusion of any trimester, the classroom teachers and Head of School will review student progress. CJA reserves the right to dismiss a student or place a student on probation for the subsequent trimester or term for poor academic effort or behavioral issues. If a student is placed on probation, the student's Grade-Level Team creates a plan that tries to identify the causes of the student's lack of progress as well as the steps to remediate these problems during the subsequent trimester or term.

GRADUATION GUIDELINES

In choosing Chicago Jesuit Academy, a young person commits to partnering with their family, their classmates, their teachers and CJA's administrators so that they might grow socially, spiritually and academically to become a person for others in the Jesuit tradition. A student is guided in their commitment to this goal by a deepening understanding of the five virtues of a *graduate at graduation* common to Jesuit educational apostolates, which form young people to be open to growth, intellectually competent, religious, loving and committed to doing justice in the service of others. [The Five Virtues of a Graduate at Graduation](#). Students who have not passed their academic classes in 7th or 8th grade may be retained or not receive their diploma.

A CAUTION AGAINST "DOING THE MINIMUM"

If a student chooses to put forth the minimum amount of effort and growth needed to graduate Chicago Jesuit Academy, they will have chosen to limit their access to college prep high schools as well as the scholarship and financial aid programs necessary to access these high schools. They will also have chosen to limit who they are becoming as a young person and how she or he is developing their God-given gifts.

At Jesuit high schools – like St. Ignatius, Loyola Academy, Cristo Rey and Christ the King – and Jesuit colleges and universities throughout the country – like Boston College, Georgetown, Arrupe College, Santa Clara and Marquette – students are called to consider the *magis*, a term which comes from Latin for “the more” and describes a spirit of generous excellence that ought to inspire our lives and make our community better.

We are called not to do the minimum but to do the *magis* – to develop and to use the extraordinary gifts entrusted to us by God in the service of others *ad majorem Dei gloriam* – for the greater glory of God.

When CJA calls students to strive for the “magis” in this way, CJA's goal is to honor our Jesuit mission to form the young people CJA serves as persons for others who have been made in the image and likeness of God. **Students who act in a way that is harmful to the CJA school community or to one's self may lose the opportunity to participate in their graduation ceremony and/or not graduate from the 8th grade and be required to repeat their 8th-grade year at another school.** CJA does not allow students to repeat their 8th-grade year at Chicago Jesuit Academy.

PARENT/GUARDIAN COMMUNICATIONS

The faculty and staff of Chicago Jesuit Academy believe that maintaining ongoing communication between a student's parent/guardian and school is essential for encouraging students to do their best academically and behaviorally. To this end, faculty welcome parent/guardian communications (phone calls, emails and texts). Parents/guardians should not receive "surprises" when report cards are issued.

If a parent/guardian has a question about student progress, homework, behavior or any other matter related to their child's CJA education, the parent/guardian is *encouraged* to contact the student's teacher or advisor right away. In this way, student issues may be resolved quickly and collaboratively. Each student is assigned an advisor at the beginning of the academic year. It is imperative that parents/guardians inform the advisor of the best way to communicate on a regular basis (text, phone call, time of day etc.).

Likewise, faculty are expected to inform the parents/guardians of student progress (or lack of progress) promptly. In this way, student issues can be resolved quickly with the collaboration of home and school. CJA expects that faculty and parents/guardians work together in an ongoing manner to address student progress throughout an academic trimester or term.

The **Wednesday Weekly** email is an ongoing communication system designed to provide parents/guardians with the weekly school newsletter, forms and other materials throughout the school year. Parents/guardians are expected to read the contents of the email.

Each advisor will communicate with families how to access students' academic progress and assignments.

EMERGENCY CLOSING

Parents will be notified by CJA via our communication system, Remind, in the case of an emergency closing. It is imperative that parents are signed up for the Remind App. For safety issues and critical communications, **blocking communications from CJA is a violation of the Partnership Agreement and jeopardizes the enrollment of the respective student.**

If CJA needs to close for weather, CJA will also announce the closing of the school building and canceling of classes via the email, Remind and our CJA website.

Parents/guardians may also:

- Call the Emergency Closing Center at **847.238.1234** from a touch-tone phone and enter **7736386103**.
- Listen to WGN Radio 720-AM or WBBM Radio 780-AM or watch CBS Ch. 2, NBC Ch. 5, ABC Ch. 7, WGN-TV or CLTV cable for closing information.
- Sign up to receive an **email** from the Emergency Closing Center at www.emergencyclosingcenter.com.

CJA asks all parents/guardians to maintain current contact information with CJA at all times to allow for prompt communication with all parents/guardians via phone, text or email in the event of an emergency.

