



*We live
a Disciplined Life.®*

STUDENT HANDBOOK

2020-2021

 Perspectives

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SOUTH LOOP | BRONZEVILLE | CHATHAM

PERSPECTIVES RODNEY D. JOSLIN

Address: 1930 S. Archer Chicago, IL 60616

Phone: (312) 225-7400 **Fax:** (312) 225-7411

Hours: 8:00am – 4:00pm

Principal: Stephen Todd

PERSPECTIVES MIDDLE ACADEMY

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6300 **Fax:** (773) 358-6399

Hours: 8:00am – 4:00pm

Principal: Victoria Jackson

PERSPECTIVES LEADERSHIP ACADEMY & HIGH SCHOOL OF TECHNOLOGY

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6100 **Fax:** (773) 358-6199

Hours: 8:00am – 4:00pm

Principal: Eron Powell

PERSPECTIVES IIT MATH AND SCIENCE ACADEMY

3663 S. Wabash Chicago, IL 60653

Ph: (773) 358-6800 Fax: (773) 358-6055

Hours: 8:00am – 4:00pm

Principal: TyNeisha Banks

SUPPORT HUB OF PERSPECTIVES (SHOP)

Address: 1530 S. State Street, 2nd Floor, Chicago, IL 60605

Phone: (312) 604-2200 **Fax:** (312) 604-2199

Hours: 9:00am – 4:00pm

STUDENT HANDBOOK 2020-2021

The following policies and administrative procedures apply to actions of students during school hours, while on school property, at all Perspectives events, field studies, internships, and community action projects, and at all programs held at Perspectives, and when the actions affect the mission and/or operation of Perspectives.

Students may be subject to appropriate disciplinary actions for acts of misconduct that occur off-campus during non-school hours when the misconduct has a substantial likelihood of disrupting the educational process of the school. Disciplinary procedures that are unique to students with disabilities are found on page 50.

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Our Mission

All Perspectives Charter Schools will provide students with a rigorous and relevant education, based on “A Disciplined Life®,” which prepares them for life in a changing world, and helps them further become intellectually reflective, caring, and ethical people engaged in a meaningful life.

A Disciplined Life® Education Model

The Perspectives Charter Schools staff and students live within a special framework called A Disciplined Life®. This simple yet important code of living provides guidelines that keep our minds and actions disciplined. It is by living within this code that we learn to live a life of peace and productivity. By focusing on our three-part model of academics, social emotional learning, and experiential learning, including college/post-secondary planning, we will prepare students for life after Perspectives. The principles of A Disciplined Life® are found on the following page.

Perspectives Staff-Student-Parent Agreement

Each family at Perspectives must sign the Perspectives Staff-Student-Parent Agreement and Handbook Acknowledgment electronically or on paper, setting forth the parental and student commitment to working with Perspectives Charter Schools to achieve maximum student results and success. Likewise, Perspectives Charter Schools sets forth its commitment in the agreement to assist and support student development to the fullest potential. The complete Agreement and Acknowledgement is found on page 14.

26 principles of *a disciplined life*[®]

At Perspectives, we study the **26 principles of A Disciplined Life**[®], which help all of us develop:

✓ positive **self-perception**

1 Accept only quality work from yourself 2 Take responsibility 3 Seek wisdom 4 Be open-minded 5 Think critically and be inquisitive 6 Love who you are 7 Demonstrate honesty and integrity 8 Be generous 9 Be a life-long learner 10 Live a healthy lifestyle

✓ healthy **relationships**

11 Communicate effectively 12 Challenge each other intellectually 13 Show gratitude 14 Solve conflicts peacefully 15 Respect differences 16 Be positive and supportive 17 Show compassion

✓ tools for **productivity**

18 Demonstrate a strong work ethic 19 Use your time wisely 20 Listen Actively 21 Be punctual and prepared 22 Be organized 23 Be reflective 24 Be reliable 25 Take initiative 26 Demonstrate perseverance



#WeLiveADisciplinedLife

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 **Perspectives**

Perspectives Staff-Student-Parent Agreement 2020-2021

(3 Way Agreement)

STAFF COMMITMENT

As a staff member of Perspectives Charter Schools, I fully commit to the vision and values of the schools and preparation for college success:

- I will strive to live and lead the 26 principles of A Disciplined Life®.
- I am a Peacemaker. I commit to teaching students how to solve conflicts peacefully.
- I understand my responsibility is not only to teach academic content, but to teach scholars the tools needed to live A Disciplined Life®.
- I will communicate clearly and openly with students and families.
- I will remain positive about all scholars and the school environment, even during challenging times.
- I will be solution-oriented in all conversations and strive to assume positive intent.
- I will not give up on a scholar.
- I will do whatever it takes to help a scholar learn.
- I will communicate effectively with scholars by providing positive encouragement and by disciplining with dignity.
- I will consistently inform parents about their children's performance.
- I will have conversations with colleagues or scholars that will help improve the school in a respectful, timely manner.
- I will create relevant, rigorous, differentiated and interactive learning experiences that prepare scholars to be college ready.
- I will communicate effectively with scholars by providing positive encouragement and by disciplining with dignity.
- I will consistently inform parents about their children's performance.
- I will have conversations with colleagues or scholars that will help improve the school in a respectful, timely manner.
- I will provide scholars with consistent and fair feedback and update grades weekly in PowerSchool.
- I will give parents attempted notification before F's are finalized.
- I will maintain confidentiality of students and parents within legal parameters.

STUDENT COMMITMENT

As a scholar of Perspectives Charter Schools, I fully commit to the vision and values of the schools and preparation for college success:

- I will strive to live and lead the 26 principles of A Disciplined Life®.

- I am a Peacemaker. I commit to solving conflicts peacefully.
- I will be a lifelong learner and constantly seek ways to improve myself and others.
- I will actively participate in Perspectives activities and learning opportunities, including Field Studies, College Tours, After School Programs (at least two yearly), and Summer Programs.
- I will accept only quality classwork and homework from myself, and I will challenge my peers and myself intellectually. I will ask and answer questions in class.
- I will be prepared and punctual each day to school and classes.
- I will wear a clean, neat, and proper school uniform each day.
- I will take responsibility for my learning, asking for help on homework when I am confused and seeking tutoring when I need additional academic support.
- I will build healthy and positive relationships with my peers and teachers.
- I will greet members of our Perspectives community and guests with a smile, and welcome them to our community.
- I will take responsibility for all of my actions and not make excuses for my behavior and the choices I have made. I will accept and learn from the appropriate consequences, as defined by the PCS Discipline Code, if I choose to not live A Disciplined Life®.

PARENT/GUARDIAN COMMITMENT

As a parent/guardian of Perspectives Charter Schools, I fully commit to the vision and values of the schools and preparation for college success:

- I will live and lead the 26 principles of A Disciplined Life®.
- I am a Peacemaker. I commit to teaching my student(s) how to solve conflicts peacefully.
- I will attend Parent-Teacher conferences.
- I will communicate appropriately and respectfully with Perspectives staff via phone, notes, email and/or frequent visits to the school.
- I will review my child's homework each night, by logging on to PowerSchool and/or Summit Platform to check his or her weekly progress.
- I will send my child to school on time, in the proper uniform, and prepared for the day. In the rare case that my scholar is absent, I will call the school that day and notify the school of the absence.
- I recognize that repeated absences without sufficient documentation may lead to winter, spring, or summer school.
- I will play an active role in my child's education through volunteering and attending parent meetings, family nights, and other family events.
- I will support the school and its decision to provide consequences to my child, as defined by the PCS Discipline Code, if my child chooses to not lead A Disciplined Life®.
- I understand that Perspectives Field Studies and extended trips (including camping, trips to the State Capitol, and college tours) are mandatory, as they are educational and promote academic success.

- I will ensure and support school consequences for failures and lack of homework completion, including spring school and winter school.
- I will require my scholar to receive extended day support when s/he is struggling or failing academically.
- I will respond to requests from school teachers and/or administration within two (2) days.
- I will maintain updated contact and emergency information with the school.
- I understand that if I do not uphold my commitment as a Perspectives Parent/Guardian, I may be required to meet with School Administration.
- I will not call or text my student when my student is in class.

