

Perspectives Charter Schools

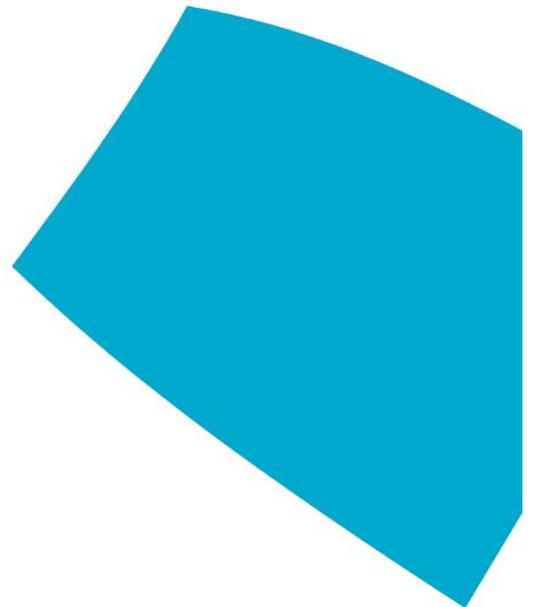
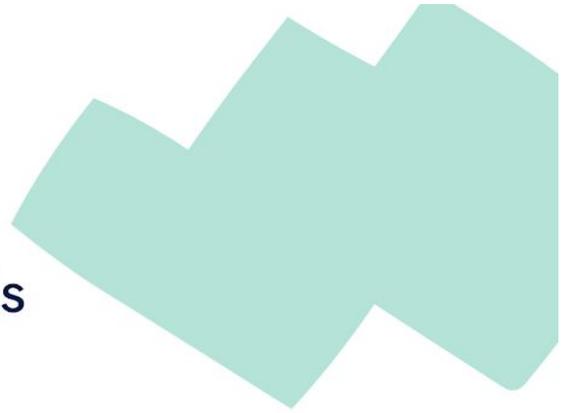
Return to Learn

SY2020-2021

Guidance, policies, and procedures

#bealifelonglearner

STUDENTS, PARENTS, AND GUARDIANS



Perspectives Charter Schools Return to Learn Guidebook

At Perspectives, our most important assets are our students, families, and staff, and keeping these stakeholders safe is one of our top priorities. As such, this summer we collected extensive feedback to inform our decision on whether or not students returned to in person learning. We listened, and we heard you. While we know no decision is perfect, we have chosen to prioritize safety, health, and wellbeing by engaging in remote learning for the start of the 2020-2021 school year.

This Return to Learn Guidebook serves as a companion to our [Student Code of Conduct](#) and outlines the policies and procedures for Perspectives to operate schools during SY2021. The policies and procedures outlined are written to prioritize safety and minimize risk of COVID-19 exposure while ensuring that students receive a high quality education. Further, the policies and procedures are grounded in research from The Centers for Disease Control, The Illinois State Board of Education, and Chicago Public Schools.

Finally, this guide is a living document that will be updated in real time in response to CDC, state and city guidelines and recommendations.

Table of Contents

[Our Commitment to Equity and Guiding Principles](#)

[Our Commitment to Equity](#)

[Social Emotional Learning and Supports](#)

[A Disciplined Life® \(ADL\)](#)

[Culture and Climate](#)

[Crisis Response and Suicide Prevention](#)

[Helplines](#)

[Grief](#)

[Digital Academic Policies](#)

[PCS School Calendar 2020-2021](#)

[Staff Expectations Roles and Responsibilities](#)

[Virtual Staff Availability](#)

[Email, Communication, and Responsiveness Expectations](#)

[The PCS Virtual Classroom](#)

[Technology and Equipment](#)

[Digital Classroom:](#)

[Online Learning Space: Schoology](#)

[Quarterly Assessments, Courses, and Curriculum](#)

[City and State Level Assessments](#)

[Digital Grading Policy](#)

[Grade Scale + GPA Weights:](#)

[Grading Categories and Weights:](#)

[Digital Attendance Policy](#)

[Dual Enrollment Policy](#)

[Graduation and Promotion Policy](#)

[Middle School](#)

[High School](#)

[HS Graduation Requirements: Credit Requirements](#)

[Experiential Learning](#)

[Special Education](#)

[IEP Meetings](#)

[Safety, Health, and Wellness](#)

[Student and Staff Health Procedures: Remote Learning](#)