UNDERSTANDING STUDENT BEHAVIORAL, INTELLECTUAL AND SOCIAL DEVELOPMENT

At CJA, we use a wonderful program called Responsive Classroom. Responsive Classroom is an educational approach that focuses on creating a positive and engaging learning environment to support children's academic, social and emotional development. It emphasizes building strong relationships, fostering a sense of community, and teaching essential social and emotional skills alongside academic content. Through strategies such as morning meetings, interactive modeling, and positive language reinforcement, Responsive Classroom aims to empower students to become independent learners, effective communicators, and responsible members of their school community. By integrating social-emotional learning into daily instruction and emphasizing mutual respect and cooperation, Responsive Classroom helps create a supportive and inclusive learning environment where all students can thrive.

Responsive Classroom bases its approach to specific grade levels and age groups by organizing the common attributes of students of a given age. We use the book *Yardsticks*, by Chip Wood, to guide our response to student engagement and behavior.

Yardsticks offers educators invaluable insights into child development and behavior, providing practical strategies for effectively engaging with children aged 4 to 14. The book is structured around developmental "yardsticks," or

benchmarks that delineate typical behaviors, characteristics and capabilities of children at various stages of their growth. Here's a breakdown of the developmental characteristics highlighted for each age group:

Ages 4-5 (Kindergarten):

- Rapid language development; vocabulary expands exponentially.
- Emerging social skills; beginning to understand sharing and taking turns.
- Developing self-regulation; may struggle with impulse control.
- Engage in dramatic play and imaginative activities.
- Physical skills improve; fine motor skills advance.

Ages 6-7 (First and Second Grade):

- Increasing independence and self-awareness.
- Developing a stronger sense of empathy and cooperation.
- Refining gross motor skills; enjoy physical activities and sports.
- Cognitive growth enables more complex problem-solving.
- Begin to grasp concepts of time and sequence.

Ages 8-9 (Third and Fourth Grade):

- Heightened curiosity and desire for independence.
- Developing a stronger sense of identity and self-esteem.
- Peer relationships become more significant.
- Refining reading and writing skills; expanding vocabulary.
- Greater capacity for sustained attention and concentration.

Ages 10-11 (Fifth and Sixth Grade):

- Increased self-awareness and desire for autonomy.
- Developing abstract thinking skills; grasp complex concepts.
- Peer influence intensifies; forming deeper friendships.
- Heightened sensitivity to fairness and justice.
- Developing organizational skills and time management.

Ages 12-14 (Middle School):

- Period of significant physical, cognitive, and emotional changes.
- Increasing desire for independence; challenging authority.
- Peer relationships play a central role; seeking acceptance and belonging.
- Heightened self-consciousness and concern about social status.
- Developing critical thinking skills; questioning societal norms.

Chip Wood emphasizes the importance of aligning instructional approaches and disciplinary strategies with the developmental needs and capacities of students at each age level. By understanding these developmental characteristics, educators can create inclusive, developmentally appropriate learning environments that support the diverse needs of students and foster positive educational experiences.

Tips for Parents: Understanding and Supporting Your Child's Development

1. **Foster Open Communication:** Create a supportive environment where your child feels comfortable expressing their thoughts, feelings, and concerns. Encourage open dialogue and active listening to deepen your understanding of their developmental needs and experiences.
2. **Respect Individual Differences:** Recognize that children develop at their own pace and may exhibit a wide range of behaviors and abilities. Celebrate your child's unique strengths and interests, and avoid comparing them to their peers.

3. **Establish Routines and Boundaries:** Provide structure and consistency in daily routines to help your child feel secure and organized. Set clear expectations and boundaries while allowing for flexibility and autonomy within reasonable limits.
4. **Encourage Independence:** Support your child's growing independence by offering opportunities for decision-making and problem-solving. Encourage them to take on age-appropriate responsibilities and tasks to build confidence and self-reliance.
5. **Promote Social Skills:** Nurture your child's social-emotional development by encouraging positive interactions with peers and adults. Teach empathy, cooperation, and conflict resolution skills to help them navigate social relationships effectively.
6. **Emphasize the Value of Learning:** Cultivate a love of learning by fostering curiosity and exploration. Encourage your child to pursue their interests and passions while providing opportunities for hands-on experiences and creative expression.
7. **Model Resilience and Perseverance:** Demonstrate resilience and perseverance in the face of challenges to inspire your child to do the same. Encourage a growth mindset by emphasizing the importance of effort, practice, and learning from mistakes.
8. **Stay Informed and Involved:** Stay informed about your child's developmental milestones, academic progress, and social-emotional well-being. Communicate regularly with teachers and school staff to address any concerns and collaborate on supporting your child's growth and development.
9. **Promote a Healthy Balance:** Encourage a balanced lifestyle that prioritizes physical health, mental well-being, and emotional resilience. Support your child in developing healthy habits related to nutrition, sleep, exercise, and screen time management.
10. **Celebrate Milestones and Achievements:** Recognize and celebrate your child's accomplishments, no matter how small. Provide praise and encouragement to boost their self-esteem and motivation to continue learning and growing.

By incorporating these tips into your parenting approach, you can better understand and support your child's development according to the insights provided in "Yardsticks," fostering a nurturing and empowering environment for their growth and success.