_____	_____	_____
Print Name of Student	Signature of Student	Date

_____	_____	_____
Print Name of Parent	Signature of Parent	Date

_____	_____	_____
Print Name of Staff	Signature of Staff	Date

STUDENT CAMPUS:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

School Hours

SCHOOL DAY:

Monday – Thursday: 8:00 AM – 3:20 PM

***Friday:** 8:00 AM - 1:30 PM

AFTER-SCHOOL OPPORTUNITIES

Monday – Thursday: 3:35 pm - 5:00 pm

*Times may vary due to specific programs

AFTER-SCHOOL DETENTION:

Please contact campus for specific hours.

Perspectives Attendance Policy

All students must attend school each day. If a student is going to be late or absent, the parent/guardian must call the school or email a school administrator before 8:00 a.m. to let the school office know of their child's tardiness or absence.

The following reasons may be sufficient cause for an excused absence: student illness, family emergency, observance of a religious holiday, death in the immediate family, inclement weather which would be dangerous to the life or health of the student, legal quarantine, or emergency conditions as determined by school administration. If a parent/guardian does not call or email the school office with an explanation within 72 hours, the absence will automatically be considered unexcused. Perspectives requests that students who are absent for three (3) consecutive days or more submit a written doctor's note upon their return to school. Students will be given the opportunity to make up assignments for excused absences and during any suspension from school for equivalent credit. School Administration reserves the right to determine whether a tardy or absence will be excused or unexcused. Please note that even if an absence is excused, it still impacts your student's annual attendance rate.

In the event that extraordinary circumstances require the student to be absent from school for an extended period of time, an action plan may be developed jointly by the teachers and the student's parent/guardian. The plan will define the length of the absence and the means by which the student will make up the work he or she will miss. The plan must be approved and signed by the Principal or Assistant Principal, or their designee prior to the student's absence.

In the absence of such plan, any student who has less than a 90% attendance rate at school during the school year, with the exception of medical absences, may be required to attend and successfully complete summer school, winter school, or spring school prior to the start of the subsequent school year. In such a situation, the school also reserves the right to have the student repeat his or her current grade.

TARDINESS

The following policy is intended to aid students in establishing the habit of punctuality, and to reduce the number of classroom disruptions which occur at the beginning of class.

TARDY TO SCHOOL

The following reasons are sufficient cause for late arrival:

- Doctor's appointment (student(s) should return to school with a release/return notice from his or her doctor);
- Inclement weather, which would be dangerous to the life or health of the student,
- Religious observance;

- Student illness with a doctor's note; and
- Emergency conditions, as determined by the school administration.

School Administration reserves the right to determine whether a tardy will be excused or unexcused. If you are struggling to get your student to school on time, or to school at all, please let school administrators and social workers know so we can provide any possible supportive services that may be available.

TARDY TO CLASS

Students must be in the classroom when the bell rings. The only exceptions are:

- Students detained by school staff, arriving to class with a pass from staff or the main office.
- Students detained for administrative reasons, arriving to class with a pass from staff or the main office.
- Students tardy to school, arriving to class with a pass from the main office.

If a student is abusing the tardy policy by being consistently tardy and/or disruptive, the teacher will refer the student to the school office for discipline.

SPECIAL EVENT, EXTRACURRICULAR, AND ATHLETIC PARTICIPATION ATTENDANCE

Perspectives Charter Schools' students are encouraged to participate in special events, extracurricular, and athletic activities taking place throughout the network. Examples of such events are homecoming dance, junior and senior prom, drivers education, and sporting events. Students planning to participate in such events and activities must be in their scheduled classes the day of the event or activity in order to attend. Campuses may charge a fee for participation in special events, extra-curricular activities and athletics.

Students absent from school without sufficient cause on the day of the special event/activity will not be allowed to participate. Student-Athletes receiving less than 150 instructional minutes (less than a half day of school) will not be allowed to participate in athletic programs without sufficient cause for the absence. In addition to the above, any associated fees must be settled prior to a student participating in a special event or activity. Any students having outstanding fee balances may not be able to participate in special events or activities that are not covered by enrichment fees. Unless otherwise stated, all fees for special events or activities are non-refundable.

