# CHICAGO JESUIT ACADEMY

## 2026-2027 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 7 April, 2026)

The Gies Campus of
**Chicago Jesuit Academy**
5058 West Jackson Boulevard
Chicago, Illinois 60644-4324
773.638.6103 (T) | 773.638.6107 (F)
www.cjacademy.org

**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 and extended school days 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 2026-2027 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 donation
- Participation during a parent volunteer day
- Offering active student recruitment support via the Director of Student Recruiting and Compliance
- Offering a recruitment referral for a student who gains admission to CJA
- 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 2027. Additionally, all families are asked to **attend at least three of our five Parent Enrichment meetings** run by our Parent Partnership team during the school year.

The CJA Parent Partnership Progress Report document may be used during the 2026-2027 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 a “ME”, a “DE” or an “AC” on the form.

- A “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 for the 2027-2028 school year may be withheld from families with “AC” markings. Therefore, immediate attention is needed if there is an “AC” marking.

## 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 being loving, open to growth, religious, committed to doing justice in the service of others and seeking intellectual excellence.

## 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 Molly Robinson, 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. Robinson can be contacted by phone at 773.638.6103 or via email at mrobinson@cjacademy.org.

## CALENDAR 2026-2027

### August

August 3-19: No School (Teacher Planning)
August 20: School Year Begins for All Students (**2:00p dismissals until after Labor Day**)
August 24-26: 8th Grade Camp @ Miniwanca
August 26: 7th Grade Day Camp from CJA

### September

September 01-03: i-Ready Diagnostic Assessments
September 07: CJA Closed, Labor Day
September 08: Classes Resume (**7:50a – 4:05p M-Th, 7:50a – 2:00p Fr**)
September 25: Fall Field Day

**October**
October 01: Progress Reports Emailed to Families
October 12-16: No School, Fall Break
October 19: Classes Resume for All Students

**November**
November 02: No School, CJA Employee Retreat
November 03: Classes Resume for All Students
November 10: End of Trimester I, Trimester I Showcase
November 11: CJA Closed, Veteran's Day
November 12: Trimester II Begins
November 23: No Classes, Student-Led Academic Conferences (7:30a-4:30p), Report Cards Shared
November 24-27: No School, Thanksgiving Break
November 30: Classes Resume for All Students

**December**
December 14: Spirit Week and Winter Field Trips
December 18: Christmas Field Day
December 21-31: No School, Christmas Break

**January**
January 01-04: No School, Christmas Break
January 05: Classes Resume for All Students
January 07: Progress Reports Emailed to Families
January 18: CJA Closed, Martin Luther King Jr. Day
January 26-28: i-Ready Diagnostic Assessments

**February**
February 12: End of Trimester II
February 15: CJA Closed, Presidents Day
February 16: Trimester III Begins
February 17: Trimester II Showcase
February 25: Report Cards Emailed to Families

**March**
March 12: Pi **TT** Day Extravaganza!!!
March 22-29: No School, Spring and Easter Break
March 30: No Classes, Student-Led Academic Conferences (7:30a-4:30p), Progress Reports Shared

**April**
April 22: Earth Day and Care for our Common Home Celebration

**May**
May 28: Spring Field Day
May 31: CJA Closed, Memorial Day

**June**
June 01-03: i-Ready Diagnostic Assessments
June 03: Trimester III Showcase

June 04: End of Trimester III, 8th Graders' Last Day of Class
June 11: Last Day of School, Report Cards Emailed to Families
June 14: No Classes, Student *Cura Personalis* Conferences (7:30a-4:30p)
June 15: Summer Break Begins

**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, 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.

Dismissal will run on both Quincy St. and Jackson Blvd. for assigned grade levels from 4:05-4:30 p.m. Monday through Thursday and 2:00-2:25 p.m. on Fridays.

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

In order for pickup at dismissal to run smoothly, please do not block traffic or double park, and 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. Students may only be dismissed to Moore Park if they have been registered for programming through the Park District or if a parent/guardian is present.