BEHAVIORAL EXPECTATIONS FOR ALL STUDENTS

CJA expects all students to be respectful of themselves, their classmates and their teachers. CJA expects students to follow directions, participate productively and help achieve positive and productive personal, classroom, school and community goals.

Behavior Expectations for CJA Students: CJA parents/guardians and students are reminded that CJA students are CJA students *at all times*, even when they are not physically in the CJA building. Thus, CJA students are expected to behave as positive members of the community on and off the CJA campus including, but not limited to, field trips, athletic events, the bus stop, non-school-sponsored events, and *on the internet* (for example, treating others with respect in emails, gaming forums, chat rooms, videos, and other formats; and avoiding inappropriate websites and participation on such websites).

In the unusual event that a student is struggling to the extent that their behavior is keeping themselves or their classmates from learning, the student may be asked to leave the school for the remainder of the day. CJA will then call the student's parent/guardian and ask that an authorized adult come to school to pick up the student immediately. Classroom teachers ordinarily develop an individualized plan of remediation to help the student return to school.

If a student makes deliberate, aggressive physical contact (such as pushing, hitting, kicking or similar behavior) with another student, CJA may immediately suspend the student who engaged in the physical contact from school. CJA will then call the student's parent/guardian and ask that an authorized adult come to school to pick up the student immediately. CJA does not give consideration to "who hit first." No fighting is tolerated. It is always possible for a student to move away from the initial aggressive behavior and ask for help. This is key to maintaining a safe, Christian and Loving environment. Parents are asked to support CJA faculty and leadership in instilling within our students the idea of Loving one's neighbor at all times—even when it's hard to do so.

The steps above are applied on a case-by-case basis as determined by the faculty and school administration. These discipline steps may be imposed progressively or simultaneously as the situation warrants.

When CJA students are in public spaces (defined as any place where the student is outside of the classroom, but still considered to be part of the school community such as hallways, the atrium, a bus stop, the recess park, any field-trip location, etc.), CJA holds them to the same expectations as those that apply in CJA classrooms.

CJA expects students to use the internet in a way that is appropriate for a Chicago Jesuit Academy student, whether on campus or off. Specifically, CJA expects students to treat others with respect in emails, chat rooms, text messages and other formats while also avoiding inappropriate websites and participation on such websites. Please see the Technology Contract included at the end of this document for more information.

CJA expects students to use language that is respectful of themselves and others in recognition of CJA's belief that every person is made in the image and likeness of God and worthy of love and respect as who they are inclusive of the person's race, color, national origin, religion, age, disability, sex, gender identity/expression or sexual orientation. CJA takes seriously the use of hate language, and such language is unacceptable from persons for others. Consequences for students who make the choice to use such language may include any of those listed above, consequences specific to these infractions, or dismissal from the school community.

CELL PHONES AND ELECTRONIC ITEMS

CJA is a No Cell Phone school. Your student should leave their phone at home. **If it is part of a transportation safety plan then the phone must be turned off and turned in upon entering CJA.** If a cell phone is not turned in or turned off while on CJA's campus, the phone will be placed at the front desk and a parent/guardian will need to pick it up. If the violation occurs a second time, an in-person family meeting must be scheduled with the student, family and head of school to discuss next steps.

CJA faculty and staff may confiscate any cell phone or other electronic equipment in the possession of a student that is audible, visible or the cause of a distraction from classroom learning or other CJA activities. Smartwatches or similar items (i.e. connected to the internet) may not be worn at CJA. CJA faculty and staff may assign additional consequences as well.

CJA does not accept responsibility for the loss, theft or damage of any cell phone or any other electronic equipment. As a matter of student safety, CJA strongly encourages students to keep cell phones out of sight when traveling to and from school. This reduces the likelihood that CJA students might be targeted by a thief. Keeping cell phones out of sight also helps students safely cross intersections and be more aware of their surroundings when traveling to and from school.

For the safety and confidentiality of their peers, students are never allowed to take a video or auditory recording during school hours or events without explicit permission from the teacher or an administrator. Such recordings are grounds for immediate dismissal from CJA.

CHILD ABUSE AND NEGLECT

Under the laws of the State of Illinois, every employee of Chicago Jesuit Academy is a mandated reporter for child abuse and neglect. If a staff member suspects child abuse, he or she is obligated under the law to call the Department of Child and Family Services (1-800-25-ABUSE).

BULLYING AND CYBERBULLYING

Bullying is never acceptable at Chicago Jesuit Academy. Whether at school or off campus, people deserve respect and an environment of safety at all times. If a student reports bullying of themselves or their classmates in any form, physical or verbal, to a CJA faculty member, the employee is required to facilitate the completion of [this bullying report form](#) and filing it with the Head of School. School leadership will investigate every reported instance or allegation of bullying. CJA reserves the right to suspend or expel a student involved with abuse or bullying of other members of the school community.

Neither the technology of Chicago Jesuit Academy nor technology outside of CJA's campus (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, often called cyberbullying, are unacceptable.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, videos or web site postings (including blogs).