TRUANCY (UNEXCUSED ABSENCES)

Parents are reminded that it is their legal obligation to make certain their child is in school and on time. Perspectives Charter Schools will consider a student Chronic or habitual truant " if the

student is absent without valid cause from school for 5% or more of the previous 180 regular attendance days, and will begin truancy procedures,

The following steps will be taken in response to truancy:

One through nine (1-9) Unexcused Absences

The parent/guardian will be contacted by the school to discuss the unexcused absences and to ensure that the parent understands and complies with the expectations detailed in the Perspectives Charter Schools Staff-Student-Parent Agreement.

Ten (10) Unexcused Absences

A mandatory parent/guardian meeting will be held with the school leaders, the child's teachers, the parent/guardian, and the child in question. The school will mail out a ten-day absentee letter to the student's parent/guardian, and also notify the Office of Student Support and Enrollment (Attendance and Truancy) at Chicago Public Schools (CPS).

DROPOUTS

Perspectives Charter Schools and all of its employees are prohibited from encouraging students to drop out. Additionally, Perspectives strives to exhaust all available supports and services to help students remain in school.

EARLY DISMISSAL

If it is necessary for a student to be dismissed from school before the end of the school day, parents/guardians must notify the school's main office of the early dismissal. Parents may inform the school in person or by phone of the specific time of the dismissal and the name of the person who will be picking up the student from school. That person must be listed in PowerSchool. Only adults who are listed on the student's emergency contact form as authorized adults will be allowed to confirm, sign out, and pick up students from the school's main office. All authorized adults should be listed on the emergency contact form filled out during registrations.

Students under the age of 18 must be picked up and signed out from the main school office for early dismissal. They are not allowed to sign themselves out or leave without a parent, guardian, or emergency contact present. There are no exceptions to this policy.

Students over the age of 18 will be allowed to sign themselves out once the early dismissal is confirmed with a parent/guardian.

Everyone picking up students from school will be asked to provide the school's main office with a photo ID at the time of dismissal. Should a parent/guardian need to make changes to his or her emergency list, he or she should contact the school's main office to update the Emergency Contact form. School administrators will deny the dismissal of a student to any person(s) not

listed as authorized as an emergency contact, or if additional confirmation is needed, as we take student safety very seriously.

CLOSED CAMPUS

Perspectives Charter Schools has a closed campus policy. This means that students are to remain on school grounds during school hours, including lunch time. No food is to be delivered to campus. The only time a student may leave prior to dismissal is after being checked out of school from the main office by an authorized adult or if the student has a legitimate academic program enrollment - such as Chicago Builds, dual enrollment, etc. In the latter instance, students may leave school grounds during school hours for the express purpose of attending their school-sanctioned programming. Students are to travel directly from their campus to their off-site location in accordance with all procedures set forth by the campus administration and main office.

PEANUT AWARE SCHOOLS

Perspectives Charter Schools are peanut-aware schools. Any foods containing nuts or nut products brought into our schools may result in an allergic reaction due to the severity of nut and peanut allergies. We encourage all families to ensure that no one brings any foods containing any type of nut onto campus. This extends to school events, field trips, etc.

INCLEMENT WEATHER

If weather is extreme, please check local news or radio stations for Chicago Public School closings. PCS will close in accordance with CPS closures. The staff at Support Hub of Perspectives (SHOP), respective school principal and/or office manager will also contact parents through SchoolReach, notifying parents/guardians of school closings.

Medication Policy

Perspectives staff (e.g., school principal, assistant principal, dedicated care aid) and the school appointed nurse, where applicable, must be informed of any prescription medication that is required to be taken during school hours, or carried on the student at all times. Under no circumstances may students be in the possession of any medication, prescribed or over the counter, without prior authorization by Perspectives staff. To supervise the dispensing of the medication, the school must receive:

- A signed authorization from the student's parent/guardian.
- A written doctor's note explaining the type of prescription medication the student will need to take during school hours, the frequency, and its dosage.
- The original prescription label, provided by the parent to the school, with the student's name, the name of the medication, the dosage, the frequency of administration, the expiration date (medication must not be expired), and the medication's side effects, as well as the student's physician's name and telephone number.
- For any self-administered medication, a written doctor's note explaining how and when the student will self-administer.
- For self-carry medications (asthma medication and epinephrine auto-injectors) a written doctor's note explaining how and when the student will self-carry and self-administer..
- Inhalers, epinephrine auto-injectors,, nebulizers, and prescription medications marked with the student's name.
- For diabetes management, information from the treating physician regarding guidelines for insulin dosing.
- Non-prescription medications must be supplied in the original container and must be accompanied by written consent from parent/guardian.
-

Medication turned in without the original prescription container will be locked up in the school's main office and will not be dispensed to the student. A parent/guardian will be requested to pick up the unmarked medication as it will not be returned to the student. Students may carry an inhaler or epinephrine auto-injector on them at all times, as long as the above required documents are on file in the student's medical folder. Only those medications as determined by the physician, which are absolutely necessary for the health and well-being of the student in school, shall be administered during school hours. In non-emergency situations, the school nurse or a staff member trained by the nurse will supervise the student to self-administer the medication. Medications, other than epinephrine auto-injectors and asthma inhalers, should not be held or administered by the student.

Perspectives and all of its campuses, employees and agents are exempt from liability or professional discipline, except in the case of willful or wanton conduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist.

Parents/guardians must sign and return an acknowledgment of this policy prior to administration of medication during school hours/activities.

PHYSICALS AND IMMUNIZATION RECORDS

All 6th and 9th grade students must submit proof of a health examination and immunizations no later than October 15th of the current 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.

Students who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) will be excluded from school until such time as the student presents proof of the health examination and required immunizations.

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 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 complies. All documentation must be submitted to the school's main office.

Mandatory Parent/Teacher/Student Conferences and Report Card Pick-Up

Perspectives Charter Schools will have three (3) mandatory Parent/Teacher/Student Conferences each year. Conferences will be scheduled before the first day of school, and at the end of the 1st and 3rd quarters, to facilitate open communication between parents, teachers, and students regarding expectations and student progress. Please refer to the school calendar for specific dates.

At the end of the 1st and 3rd quarters, parents/guardians are expected to pick up their child's report card on the designated dates. If an emergency prevents attendance at the conference, it is expected that the parent/guardian make arrangements with the school to meet within one week of the scheduled date. Parents/guardians and students must both attend each conference.

Informal conferences or conversations may also be scheduled with teachers and/or school leaders at any time throughout the year. Parents/guardians are expected to attend scheduled meetings. Should an emergency arise, the schools ask that parents/guardians contact the school office to reschedule.

Transportation

GENERAL TRANSPORTATION

Perspectives addresses the transportation needs of its students in the manner set forth in its Charter by means including, but not limited to: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs (“IEPs”) in which transportation is required; participating in the state’s Parent/Guardian State Pupil Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; and/or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets. Students eligible for transportation assistance in accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 et seq., as amended) may be eligible for transportation fares in coordination with the CPS Students in Temporary Living Situations Department.

TRANSPORTATION FOR STUDENTS WITH DISABILITIES OR CHRONIC HEALTH CONDITIONS

Perspectives Charter Schools provides transportation through Chicago Public Schools for eligible students who participate in designated programs for which school bus transportation is available. Eligible students are defined as Perspectives students who require transportation due to a disability or a chronic health condition, as documented in their IEP or 504 plan, which prevents them from traveling to and from school in the same manner as their non-disabled peers. Parents/legal guardians are required to submit documentation annually to support the need for transportation services, which will then be addressed in the student’s IEP or 504 plan.

Upon request, schools will provide parents with forms for requesting a school bus stop location change. Parents and legal guardians may request a change in the bus stop location when they believe their children will be forced to cross busy streets that reasonably constitute a safety hazard. Requests shall be forwarded to the Chicago Public Schools Bureau of Student Transportation. The Bureau will determine if a safety hazard exists to warrant changing the student’s assigned school bus stop location. Should a bus stop change request be denied by the Chicago Public Schools Bureau of Transportation because it determines that the assigned location does not pose a safety hazard, then parents or legal guardians may appeal the decision to CPS Chief Operating Officer or designee within seven (7) school days (see CPS Policy 702.6 for more information on the appeals process). No appeal shall be allowed when the Bureau denies a request due to non-safety factors such as overcrowding at the requested bus stop site.