[Student and Staff Health Procedures: In-Building Attendance](#)

[Enrollment, Registration, and Transfers](#)

[New Student Enrollment](#)

[Curbside Enrollment Process](#)

[Grades 10-12](#)

[Grade 9](#)

[Re-Enrollment Process](#)

[Transferring out of Perspectives](#)

[Enrichment Fees](#)

[Medical Requirements](#)

[Food Distribution](#)

Our Commitment to Equity and Guiding Principles

Our Commitment to Equity

Perspectives is dedicated to reducing barriers to equity and fostering an anti-racist, non-discriminatory, and inclusive environment by internalizing our core values of A Disciplined Life® and ensuring that our practices allow our diverse population of students and staff to grow, thrive, and excel. We encourage growth and ingenuity, and utilize a culturally-competent curriculum to ensure our students receive an educational experience that prepares them for life beyond Perspectives. We also commit to a transparent and inclusive hiring and promotion process that includes a diversity of ideas, elevated voices and leadership opportunities.

Guiding Principle #1: We will utilize our core values of A Disciplined Life® to foster an anti-racist, non-discriminatory, and inclusive environment to ensure that our diverse population of students grow, thrive, and excel. We believe in teaching the whole child, with an emphasis on social emotional learning. A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment. Our 26 principles of A Disciplined Life® guide our actions and performance, building a culture of trust, curiosity and achievement to create caring, ethical leaders. We support and develop students holistically.

Guiding Principle #2: We will use the concept of learning acceleration in both asynchronous and synchronous learning environments to best support students and meet their individual academic and social emotional needs. We will focus on learning that is engaging, relevant, and easily accessible with clear directions aligned to the objectives. Research shows that students achieve at higher rates when they are exposed to grade-appropriate work rather than remedial work. Critical skills that were not covered in SY19-20 or need to be readdressed according to diagnostic data will be spiraled into content-appropriate units rather than addressed in an isolated “remedial skills unit.” Pacing plans and additional network-provided resources will also be guided by the principle of Learning Acceleration. Further, having a combination of asynchronous and synchronous learning opportunities ensures more equitable student engagement.

Guiding Principle #3: We will expose students to experiential learning opportunities as part of our commitment to support and develop students holistically--engaging all aspects of the learner including mind, body, and spirit. Students gain exposure and cultivate agency through field studies, career shadowing, and community action initiatives, and we include these experiences in our remote learning programs. We continue to offer school enrichment and athletic programs, and enhance learning opportunities for our students through our partnerships with the local business community and service programs.

Guiding Principle #4: We will engage families as partners in supporting their students.

We know that family engagement and partnership is essential to home as campus, and research testifies that family engagement improves student achievement. Students with engaged families perform strong academically and socially and are more likely to continue their education beyond high school.

Social Emotional Learning and Supports

All learning, including remote learning, is first and foremost emotional. Emotions drive our cognition, including our attention, memory, and planning/executive functions (Hartmann & Posey 2020). We believe in teaching the whole child, with an emphasis on social emotional learning. According to CASEL, a systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment. At Perspectives, our 26 principles of A Disciplined Life® guide our actions and performance while building a culture of trust, curiosity and achievement to create caring, ethical leaders. In our digital learning environment, we will ground our social emotional learning and support in the [CASEL Reunite, Renew, and Thrive SEL Roadmap for Reopening Schools](#), while emphasizing the social emotional needs of both our students and staff.

A Disciplined Life® (ADL)

Our A Disciplined Life® classes will continue to be a core component of our educational model and a space for students to gather, build relationships, and discover the 26 principles of A Disciplined Life®. Our ADL classes will be spaces that are safe, supportive, and equitable learning environments that promote all students' social and emotional development through SEL practices of reflection. Schools will incorporate trauma informed and mindfulness practices to focus on healing and inclusion while implementing our A Disciplined Life® curriculum.

Culture and Climate

In response to stress-related COVID-19 children and teenagers may struggle to identify, express and manage the complex emotions they are feeling. During times of uncertainty, it is common for individuals to compensate by demonstrating behaviors that provide an increased sense of control. For some students, this may be demonstrated through externalizing behaviors such as refusal to attend and participate in school, defiance or verbal and physical outbursts. Social isolation can increase anxiety and depression. Students may demonstrate internalizing behaviors such as withdrawal, changes in sleeping and eating patterns and increased physical complaints (headaches, stomach aches). Teachers may see changes in students' abilities to focus and remain on task. Perspectives recognizes the impact that this shift in the learning environment has had on students, and as such we will be looking at our practices through the lens of being trauma informed while building a culture of love and trust.