Community members who feel they have been victims of such misuse of technology should not erase the offending materials. They should print a copy of the material and immediately report the incident to the school administration.

Students who defame others in the school community (school personnel, families, students or alumni) are subject to school consequences even if the misconduct occurs outside the school. Threats are threats, for example, wherever they are made. Deliberate defamation, intimidation or harassment of others is not consistent with CJA's Catholic and Jesuit values, and students will be held accountable for intentional harm they cause others. In addition, threatening another person online is a crime in the State of Illinois.

Non-School-Sponsored Internet Postings and Videos:

Chicago Jesuit Academy is not responsible for non-school-sponsored postings or videos. Students are responsible for posts that are made on their accounts. If concerning postings are discovered by the school, the student may have school-issued consequences including dismissal from CJA.

CJA recommends that students refrain from non-school-sponsored postings or videos. Such postings may "live" on the internet forever, surfacing at unfortunate times (for example, when a high school, scholarship or job applicant is undergoing a background check).

Social Media:

CJA reserves the right to assign consequences up to and including dismissal of any student who:

- Uses social media of any kind in a manner unbecoming a student of Chicago Jesuit Academy.
- Has a social media account that is age-restricted when the student's age falls below the restricted age.

Per Illinois law, CJA may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website.

CJA must provide notification to the student and their parent or guardian that CJA may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy.

In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination.

DRESS CODE

Neatness, good hygiene and moderation govern all matters related to dress code. Neatness and good hygiene are defined by CJA as following healthy habits of caring for self, including regular washing, maintenance of hair, and care for clothing. CJA is able to partner with families and support students learning these habits, by assisting with new uniforms, by using the CJA washer and dryer or by providing students with hygiene and sanitary products when needed. Students and or families may ask for this support through their advisor, but to ensure student privacy, such requests may always be made through the School Nurse or the Director of Parent Partnership.

Arriving in Uniform: Though some students may have the option to keep some of their uniform materials at school, all students must arrive in clean, well-maintained uniforms according to their grade-level expectations. Parents/guardians who drop off students not meeting uniform requirements will be asked to return to campus in order to solve the problem.

During the Academic Day: Students are expected to be neatly and appropriately dressed at all times. The uniforms for Chicago Jesuit Academy are listed below:

<p>3rd and 4th Grade Students:</p> <ul style="list-style-type: none"> ➤ Simple navy blue pants (no cargo pants, frayed cuffs, rips or tears). The pants may have a drawstring top but may not be "jean-cut." ➤ Light Blue CJA issued polo shirt (undershirt should be navy blue, white or gray without visible markings). 	<p>5th and 6th Grade Students:</p> <ul style="list-style-type: none"> ➤ Simple navy blue pants (no cargo pants, frayed cuffs, rips or tears). The pants must have belt loops and they may not be "jean-cut." No drawstring pants will be accepted. ➤ Royal Blue CJA issued polo shirt (undershirt should be navy blue, white 	<p>7th and 8th Grade Students:</p> <ul style="list-style-type: none"> ➤ Simple navy blue pants (no cargo pants, frayed cuffs, rips or tears). The pants must have belt loops and they may not be "jean-cut." No drawstring pants will be accepted. ➤ Light Blue, long-sleeved Oxford dress shirt (undershirt should be navy
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<ul style="list-style-type: none"> ➤ 1 pair of simple athletic shoes for recess and outdoor activities (dress shoes optional for in-door spaces). These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable. 	<p>or gray without visible markings).</p> <ul style="list-style-type: none"> ➤ 1 pair of brown or black dress shoes. ➤ 1 pair of simple athletic shoes for recess and outdoor activities. These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable. ➤ Belt (plain brown or black) 	<p>blue, white or gray without visible markings).</p> <ul style="list-style-type: none"> ➤ 1 pair of brown or black dress shoes. ➤ 1 pair of simple athletic shoes for recess and outdoor activities. These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable. ➤ Belt (plain brown or black)
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OTHER UNIFORM CONSIDERATIONS

- Parents are responsible with the help of their students to ensure that they are in complete uniform each day. CJA reserves the right to ask parents to return to CJA to resolve any missing uniform items or uniforms that are not in good repair.
- CJA strives to encourage all members of the CJA community to value one another for who each person is, not what a person wears.
- Students may not wear any clothing that has prominent logos, except that provided by CJA.
- Students may wear gym shoes or dress shoes during the Academic Day depending on their grade level (see guidelines above).
- Students may not wear wristbands of any kind except for watches (excluding Smartwatches and the like). CJA allows watches as long as they do not become a distraction from learning.
- Students may not wear long-sleeve shirts under short-sleeve shirts.
- CJA does not permit tattoos or writing on oneself by students. Students may not be admitted to school until any writing is removed.
- Students' polo or dress shirts should be tucked into their pants so that students' belts are clearly visible.
- Students may wear their hair in whatever manner their parents/guardians deem appropriate for school.