Also upon request, schools will provide parents with forms for requesting sibling transportation. Bus service for siblings of eligible students is provided on a space-available basis only and must be approved by the Chicago Public Schools Bureau of Transportation. Parents and legal

guardians must apply annually at the school attended by the eligible student(s) for sibling bus service. Siblings and eligible students shall use the same bus service pick-up site. Sibling

access to bus service shall end at the time the eligible student no longer receives such service to his or her school. The school will inform parents or guardians of any approval or denial of transportation requests.

TRANSPORTATION PROTOCOLS

Private Vehicles Staff members are discouraged from transporting students in private vehicles. If use of a private vehicle is the only feasible method of travel, use of a private vehicle is acceptable under the following conditions:

- The total number of passengers is 10 or fewer. This number must include the driver and every effort should be made for an additional adult to be in the vehicle so that no staff member is alone with students.
- The private vehicle must be a motor vehicle designed to carry no more than 10 passengers (including the driver), with functioning seatbelts for each person.
- Transportation of students or staff in 15-passenger vans is expressly prohibited.
- No more passengers (including the driver) may be transported in the private vehicle than the vehicle was designed to carry.
- Any person requesting to transport students in a private vehicle must receive prior written approval from the principal and the parents or legal guardians of the students being transported.
- The principal shall ensure that any driver of the vehicle holds a valid driver's license, and liability insurance of \$300,000 for a vehicle manufactured to transport up to six passengers or \$500,000 for a vehicle manufactured to transport more than six passengers.
- If an additional adult will be accompanying the trip but not driving, this documentation is not required for that additional adult.
- The principal must retain a photocopy of the driver's license and insurance documentation

Enrollment, Registration, and Transfers

LOTTERY

On a predetermined date in February, or otherwise allowed by law, a public lottery for all grades other than 9th grade, will be held to determine admission to PCS for applications received by a predetermined deadline at Perspectives Charter Schools Central.

All rising 9th graders will be admitted through the GoCPS universal high school application.

Applicants are invited to attend the lottery if they choose. The lottery is network-wide and not specific to one Perspectives campus. Once an applicant has been accepted through the lottery, they may enroll at the campus of their choice based on seat-availability. Seats are available on a first come, first serve basis.

Admission to PCS is based on the applicant successfully completing their previous years' grade. Enroller must provide proof of guardianship and proof of Chicago residency. In addition, for rising 10th, 11th, and 12th grade students, transcripts must be submitted for principal approval prior to enrollment to confirm that proper credits have been earned and student is on track to graduate on time.

All applications received prior to the established deadline will be eligible for participation in the admissions lottery. Applications received after the lottery will be held on a numbered waitlist until open enrollment begins, depending on offers extended and seat availability.

BIRTH CERTIFICATE

Within thirty days of enrollment, parent/guardian must provide a certified copy of the student's birth certificate. If parents/guardians do not provide the birth certificate, the school will immediately notify the Department or local law enforcement agency of such failure, and shall notify the person enrolling the child in writing that he has 10 additional days to comply.

INTENT TO RETURN

Once a student enrolls in Perspectives Charter Schools, he or she is guaranteed a space for the following year as long as the Intent to Return Form (rising grades 7, 8, 10, 11, 12) or the High School Selection Form (rising grade 9) is completed subject to residency requirements and discipline terms. To secure a student's place in the Perspectives Charter School Network, the parent/guardian may be required to complete the Intent to Return Form or High Selection Form, if applicable. Students who do not complete the required forms by the requested due date may be added to the school's current wait list, and may only be re-admitted if space becomes available. Attending the high school of the student's choice is not guaranteed if the High School Selection Form has not been completed by the deadline date.

ANNUAL REGISTRATION PROCESS

All parents will need to register their students for the 2020-2021 school year during the spring and summer months. Parents will be able to begin registration online in the spring and finalize registration in-person at their designated campus prior to start of school. Perspectives will send more information regarding registration at the beginning of the summer. 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.