We are also committed to equity and are dedicated to reducing barriers to equity and fostering an anti-racist, non-discriminatory, and inclusive environment by internalizing our core values of A Disciplined Life® and ensuring that our practices allow our diverse population of students and staff to grow, thrive, and excel.

Schools will implement a comprehensive system of support for students and utilize all staff members to demonstrate both equitable and trauma informed practices.

Crisis Response and Suicide Prevention

As noted above, children and teenagers may struggle to identify, express, and manage the complex emotions they are feeling. At the beginning of the school year, schools will review and place an emphasis on training all staff to recognize signs of trauma, depression and anxiety in the physical and remote classroom, along with mandated reporting.

Schools will ensure that crisis resources are available and easily accessible for students and families to be accessed in a time of need e.g. suicide prevention hotline, crisis talk line, etc. For students who express concerning language or behaviors relating to a risk of harm to themselves or others, a mental health professional (PCS School Social Worker/Psychologist) will administer a virtual risk assessment and follow established crisis protocols. Parents and Guardians will be made aware of the situation and given SASS contact information in order to have an assessment conducted in their home. If parent/guardian is not able to be reached and the student is at immediate risk, the designated school administrator will call 911 and request a well-being check.

PCS school social workers can be reached via contacting socialworkers@pcsedu.org.

Helplines

- **Crisis Text Line:** Visit www.crisistextline.org/ or Text “START” to 741-741
- **Lifeline Crisis Chat:** Visit www.crisischat.org/ to chat with crisis centers around the U.S.
- **List of International Suicide Hotlines:** Visit www.suicide.org/international-suicide-hotlines.html
- **Love is Respect:** Visit www.loveisrespect.org/, text “LOVEIS” to 22522, or call 1-866-331-9474 to talk with a peer advocate to prevent and end abusive relationships
- **National Eating Disorder Association:** Visit www.nationaleatingdisorders.org/ or call 1-800-931-2237
- **National Suicide Prevention Lifeline :** Visit www.suicidepreventionlifeline.org/ or call 1-800-273-TALK (8255)

Grief

It is possible that situations will occur where students have lost loved ones due to COVID-19 or experienced other significant losses during the pandemic. Even if a death occurred that was not due to COVID-19, traditional bereavement practices, such as funerals or other memorial ceremonies, likely are prohibited. Students and families may not have had the opportunity to visit with loved ones before they passed or said their goodbyes. This can complicate the grieving process.

Students also may experience grief connected to sudden losses resulting from the pandemic. This can include grieving the loss of attending school in the school building, loss of connection with friends and loss of meaningful events or milestones. To aid in the grief process, school staff will create supportive environments where students are provided the opportunity to grieve.

The PCS Digital Learning Environment + Model

Digital Academic Policies

[PCS School Calendar 2020-2021](#)

Quarter 1: September 8, 2020- October 16, 2020

All Perspectives Charter Schools will open for students on September 8, 2020 and operate a fully digital instructional model for staff and students until October 16, 2020. Quarter 1 will be two and a half weeks shorter than normal. School leaders will work with teachers to make adjustments to course curriculums to accommodate this change. Throughout Quarter 1, we will be evaluating what the best model for quarter 2 will be. Safety considerations remain at the forefront for any decision about the format of Q2 instruction, and all stakeholder voices will be involved in that process. Staff will have limited access to the building in the Fall--health and safety will be essential and details will be communicated.

Quarter 2

All Perspectives Charter Schools Quarter 2 will run from October 19, 2020 until December 18, 2020. The model of instruction and building access are to be determined; safety considerations and stakeholders voices will remain at the forefront of these decisions.

Quarter 3

All Perspectives Charter Schools Quarter 3 will run from January 5, 2021 until March 19, 2021. The model of instruction and building access are to be determined; safety considerations and stakeholders voices will remain at the forefront of these decisions

Quarter 4

All Perspectives Charter Schools Quarter 4 will run from March 22, 2021 until June 8, 2021. The model of instruction and building access are to be determined; safety considerations and stakeholders voices will remain at the forefront of these decisions

Staff Expectations Roles and Responsibilities

Virtual Staff Availability

We are here to support you and your students!