SHOE POLICY

Our CJA shoe policy has three intentions 1) to ensure uniformity among students. Unfortunately shoes have become a socially charged belonging that unnecessarily (and sometimes unintentionally) may place students in positions of inequity. We encourage families to purchase modest shoes to provide a more inclusive school environment. 2) to ensure utility. In the academic setting (classroom spaces), we expect 5th-8th grade students to wear dress shoes to match their dress uniforms. In non-academic spaces (PE, recess, co-curriculars), we allow students the option to change into athletic footwear. Understanding that third and fourth grade students may not have the advanced motor skills to manage changing of shoes, students in these grades are allowed to wear athletic black or brown shoes throughout the day. 3) To ensure up-keep of our new facilities. With a growing number of students, we want to ensure that we continue to show respect and care to our facility's team by doing our part in keeping the floors of our building as clean as possible. We have found that keeping our facilities clean becomes increasingly difficult during the fall, winter and spring months as outside materials are tracked into the building. By requiring students to change from athletic shoes to dress shoes before entering the classroom, we are better able to manage and care for our classroom spaces.

Economically Feasible Examples of Recommended Shoes:

Dress shoes: [Oxfords](#); [Mary Janes](#); [Ballerina Flats](#)

Athletic shoes: [French Toast Unisex Athletic Shoe](#)

EARRING & JEWELRY POLICY

The years that students attend CJA sees them move from late childhood into their adolescence and teen years. During this time, students are learning to care for themselves and their belongings. CJA uses a uniform as a tool to help students learn these skills in a structured and accessible way. Managing the care and hygiene of removing and replacing earrings and keeping such jewelry safe and accounted for during recess and cocurricular activities is an unnecessary distraction from the work of the school day. As such, students may not wear earrings at CJA while on campus or on occasions when the CJA uniform is mandatory (field trips, etc.). For some families, however, allowing their students to have pierced ears may be an important personal choice. In such cases, CJA will allow a one-time, fourteen-day window during which the student may have small stud earrings in while the piercing heals and becomes permanent. This dispensation may only be used one time. For safety reasons, students whose families choose to use

this option will not be allowed to participate in contact sports or athletic competitions while the earrings are worn. Parents considering this option should take this into consideration when choosing co-curriculars.

Other jewelry, such as necklaces, bracelets, or wristbands are **not permitted to be worn while students are in school.** They are highly discouraged, as CJA can assume no responsibility for their loss or damage.

RISK ASSESSMENT PROTOCOL

In accordance with the Illinois Children's Mental Health Public Act, section 15, CJA assumes the responsibility of responding to students with social, emotional or mental health challenges, through the allocation of supportive resources delivered by CJA's school-based mental health professionals or school personnel trained to administer mental health support. If a faculty member, staff member or volunteer of the CJA community believes that a CJA student might potentially be at risk of harming himself or others, CJA requires the faculty member, staff member or volunteer to report their concern and any related information to a CJA school social worker immediately.

A student may be considered to be at risk of harming himself or others if the student is:

- Making a comment or comments implying a threat to self or others
- Writing a statement or statements implying threat to self or others
- Drawing a picture or pictures implying a threat to self or others
- Making a gesture or gestures implying a threat to self or others, and/or
- Presenting with cuts, marks or bruises perceived to be self inflicted

The CJA Social Worker or Social Work Intern will follow the following steps:

1. Student is brought to the attention of a CJA Social Worker or Social Work Intern.
2. CJA Social Worker or Social Work Intern immediately determines if CJA Risk Assessment is appropriate.
3. CJA Social Worker or Social Work Intern conducts CJA Risk Assessment if deemed appropriate by said Social Worker or Social Work Intern.
4. Upon the completion of the CJA Risk Assessment, if a Screening, Assessment and Support Services (SASS) assessment is not required, the Social Worker will immediately contact the student's parent/guardian.
5. If a CJA Social Worker deems it necessary upon the completion of the CJA Risk Assessment to seek additional support services from a QMHP through the Illinois Screening Assessment and Support Services Program (SASS) will be contacted. **SASS can be contacted by CJA without parent permission.**
 - a. If CJA determines that such support is necessary, CJA will immediately inform the student's parent/guardian and ask the parent/guardian to be present for the assessment if the assessment will occur at CJA.
 - b. A SASS worker will contact the parent/guardian if SASS decides to move forward with the concern.
 - c. Parents/guardians reserve the right to complete the SASS assessment within their home.
 - i. While the student is in the care of CJA, if it is deemed in the best interest of the student by the Social Worker, she or he may be in the care of an adult instead of returning to class until the parent/guardian arrives or dismissal.
 - d. If the medical insurance available to a student prevents the student from receiving services through SASS, the parent/guardian of the student will still be required to obtain a mental health assessment before CJA will allow the student to return to school. If SASS cannot conduct the assessment for insurance reasons, CJA's school social worker will share alternative mental health assessment locations with the parent/guardian.
6. If it is determined that further supports are needed for the student beyond those available at CJA, CJA will require the student to undergo a mental health assessment by a Qualified Mental Health Professional (QMHP) before the student may return to CJA. The QMHP will determine if a) the student poses a threat to himself or others; and, b) whether the student can be well cared for within a school setting by the resources available to CJA.
7. Upon returning to school, the student's parent/guardian must present a certified letter written and signed by a QMHP indicating if the student is in danger of harming himself and others as well as any supporting recommendations. A student will not be allowed to return to CJA without this required documentation to ensure that CJA can provide them with the best level of care when addressing their social, emotional and mental health needs. (This documentation would not be required if a student is learning remotely since the student would stay in the care of the parent/guardian.) If a parent/guardian is struggling to obtain the requested documentation, CJA encourages the parent/guardian to contact the student's grade-level social worker or the Director of Social Work for additional support.