**MEALS**

The nutrition program at CJA is an important part of our commitment to developing healthy students and treating them as whole persons. 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. In previous years, 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 for 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, though 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 and 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 **to never 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 service we offer at lunch each day. 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 re-implemented our family-style service since August of 2022, after pausing the 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 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 cannot 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. Multiple students may use the bathroom simultaneously if actively monitored by an employee at the bathroom entry.

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

CJA reserves the right to require a student to make any independent transitions only with an adult, whether to the bathroom or elsewhere, if the student has not been demonstrating respect for the bathroom itself, hallways or time and interactions outside the classroom. CJA also reserves the right to require a student have separate dismissal, such as from the Welcome Center.

## 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. By signing the Field Trip Permission Slip, a parent accepts responsibility for their student's safety and behavioral choices, and in extraordinary circumstances, may be required to collect the student from the destination during the trip.

## 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 drills in the Wednesday Weekly.

CJA security cameras are also a tool to be used for campus safety purposes. Cameras may be used to record a public area. Video recordings are for internal use only and are not subject to public dissemination.

## ILLNESS AT SCHOOL

When a student becomes ill during school hours, the student will be sent to the nurse's office for evaluation. Students will be assessed at the entrance, then will be directed to a “Well Student Area” or an “Ill Student Area.” 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 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-intestional 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 emergency contacts, 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. These emergency contacts must be updated each year in PowerSchool 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.

# 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 school leaders 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, religious, loving, committed to doing justice in the service of others and seeking intellectual excellence.

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 during student-led 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.

## 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 or 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 (specified for the school's support)
- 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 (7:50 a.m.) 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. Early dismissals should only be used in cases of emergency and extraordinary need. CJA reserves the right to request a specific reason for needing an early dismissal and impacting student learning. 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 and 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.

**i-Ready Diagnostic Assessments and 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 i-Ready 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, iiReady 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 iiReady 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 iiReady 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 iiReady.

**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 summer camp partners who offer full or significant scholarships to camps across the country. CP works with families to identify opportunities, register and get students safely to overnight camps. Maintaining a camp placement 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. While CJA strives to have as many students as possible attend sleep-away, day, academic or other camps and programs during the summer, at minimum, every student will attend a sleep-away camp with their classmates the summer starting their eighth-grade year.

**CONTINGENT ENROLLMENT**

All incoming students start the school year on contingent enrollment. 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 end of August, before Fall Break and at the conclusion of any trimester, the Head of School will review student progress. CJA reserves the right to dismiss a student or place a student on contingent enrollment for the subsequent term or trimester for poor academic effort or behavioral issues. If a student is placed on contingent enrollment, the student's team enacts a plan meant to identify the causes of the student's lack of progress as well as the steps to remediate these problems during the subsequent term or trimester.

**GRADUATION GUIDELINES**

In choosing Chicago Jesuit Academy, a young person commits to partnering with their family, their classmates, their teachers and CJA's school leaders 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 seventh- or eighth-grade may be retained or not receive their diploma.

**DOING THE MORE**

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 eighth-grade and be required to repeat their eighth-grade year at another school. CJA does not allow such students to repeat their eighth-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 are asked to read all communications coming from advisors or school staff in order to ensure a well-informed and successful partnership.

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 in the case of an emergency closing. It is imperative that parents are signed up for the communications with current contact information. 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 message.

Parents/guardians may also:

- Check the Emergency Closing Center at www.emergencyclosingcenter.com.
- Listen to WGN Radio 720-AM or WBBM Radio 780-AM, or watch CBS Ch. 2, NBC Ch. 5, ABC Ch. 7 or WGN-TV for closing information.

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 implement a 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.

### Deeds Not Words

In alignment with fostering a sense of community, becoming responsible members of the school and the restorative practices comprising CJA's Responsive Classroom approach, CJA has developed a program for all students named Deeds Not Words. This program is named after St. Ignatius' belief that "Love is shown more in deeds than in words." Through Deeds Not Words, across the school year groups of students are invited to work alongside CJA faculty and staff to help care for and beautify our school environment. Projects may include activities such as cleaning up the park and streets around campus, wiping smudged stairwells, cleaning mirrors, walls and stall doors in bathrooms that have not been well cared for etc. For any such activity, all participants do this work with faculty and staff and are provided appropriate supplies, such as gloves, cleaning spray, trash bags etc.