- The virtual work day for staff is 8:00am-3:30pm, Monday-Thursday and 8:00-3:00pm on Fridays.
- Wednesday will be set aside as a day to be used for content creation, staff development, data analysis, grading etc.
 - Students' work expectations are mostly asynchronous.
 - All staff will still hold daily office hours on Wednesday to ensure consistent student and family support.

Email, Communication, and Responsiveness Expectations

- All student, parent and manager emails and calls should be responded to by 3:30pm each day or within 1 business day of receipt.
- Please note that weekend communication will be responded to in the next working week.

The PCS Virtual Classroom

All PCS virtual classrooms are safe and supportive learning environments for all of our students and nurture the whole child. We build relationships with our students, engage our students in our work, and ensure that students are learning and growing.

Technology and Equipment

- All PCS students will have access to reliable internet and an appropriate device.
- If students are in need of assistance with devices, they may email familysupports@pcsedu.org. If students are in need of technical assistance, they can reach out to it@pcsedu.org.

Digital Classroom:

- All lessons are pre-recorded and posted/stored on YouTube or on Schoology.
- All courses will include scheduled synchronous events as a component of a student's digital day.
- All staff will be available for established consistent, daily office hours that students and

parents can opt in to.

Online Learning Space: Schoology

Perspectives will be utilizing Schoology as the primary learning space for students and parents. This is taking the place of GoogleClassroom that was used in the Spring. Parents and students will receive training on this portal in August and the first weeks of school.

We will also be using other tools such as Zoom and YouTube.

Quarterly Assessments, Courses, and Curriculum

Perspectives remains committed to data-driven instruction and students will take quarterly assessments in the digital classroom in SY2021, and we will continue to use our current curriculum as our starting point for digital instruction.

We know that our curriculum needs to evolve to be more diverse and representative. Evolution will be taking place this school year and we encourage you to share your thoughts and feedback so that we can grow to better meet the needs of your students.

City and State Level Assessments

Perspectives schools will maintain weekly/biweekly/unit standards based assessment cycles to monitor student progress and inform teaching.

Perspectives will remain responsive to city and state assessments such as NWEA and P/SAT as more information is released by the city and state.

Digital Grading Policy

Perspectives Charter Schools believes every child is capable of achieving academic success. Our grading policy is founded on the belief that when students achieve mastery and gain the knowledge they need, they have a better likelihood of being successful in college and in life.

Grade Scale + GPA Weights:

Letter Grade	Grade Scale	GPA Weights	Honors + AP Weights
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1

F	0-59	0	0
---	------	---	---

- If a student makes a reasonable attempt on an assignment or assessment, but does not achieve mastery, the student will be issued a 50%.
- If the student makes no attempt at all, they will be issued a 40%. Examples of non-attempt include only writing name on paper, absent, assignment/assessment not turned in, assignment/assessment plagiarism.

Retakes: At Perspectives Charter Schools, all students have the opportunity to retake summative and formative assessments. The number of times/timeline a student can retake an assessment is individually determined by school leadership.

Late/Missing Work: Students have the opportunity to turn in late or missing work. The timeline and/or penalty for turning in late or missing work is individually determined by school leadership.

Advisory Grades: Students at Perspectives Charter Schools receive a pass/fail grade for their advisory class.

Progress Reports for Diverse Learners: At Perspectives Charter Schools, teachers are required to formally document all modifications and accommodations given, communication dates to parents, and rationalization for an F semester grade for all students with Individualized Education Plans.

[Grading Categories and Weights¹](#):

Category Title	Gradebook Weight	Description
Daily Work	60%	Daily work includes, but is not limited to, PDNs, problem sets, practice exercises, digital activities, graphic organizers, etc.
Formative and Summative Assessments	40%	Examples of formative assessments include, but are not limited to, standards referenced assignments (lab analysis, short writings, discussions, problem sets, etc.), standards-referenced exit slips. Examples of summative assessments

¹ For the purpose of digital learning, ADL classes will follow network grading policy including categories.

		include, but are not limited to, mastery quizzes, essays, unit tests, lab reports, midterms, finals, and Quarterly Assessments
--	--	--

Summit Grading Policy (PMA + MSA Middle School only)

Summit Learning utilizes a competency-based grading system. The curriculum utilizes project based learning via: check-points, power focus areas, and final projects. Grades are calculated as an average of student performance on skills-based rubric and project completion.