FUNDRAISING FOR NON-CJA EVENTS/ACTIVITIES

CJA asks students, alumni and families to refrain from asking CJA teachers, staff or volunteers to participate in fundraisers to support non-CJA events or activities. In addition, it is not permitted to use the CJA logo or reference CJA in any way when conducting fundraisers that are not directly sponsored by our CJA Development team.

WELLNESS POLICY

Belief Statement: Chicago Jesuit Academy is committed to providing a learning environment that supports and promotes wellness, good nutrition and an active lifestyle. CJA recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. CJA has aligned the entire school environment with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school faculty and staff strive to model healthy eating and physical activity as a valuable part of daily life.

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004, including goals for nutrition education, physical activity and other school based activities designed to promote students wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public in developing this policy.

Rationale: *The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk of the development of many chronic diseases.* Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes.

GETTING ENOUGH SLEEP

Students today have unprecedented access to content of every variety at the touch of their fingertips. Cell phones, video games, social media and so many other platforms offer students unlimited distractions from healthy engagement in their learning and growth as individuals. One of the chief concerns we have as a school community is the lack of sleep that large groups of students experience at CJA each day. Always being exhausted makes success in school so much harder and impacts their health in significant ways. As our partners, we ask parents and guardians to ensure that students are receiving between 9 and 12 hours of sleep per day.

SUPPLY OF UNDESIGNATED OPIOID ANTAGONISTS POLICY (added 3.24) In accordance with applicable State law, Chicago Jesuit Academy will make all reasonable efforts to maintain a supply of undesignated prescribed opioid antagonists in the name of the School and provide or administer them as necessary according to State law.

To the extent the Chicago Jesuit Academy is able to maintain a supply of undesignated opioid antagonists, they will generally be available during school hours 8:00 a.m. - 4:30 p.m. and maintained in the following designated secure locations: Nurse's Office, with AED.

However, no one should rely on Chicago Jesuit Academy for the availability of opioid antagonists. This Policy does not guarantee the availability of undesignated opioid antagonists.

An opioid antagonist is defined as a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration.

A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to any person that they, in good faith, believe is having an opioid overdose while in school, while at a school-sponsored activity, while under the supervision of school personnel, or before or after normal school activities. Chicago Jesuit

Academy shall maintain a list of trained personnel. Prior to the administration of an undesignated opioid antagonist, trained personnel must submit to the School's administration proof of completion of a training curriculum to recognize and respond to an opioid overdose.

Upon any administration of an undesignated opioid antagonist, Chicago Jesuit Academy must immediately notify the student's parents or guardian or emergency contact.

Within 24 hours after the administration of an opioid antagonist, the School must notify the health care provider who provided the prescription for the opioid antagonist of its use.

Within three days after the administration of an opioid antagonist, Chicago Jesuit Academy must report the required information to the Illinois State Board of Education on the form titled, [Undesignated Opioid Antagonist Reporting Form](#).

Chicago Jesuit Academy, their employees and agents are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an opioid antagonist, regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced practice registered nurse. A student's parent(s) or guardian(s) must indemnify and hold harmless Chicago Jesuit Academy and their employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of an opioid antagonist, regardless of whether authorization was given.

The parents or guardians of the student must sign a statement acknowledging that the School and its employees and agents are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration of opioid antagonists, regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse, and that the parents or guardians must indemnify and hold harmless the School and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of an opioid antagonist, regardless of whether authorization was given.

Educational Partnership Commitments

Commitments

Student: I want to be a student at Chicago Jesuit Academy.

Parent/Guardian: I, the Parent or Guardian of _____ want him/her to be a student at Chicago Jesuit Academy.