**Yardsticks**
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.

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 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, and this includes "play fighting."** 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.

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 be assigned, up to dismissal from the school community.

CJA is a drug, alcohol and tobacco free school, in addition to the fact that use of any drugs or tobacco is not legal for any CJA student. CJA reserves the right to require a student to take a drug or substance test (which can be provided to a parent for administration at CJA, or conducted by an outside medical provider) in the case there is concern a student may have ingested such substances.

The steps above are applied on a case-by-case basis as determined by the faculty and school leadership. These discipline steps may be imposed progressively or simultaneously as the situation warrants. Consequences may include restorative practices and logical consequences in accordance with our Responsive Classroom approach, such as peer mediation or family meetings. Consequences may address behaviors such as those described in this document, academic dishonesty or inappropriate website access detected on our GoGuardian monitoring program. In the most unsafe or disruptive situations, consequences can include immediate pickup, suspension or dismissal from CJA.

**CELL PHONES AND ELECTRONIC ITEMS**

**CJA is a No Cell Phone school.** Your student should leave their phone, headphones and earbuds 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 school designee to discuss next steps.

CJA faculty and staff may confiscate any cell phone, personal headphones, earbuds 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, headphones, earbuds, other electronic equipment or any other valuables. CJA students are provided a locker to store their backpack, coat, PE uniform and shoes, but the lockers do not have locks. Students may not bring a lock to CJA to use on their locker; any locks placed on CJA lockers will be removed. CJA reserves the right to search student lockers or backpacks at any time needed.

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 and family members are never allowed to take a video or auditory recording during school hours or events without explicit permission from the teacher or a school leader. 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. The Social Work team with support of school leadership will investigate every reported instance or allegation of bullying. CJA reserves the right to assign consequences up to dismissal of 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.

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, 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 and/or inadvertent 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:

| **3rd and 4th Grade Students:** | **5th and 6th Grade Students:** | **7th and 8th Grade Students:** |
|---|---|---|
| ➢ 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."<br>➢ Light blue CJA issued polo shirt (undershirt should be navy blue, white or gray without visible markings).<br>➢ 1 pair of simple athletic shoes for recess and outdoor activities (dress shoes optional for indoor spaces). These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable.<br>➢ CJA gray crewneck sweatshirt (no hoodies, not even if they have a CJA logo). | ➢ 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.<br>➢ Royal blue CJA issued polo shirt (undershirt should be navy blue, white or gray without visible markings).<br>➢ 1 pair of simple athletic shoes for recess and outdoor activities (dress shoes optional for indoor spaces). These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable.<br>➢ Belt (plain brown or black).<br>➢ CJA gray V-neck sweater (no hoodies, not even if they have a CJA logo). | ➢ 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.<br>➢ Light blue, long-sleeved Oxford dress shirt (undershirt should be navy blue, white or gray without visible markings).<br>➢ 1 pair of simple athletic shoes for recess and outdoor activities (dress shoes optional for indoor spaces). These shoes should be easily replaceable and should be able to get dirty. Velcro shoes are acceptable.<br>➢ Belt (plain brown or black).<br>➢ CJA gray V-neck sweater (no hoodies, not even if they have a CJA logo). |

**Other Uniform Considerations**
- Parents are responsible, with the help of their students, to ensure that their student is 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 (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, including henna. 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 first intends to ensure equity 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. Our CJA shoe policy also intends to ensure utility. We allow students the option to wear athletic black shoes throughout the day, as they participate in Physical Education classes, Recess, and Co-Curriculars every day of the week. Athletic black shoes allow students to participate safely in these physical activities, and black shoes eliminate concerns from dirt playing

on the CJA Playground or Moore Park, Black shoes that are not safe for running, jumping and other physical activities are not allowed, such as Crocs, slides, house shoes, boots etc.