Transfer Policy

TRANSFERRING OUT OF PERSPECTIVES

Parents/guardians may transfer their student from the Perspectives Charter Schools Network for any reason. 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 make settlement, and 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 enrichment fees and meal balances;
- Return all books, athletic uniforms, and equipment to Perspectives; and
- Signed transfer form, completed at the school's main office.

All enrichment fees must be paid or settled when students transfer from Perspectives. Perspectives reserves the right to withhold the student's final transcript pending payment of enrichment fees. In the event that a student returns to Perspectives, and there is an open balance, parent/guardian is responsible for previous balance and the new school year balance.

The only exception to this policy is the 9th grade transfer window through GoCPS, which allows only for safety transfers outside of the specified transfer windows set by Chicago Public Schools.

INTERNAL STUDENT TRANSFERS

Internal Student Transfers are reviewed on a case-by-case basis by the staff of Perspectives Charter Schools. A student may have the opportunity to transfer at the beginning of a school year, internally, to another campus if he or she is on track to graduate, meets the requested

school's academic and discipline requirements, and if space is available. Unfortunately, Perspectives cannot guarantee that internal transfers will be readily available for all interested students due to space restrictions.

Internal Student Transfers should be completed and turned in to the school office prior to the 2020-2021 Annual Lottery, held in February each year. Next year's lottery date is scheduled for Friday, February 14, 2020. Families will be notified by the Director of Student Enrollment once a decision is made. If the number of Internal Student Transfers received for an individual campus exceeds the number of open spaces available, Perspectives Charter Schools will conduct an internal blind lottery to fill those seats.

Requests received after the 2020-2021 Annual Lottery will be placed on the pending wait list, and reviewed once offers have been made to lottery participants.

The staff of Perspectives Charter Schools strongly discourages students from enrolling at a campus under the sole pretense of transferring to a different campus, as these transfers can never be guaranteed.

Cell Phone and Electronic Device Policy

Perspectives Charter Schools values student learning and engagement and seeks all opportunities to ensure students grow academically and through A Disciplined Life®. To this end, we do not want students distracted from learning through being on phones for any purpose not directed by the teacher.

To accommodate the growing parental concerns about student safety while traveling to and from school, Perspectives Charter Schools will allow students to possess cell phones only in locked lockers, on school grounds, as long as the following rules are strictly adhered to:

The use of cell phones and other personal electronic devices (including, but not limited to tablets, digital cameras, laptops, headphones, smart watches, iPods, or any other electronic device deemed not appropriate for school use) in the school building, during normal school hours (including outgoing calls, incoming calls, text messaging, camera use, data use, game-playing, or any other use, or when representing Perspectives Charter Schools, **is strictly prohibited**. This includes the classrooms, lunchroom, hallways, and bathrooms, field studies and internships, during assemblies and with guest speakers unless the school has specifically stated otherwise. Cell phones and personal electronic devices should be turned off and in a locked locker as long as the student is in the building or attending a school-level event.

If a student is found using a cell phone or personal electronic device between the aforementioned hours, teachers, disciplinarians, and/or school administrators will confiscate the cell phone or personal electronic device and lock it up in the school office for the remainder of the day. Continued abuse of this privilege will result in disciplinary action and privileges will be revoked.

Students serving detentions or in-school suspensions are prohibited from using a cell phone or personal electronic device while serving his or her detention or in-school suspension. Cell phones and personal electronic devices should be turned off and put in a locked locker during detention or turned into a dean or member of administration during in-school suspension. If a student is found using a cell phone or electronic device while serving a detention or in-school suspension, teachers, disciplinarians and/or a school administrator will confiscate the cell phone or electronic device and the student may be subject to additional consequences or ADL interventions outlined in the chart found on page 51. Students can retrieve cell phones and personal electronic devices after detention or in-school suspension. Continued abuse of this privilege will result in disciplinary action and privileges will be revoked.

PHONE MESSAGES TO STUDENTS

To alleviate unnecessary interruption of classroom instruction, only messages that are of an emergency nature will be accepted and delivered to students. Parents/guardians should continue to call the school for any emergency situation, and Perspectives staff will contact your child. Do not try to contact them by cell phone during school hours as their cell phones will be

locked in their lockers. Any evidence showing that a student is acting on or replying to phone calls or messages received during school hours is a violation of school policy and may result in disciplinary actions.