Therefore, we will always try to improve rather than blame others or make excuses. We will strive to:

- **Seek Intellectual Excellence.** For example:
 - As CJA faculty, we will plan lessons to the best of our abilities. If a student is struggling, we will think of how we can better help them. This may include an additional study hall, work with volunteers, work with a social worker or outside service provider, access to internal learning supports.
 - As a student at CJA, I will try my best on all of my work. I will ask for help if I need it. If I am offered the opportunity to use additional resources such as an extra study hall, support from a volunteer or other adult or the opportunity to work with a learning specialist, I will make the most of those opportunities.
 - As a parent of a CJA student, I will share information about my student with Chicago Jesuit Academy. I will check my student's homework every night, sign their assignment notebook and read and sign my student's progress reports and report cards. I will help my student make the most of any additional resources or opportunities offered.
- **Be Committed to Doing Justice in the Service of Others.** For example:
 - As CJA faculty, if a student struggles to meet expectations, we will remember he/she is a child of God. We will respect students enough to ask them to take responsibility for mistakes so they can practice restorative justice and grow into strong children of God. We will commit to meeting the needs of our students as whole people. We will provide the nutrition, community building opportunities, lessons, learning materials and support services students need in order to grow and thrive.
 - As a student at CJA, if someone says something to me that I don't like, I will focus on my goals and pray for that person. I will take the opportunities to fix my mistakes in meaningful ways through restorative justice practices. I will make the most of the care offered to me by being on time to school, using the resources of the Student Services team - such as my grade-level social worker and school nurse - well, and use the learning materials given to me with respect.
 - As a parent of a CJA student, I will read school letters and emails, answer phone calls and respond promptly so that my child can participate in school programs. I will support the restorative justice and behavioral remediation practices in which my student needs to participate. I will help my student care for the learning materials he is given. I will respect the time and resources of the faculty, staff and Student Services team by making sure my son/daughter is on time to school each day, picked up on time each day, never sent to school when sick and picked up in a timely fashion should that be necessary. Should my contact information change or my child need to be absent from school, I will proactively communicate that information.
- **Be Open to Growth.** For example:
 - As CJA faculty, if a parent or student brings a concern to our attention, we will respectfully respond to that concern. We will continue to learn and grow as practitioners through

CJA's internal professional development and through external opportunities that will best serve our students.

- As a student at CJA, I will fix problems. If someone does something that causes me to react, I will think of some of the coping strategies I can use. I will be open to new learning strategies, working with new adults and thinking flexibly.
- As a parent of a CJA student, I will talk to my student's teacher or advisor immediately if I have a concern. I will talk to all members of the CJA community in a constructive manner even if I disagree with the method. I understand that a response to a concern may not be immediate so that the best decision can be made.
- **Be Religious and Loving.** For example:
 - As CJA faculty, we seek to serve and to grow as stewards for others. We will forgive others as we hope to be forgiven, and will pray for all of the students and families that we serve. We will be honest and admit mistakes when necessary, knowing that God loves us and we can fix it.
 - As a student at CJA, I will forgive others and I will pray for others who have less than me. I will be honest and admit my mistakes when necessary, knowing that God loves me and I can fix it.
 - As a parent of a CJA student, I will trust that the leadership and faculty of CJA have the best interests of my student at heart. Therefore, I will support the faculty and staff of CJA when the school implements behavioral, academic or social/emotional support and interventions for my student. I will share my talents, experiences and knowledge with CJA faculty, staff and students in order to create a better and more successful school community.

Student Signature: I want to be a student at Chicago Jesuit Academy. I understand and agree with the above goals. I understand there are positive consequences if I meet my goals and negative consequences if I do not meet my goals, but no matter what, God loves me.

Student Signature

Date

Parent/Guardian Signature: I want my child to be a student at Chicago Jesuit Academy. I understand and agree with the above commitments. I accept Chicago Jesuit Academy's offer of admission for the 2024-2025 academic year for my student. I understand that there are positive consequences for my student if these commitments are met. I also understand that if, in the Head of School's judgment, these commitments are not met there will be negative consequences at the Head of School's discretion (in consultation with the President). This includes the possibility of dismissal from school.

Parent/Guardian Signature

Date

Faculty Member Signature: I want to work at Chicago Jesuit Academy. I understand and agree with the above commitments.

On Behalf of the Faculty of Chicago Jesuit Academy

Date

Chicago Jesuit Academy Technology Policy & Materials Fees

NOTE: The Illinois State Board of Education, requires all public and non-public schools to inform parents of the following state regulations regarding school access to students' online accounts.

- CJA may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website;
- CJA may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social network account violates the school's disciplinary policy; and,
- CJA may require the student to share content in the course of such an investigation.

All use of technology at Chicago Jesuit Academy shall be consistent with the school's goal of empowering students by providing access to and establishing personal accountability in using that technology. The failure of any user to follow the below procedures may result in loss of privileges, disciplinary action and/or appropriate legal action. The administration will make all decisions regarding whether or not a user has violated these procedures.

CJA Device

- I understand that I am responsible for the care of my device.
- I understand that the CJA device is used for academic and school-approved purposes only.
- I will use my own personal device for non-academic related purposes.

I am responsible for my computer account and email account.

- I understand that passwords are private and that I should not share my password with anyone.
- I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others.
- I understand that I will be in violation of the law if I attempt to electronically capture another person's password.
- I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

I am responsible for my language.