Economically feasible examples of recommended shoes:
Dress shoes: Oxfords; Mary Janes; Ballerina Flats
Athletic shoes: Athletic Shoe

**EARRING AND JEWELRY POLICY**

The years that students attend CJA see 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 co-curricular 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. (Necklaces such as religious necklaces must be tucked inside the shirt and not visible.) It is highly discouraged they even be brought to school, as CJA can assume no responsibility for their loss or damage.

Just like jewelry can be unsafe during Physical Education, Music, Recess, and Co-Curricular periods that CJA students participate in every day, long fingernails can also be unsafe during these active periods each day. CJA students may wear only natural-length, natural nails (no acrylics). CJA will allow painted nails as long as they do not become a distraction from learning. Otherwise, a student and family will be required to remove the paint immediately.

**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 her/himself or others, CJA requires the faculty member, staff member or volunteer to report their concern and any related information to a CJA 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 will follow the following steps:

1. Student is brought to the attention of a CJA Social Worker.
2. CJA Social Worker immediately determines if CJA Risk Assessment is appropriate.
3. CJA Social Worker conducts CJA Risk Assessment if deemed appropriate by said Social Worker.
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 Qualified Mental Health Professional (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. 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.
   d. If the medical insurance available to a student prevents the student from receiving services through SASS, the parent/guardian of the student may 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 can 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 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. If a parent/guardian is struggling to obtain the requested documentation, CJA encourages the parent/guardian to contact the student's Social Worker 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 health in significant ways. As our partners, we ask parents and guardians to ensure that students receive between 9 and 12 hours of sleep per day.

**SUPPLY OF UNDESIGNATED OPIOID ANTAGONISTS POLICY**

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 that 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 AEDs. 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 of 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 or 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 off on 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 social worker and school nurse - well, and use the learning materials given to me with respect. I will not bring outside materials, such as technology devices, extra pens or markers, sports equipment etc.
    - 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 she or he is given. I will not allow my student to take outside materials, such as technology devices, extra pens or markers, sports equipment etc. to CJA. 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. Understanding that CJA students, families and employees may not share the same faith backgrounds, employees will endeavor to create an environment for all students that proclaims God's Love for his people through the scriptures and traditions of the Roman Catholic Church.
    - 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 logical 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 2026-2027 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 understand that I must display a professional-looking thumbnail picture that is a true representation of myself in my CJA account.

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 leadership.

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 leader 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 understand that I may only use Artificial Intelligence (AI) on my device, through my CJA account or for CJA-related work if I have been granted permission by a member of the CJA faculty or staff.

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 leader or teacher to bring personal electronic devices 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 others' 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 their 2025-2026 school year deposit and is re-enrolling for the 2026-2027 school year, their balance will be rolled over and applied to the $150 Phoenix Fee.

If a student loses or damages technology 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 - $20
- Broken Touchscreen Chromebook Screen - $150
- Broken Non-Touchscreen Chromebook Screen - $100
- Missing/Broken Key - $10
- Missing/Broken Headphones - $10
- Broken Computer Case - $50

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 seventh- and eighth-grade 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 (7th and 8th grade only) - $20
- Missing/Broken CJA Calculator (7th and 8th grade only) - $20
- Lost or Broken ID - $5 for replacement ID and $5 for holder (the ID is the only item that may be on a student's backpack, and it must remain there at all times for identification)

**CJA UNIFORM COSTS**

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

- Tie - $11
- Gym Shorts - $15
- Gym T-shirt - $7
- Royal Blue Polo (Grades 5-6) - $20
- Light Blue Polo (Grade 3-4) - $20
- Gray CJA Sweatshirt - $15
- V-neck Sweatshirt - $30

CJA does not sell navy blue pants. CJA does not sell blue oxford dress shirts worn in seventh- and eighth-grade. CJA does not permit jogging pants. Please refer to CJA's Dress Code regarding all uniform questions and for links to sample items for those families must purchase on their own.

Parent Signature _____

Student Signature _____

Date _____