Teacher Expectations:

- Students will receive a grade, in the Summit Platform, of at least one skill per week via a checkpoint or final project.
- Students will receive at least three pieces of written feedback, in the Summit Platform, on their work each week.
- Teachers will enter students' final grade from Summit into the Power School system at the end of the school year.
- Teachers will monitor students' progress and alert the students and parents if the students are becoming or becomes off track.
- Teachers will provide weekly progress reports to students and parents.

Student Expectations:

- Students will monitor their daily/weekly progress in Summit courses to ensure that they are on track.
- Students will make daily goals and work with their mentor to meet these goals in order to stay on track.
- Students will continuously revise their work based on teacher feedback.
- Students who become Off Track will meet with their mentor to create a plan to become back on track by: complete and submit projects, revise check points for higher grades, and re-do power focus areas to improve their performance.
- Students will review assigned resources, take notes, and study to become successful on Power Focus Areas.

Parent/Caregiver Expectations:

- Parents/Caregivers will log on and monitor student progress at least weekly to support their students success.
- Parents/Caregivers will assist students in drafting and completing their daily goals.
- Parents/Caregivers will support students in attending synchronous learning sessions and office hours each day.
- Parent/Caregivers will respond to and communicate with students' teachers and mentors to support student success.

Y1 Grade = Summit Overall Progress Grade

Summit Overall Progress Grade (100%)	
Project Avg (90%)	PFA (10%)

Digital Attendance Policy

Daily Attendance: Attendance is the responsibility of students, mentors, school administrators, and office managers. Daily attendance will primarily be taken via GoogleForm. The attendance links will be sent by the PCS network to students and students will use the same link each day. Each remote learning day the form will be live between 7:00am and will close at 11:59pm. Students are encouraged to check-in every day using the form. Staff will support all students who are not able to use this system with alternatives that fit for the individual student. Weekly attendance will be reviewed and monitored as a way to identify students who are at-risk during this time and may require additional support.

Course Attendance: Attendance will be taken for all synchronous academic sessions using the GoogleForm system.

Dual Enrollment Policy

Perspective Charter Schools, in partnership with City Colleges of Chicago, will offer dual credit classes remotely online this fall. Partnering agencies will continue to assess and evaluate our current structure, in conjunction with IDPH and CHPH, to ensure the safety of all staff and students.

Graduation and Promotion Policy

Middle School

6th and 7th Grade: Any 6th or 7th grade students failing up to two classes must attend, and successfully pass, summer school to be promoted to the next grade. Students failing three or more classes may be retained and have to repeat their current grade.

8th Grade: Students must successfully pass all classes and A Disciplined Life® class to graduate from the 8th grade. Additionally, students must successfully complete and pass the U.S. Constitution Exam by the end of the 8th grade year. Any student failing at least three quarters of one or more classes, or the U. S Constitution Exam, must attend and pass summer school to be promoted to a Perspectives Charter Schools High School. Students failing three or more classes or the U.S. Constitution Exam may be retained and have to repeat 8th grade.

NWEA shall be used as the district-wide assessment to evaluate middle-school students in

addition to their grades and attendance for promotion eligibility at the end of the school year. Students not meeting MAP growth in 2/3 assessments (Math, Reading, Science) will be required to attend summer school for promotion to the next grade.²

High School

High school students will be required to make up missing or failed credits during summer school and/or the school year via credit recovery, and they must complete enough credits to meet the grade promotion requirements.

HS Graduation Requirements: Credit Requirements

Required Classes	Required Credits
Math* ³	4 credits
English*	4 credits
Science*	3 credits
Social Studies*	3 credits
Foreign Language	2 credits
A Disciplined Life® ©	4 credits
Extracurricular Activities ⁴	2 credits
Electives ⁵	8 credits
Total Required for Graduation	30 credits

Experiential Learning

We know to have healthy and engaged students, their learning must go far beyond the classroom. PCS remains committed to educating our whole child through diverse programming

² Due to the changing nature of Covid-19 during SY1920 and 2021, MS promotion/graduation requirements may be modified/waived on a case-by-case basis.

³ *core class

+In most cases, 1 credit is equivalent to 1 year in a particular course. However, there are courses in which 1 credit may be earned in a single semester. These courses included, but are not limited to: Healthy Lifestyles, Literacy Elective, and some other electives. ++Perspectives students that participate in the Chicago Builds program (a vocational education course) may substitute one Chicago Builds credit for a foreign language credit if scheduling limitations do not allow the student to participate in both.