- I will use appropriate language in my email messages, online postings, and other digital communications with others.
- I will not use profanity, vulgarities or any other inappropriate languages determined by school administrators.

I am responsible for how I treat other people.

- I will use email and other means of communications (e.g. blogs, wikis, chats, instant-messaging, discussion boards, etc.) responsibly.
- I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, engage in bullying, harassment or other anti-social behaviors while in school or out of school.

I am responsible for my use of Chicago Jesuit Academy's network.

- I will use school computer resources responsibly.
- I will not search, retrieve, save, circulate or display hate-based, offensive, or sexually explicit material.
- I will not access technology or any website unless given permission on my CJA issued device.
- I will not search, retrieve, save, circulate images or information about weapons using any school computer resources unless authorized by a school administrator or teacher.
- I understand the use of the school network for illegal or commercial activities is prohibited.
- I understand that GoGuardian will be monitoring my online activity on my CJA issued device.

I am responsible for my conduct on all online sites.

- I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers or administrators.

I am responsible to be honest while I am online.

- I understand the impersonating, spoofing or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

I am responsible for protecting the security of Chicago Jesuit Academy's network.

- I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including the file sharing, shareware or freeware on school computers.

I am responsible for protecting school property.

- I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying or destroying equipment, programs, files or settings on any computer or technology resources.
- I understand that I need authorization from a school administrator or teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives).

I am responsible for respecting other people's property online.

- I will obey copyright laws.
- I will not plagiarize or use other's work without proper citation and permission.
- I will not illegally download materials protected by copyright including, but not limited to, music and movies.

I am responsible for following school rules whenever I publish anything online.

- I will follow all guidelines set forth by Chicago Jesuit Academy and/or my teachers when publishing schoolwork online (e.g. to website, blog, wiki, discussion board, podcasting or video server).
- I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number or school.
- I will not post photos of students with their first and last names on any online site, including but not limited to: blogs, wikis and discussion forums.

DEVICE/MATERIAL DAMAGE POLICY

At the start of the 2023-24 school year, all parents were assessed a \$150 deposit for the purpose of replacing damaged or lost tech and materials. Going forward, families will be assessed a one-time, non-refundable \$150 Phoenix Fee upon enrollment of a student(s).

If a family has not exhausted the 2023-24 school year deposit and is re-enrolling for the 2024-2025 school year, their balance will be rolled over and applied to the \$150 Phoenix Fee.

If a student loses or damages tech or CJA materials listed below, families will be asked to bring their Phoenix Fee balance back to \$150 at the start of the next school year.

Each student will be responsible for the device that has been assigned to them. In the event that the device is lost (stolen, not returned, missing, etc.), liquid-damaged, physically cracked/broken or otherwise non-repairable due to extensive non-warranty damage, the cost will be charged to the Phoenix Fee balance according to the list below:

- Missing/Nonfunctional Chromebook - \$150
- Missing/Broken Charger - \$50
- Missing/Broken Wifi Hotspot - \$100
- Broken Touchscreen Chromebook Screen - \$150
- Broken Non-Touchscreen Chromebook Screen - \$150
- Missing/Broken Key - \$10
- Missing/Broken Headphones - \$10

A loaner Chromebook will be issued upon return of the damaged device so the student is still able to participate in class and complete homework assignments. Once the repair is complete the original Chromebook will be returned to the student.

All library books are property of CJA and must be returned when the student is finished with it. In order to restock books that are lost, damaged or not returned, CJA will charge \$10 per book and deduct that amount from the Phoenix Fee.

All students receive a trapper keeper and planner on the first day of class. The trapper is meant to last the duration of the student's career at CJA. The planner will be replaced each year.

Due to extensive year-to-year costs, the student and parent/guardian will be responsible to pay the respective charge according to the fee schedule below:

- Missing/Broken Trapper - \$20
- Missing/Broken CJA Calculator (7th and 8th grade only) - \$20
- Lost or broken ID - \$5 for replacement ID and \$5 for holder
- Missing/Broken Headphones - \$10

CJA UNIFORM COSTS

If families wish to purchase additional uniform items, their costs are listed below. Note: all 7th and 8th grade students must report each day with a tie. Upon entering the 7th grade students receive a tie courtesy of CJA. If students lose their tie, they must buy a replacement.

- Tie - \$11
- Gym Shorts - \$15
- Gym Tshirt - \$7
- Royal Blue Polo (Grades 5-6) - \$20
- Light Blue Polo (Grade 3 - 4) - \$20
- Gray CJA Sweatshirt - \$15
- V-neck sweatshirt - \$30
- Broken computer case - \$40

CJA does not sell navy blue pants. CJA does not sell blue oxford dress shirts worn in 7th and 8th grade. CJA does not sell or permit jogging pants. Please refer to CJA's Dress Code regarding all uniform questions.

Parent Signature _____

Student Signature _____

Date _____