⁴ Due to the changing nature of Covid-19 during SY1920 and 2021, this requirement may be waived on a case by case basis.

⁵ Due to the changing nature of Covid-19 during SY1920 and 2021, this requirement may be modified on a case by case basis.

and field studies. During semester one, PCS will design virtual programs, events, field studies, career engagement opportunities, and experiences for participation of all of our students.

Our Senior Director of Programs and Experiential Learning, Antoinette Self, will work with school teams, families, and students to create school tailored plans.

Special Education

Perspectives will follow guidelines for Special Education from the US Department of Education, the State of Illinois, and Chicago Public Schools.

All instruction will be individualized based on each students' Individualized Education Plan. Teachers will plan for both high tech and low tech options for students to help support specially designed instruction, and offer a myriad of strategies to help ensure that students with disabilities are able to access and make progress in the curriculum.

For instruction and related services that cannot be delivered through remote instruction (e.g. students who require functional academic instruction in a structured classroom setting, or direct occupational and physical therapy services), teachers will consider offering more traditional instructional packets, learning boards, and projects and assignments with manipulatives that parents can implement in the home with remote support from staff.

IEP Meetings

Perspectives will hold all Individualized Education Plan meetings remotely via phone or video conference. Parents will be asked for consent to participate in IEP meetings remotely and receive all IEP-related correspondence via email. If a parent prefers documentation to be sent via standard mail, Perspectives will oblige.

For students undergoing evaluations that cannot be conducted remotely, Related Service Providers will schedule appointments for assessments to take place at school, using appropriate social distancing measures.

Safety, Health, and Wellness

The health and safety of students and staff is of utmost importance to Perspectives. During the period of remote learning, our buildings will remain closed to all students with the only exception being if in-person evaluations are required for special education purposes. Updated information about in-building safety, health, and wellness procedures will be provided when the decision to return to in-person learning is made.

Student and Staff Health Procedures: Remote Learning

We strongly recommend that all Perspectives students and families follow the recommendations of the CDC to protect yourself and others from COVID-19. COVID-19 is thought to spread primarily through people who are in close proximity (within six feet) of each other through respiratory droplets. More information on the spread of COVID-19 and how to protect yourself can be found here: [CDC Coronavirus Fact Sheet](#).

If a student is sick with a non-COVID-19 illness, please follow the advice of your doctor in terms of getting well. If a student is ill, families should follow our regular excused absence procedure outlined in our student handbook.

If a student is sick with a COVID-19 illness, Perspectives recognizes that recovery times vary and will work affirmatively and flexibly, within all applicable laws and regulations, to support students.

Enrollment, Registration, and Transfers

New Student Enrollment

Perspectives is currently enrolling students in all grades at all campuses where we are hosting curbside enrollments from noon-5pm, Monday-Friday. Enrollment can take up to 30 minutes, so last arrival time for curbside enrollment is 4:30pm.

Curbside Enrollment Process

- Families are required to stay in their car or outside during the enrollment process; school facilities are not currently open to the public.
- There is signage indicating where families should park or wait.
- Parents should allow at least 30 minutes for enrollment.
- All enrollment documents (see below) are required upon enrollment; failure to bring these documents may require the parent to return enrollment.

Grades 10-12

Prior to scheduling your appointment, students entering grades 10-12 must have their complete unofficial transcripts approved to ensure proper credit accrual. Please send complete transcripts to tfletcher@pcsedu.org for approval PRIOR to coming in to complete curbside enrollment.

Grade 9

We currently have 9th grade seats available at all campuses. Rising 9th graders who were not offered a seat through GoCPS need to complete the GoCPS Transfer Application here:

<https://forms.gle/bijJXyTM3Bv9Ya189>

The following documents are **required to complete enrollment**:

1. **Proof of Grade:** Student's most recent report card (6th-9th grade) OR unofficial transcript previously approved (10th-12th grade)
2. **Proof of Guardianship:** Student's birth certificate or guardianship documentation
3. **Proof of Residency:** Valid ID/Driver's License and Utility bill/Lease/Medicaid card
4. **IEP/504 Plan** (if applicable)

Re-Enrollment/Registration Process

All returning families can register their students for the 2020-2021 school year by logging in to their SchoolMint Account. Please see directions below:



Log In

Username

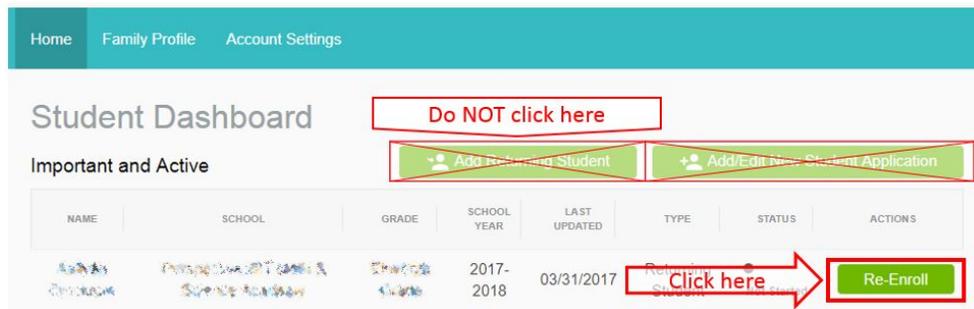
[Forgot Username?](#)

Password

[Forgot Password?](#)

Ready, Set, Go!

If you don't have an account
Please [Sign Up](#) first.



Home | Family Profile | Account Settings

Student Dashboard

Do NOT click here

[Add Returning Student](#) | [Add/Edit New Student Application](#)

NAME	SCHOOL	GRADE	SCHOOL YEAR	LAST UPDATED	TYPE	STATUS	ACTIONS
			2017-2018	03/31/2017	Returning Student	Ready to Enroll	Click here → Re-Enroll

Please review the data we have on file for you.
Make edits as needed and submit when you are done.

* = Required

- Student Information
- Emergency Contact Information
- Important Medical Information
- Student Handbook and Waivers
- Final Disclosure and Signature
- Perspectives Staff Use Only

Click on each of these boxes to review and update your student's information.

When you are finished, click Submit

Unregistered students will not be allowed to start school until registration is completed. Students who have not completed registration prior to the first day of school may forfeit their seat. If the student should decide he or she wants to return to Perspectives Charter Schools, his or her name will be added to the current wait list, with re-admittance if space becomes available. Ninth-grade students that do not register prior to the first day of school will be projected to his or her neighborhood high school unless otherwise notified by the parent/guardian.

Transferring out of Perspectives

Parents/guardians should reach out to their student's campus or the Office of Enrollment to confirm their student is transferring out of Perspectives. Proper notification (e.g., at least two days in advance) is requested and allows Perspectives the time to process the necessary transfer paperwork and prepare the student's records for transition.

To complete a transfer, the school will need parents/guardians to provide the following information:

- Acceptance letter from the school to which the child will be transferring;
- Complete address, unit number, phone number, and fax number for the new school;
- Make settlement of all outstanding instructional fees and meal balances;
- Return all books, athletic uniforms, and equipment to Perspectives; and
- Signed transfer form, completed at the school's main office.

These documents can be scanned, with student's information, to officemanagers@pcsedu.org.

Medical Requirements

Physicals and Immunization Records

All 6th and 9th grade students must submit proof of a health examination and immunizations at the beginning of the school year. In addition to 6th and 9th grade students, any student entering Perspectives Charter Schools out of medical compliance, or from an out-of-state educational site, is required to submit a current Illinois health examination and immunization records prior to starting school. Any child entering the 12th grade shall show proof of having received two doses of meningococcal conjugate vaccine prior to entering the 12th grade, per Illinois State law.

Dental and Vision Requirements

Illinois law requires that all students in Grade 6 have a dental examination and present proof of such examination by May 15th each year. Additionally, all 8th grade PCS students new to the district and students receiving special education services must submit proof of an eye examination by October 15th. Students who fail to provide proof of a dental or eye examination or to establish that they are otherwise exempt from those requirements may have their report cards withheld until the student is in compliance.

Parent/Guardian can submit the required health examination, immunization and/or dental & vision documentation by either dropping the form(s) off at their student's campus during curbside registration, in-person registration or they can scan to officemanagers@pcsedu.org.

Food Distribution

Perspectives will be offering free breakfast and lunches to all students. Each campus will have food distribution available Monday through Friday from 8:30am-1:00pm.

Under ISBE regulations, anyone under the age of 18 is eligible to receive a free meal. An email ticketing system will be available to all Perspectives families upon the start of school.