It is strongly recommended that students NOT bring any valuable, portable electronic devices to school including, but limited to: such as iPods, tablets, laptops, digital cameras, Apple Watches or handheld games. Perspectives is not responsible for the theft, loss of any personal property including, but not limited to money, clothing, shoes or damage to cell phones or any other personal electronic devices brought into the school. School officials are not responsible for searching, reviewing camera footage, investigating, or interrupting class, to recover any lost or stolen personal property.

Consequences for students who violate the Cell Phone and Electronic Device Policy include:

- Consequences
- Detention
- Confiscation of electronic device

If the device is confiscated and turned over to the school's main office, students can retrieve the device from the school office at the end of the day.

The use of camera phones and digital cameras is strictly forbidden in private areas, such as, locker rooms, washrooms, dressing areas, classrooms, and offices at any time. Such use may also be in violation of the criminal code.

Per the Acceptable Use of Electronics Agreement found on page 98 of this handbook, students are responsible for any theft or damage (intentional or accidental) to any technology device at Perspectives. If such damage occurs, students will be charged for replacement of the technology device or the cost of repairs therein. Approximate costs for repairs or replacements include but are not limited to:

- Chromebooks: \$375
- HP Probooks: \$500
- Acer Netbooks: \$275
- Replacement Screen: \$50
- Replacement Keyboard: \$35
- Replacement Hinge Cover: \$25

Costs of repairs or replacement may vary over time.

Locker Search Policy

Lockers are provided to students for the storage of their books and personal effects. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. Lockers are the property of the school and may be subject to random searches or searches based on reasonable suspicion by school officials at any time.

Student Uniforms

Perspectives Charter Schools is serious about academic focus and engagement and growing in A Disciplined Life®. We guard against distractions that can slow that process. To that end, students are required to wear a school uniform daily, beginning with the first day of school each year.

For students at our Perspectives Leadership Campus parents will have the opportunity to purchase their uniform shirt from the school's main office prior to the students' first day.

For students at our Joslin and IIT/Math and Science Academy campuses, parents will have the opportunity to purchase their first uniform shirt from our school uniform vendor. All uniform shirts can be purchased at Zemsky's (4187 S Archer) <http://www.zemskys.com/>.

The purpose of school uniforms is to create a professional environment that is focused on learning. The guidelines below are to be followed each day of school, unless otherwise specified by school administration. If a student's uniform is deemed to cause a distraction to the learning environment, it will be addressed by school administrators.

Across all Perspectives campuses, the following is true for uniforms:

- All personal bags in classrooms must be clear and transparent.
- Sweatshirts with hoods are not permitted to be worn.
- Headwear is not permitted except in the instance of religious or cultural purposes or medical need, of which must be previously documented with the school Principal.

Additional dress code requirements for each campus are as follows:

PERSPECTIVES RODNEY D. JOSLIN CAMPUS

- Uniform shirt tucked in
- Khaki dress pants or khaki knee-length skirt Plain belt (cannot be adorned with jewels, metal, graphics, or oversized)
- Black casual shoes or black gym shoes
- Any color undershirt under their uniform shirts.
- Shirts may be unbuttoned to the second button.
- A Perspectives fleece may be worn in class during the cold weather months Students may wear Perspectives T-shirts or spirit gear when specified by the Administration.
- Students may wear tasteful jewelry.

PERSPECTIVES LEADERSHIP ACADEMY & HIGH SCHOOL OF TECHNOLOGY

- Khaki colored khaki uniform pants
- Khaki knee-length skirt
- Uniform shirt tucked in
- A belt (cannot be adorned with any non-black jewels, metal, or graphics)
- Any pair of shoes
- No bags or purses allowed in classrooms
- Fanny packs must be no bigger than the size of a standard envelope.
- Any color undershirt under their uniform shirts.
- A Perspectives fleece may be worn in class during the cold weather months
- Students may wear Perspectives t-shirts, sweatshirts or spirit gear when specified by the Administration.
- Jewelry and headbands may be worn by scholars.

PERSPECTIVES MIDDLE ACADEMY

- Uniform shirt tucked in,
- khaki uniform pants or khaki knee-length skirt
- Plain black belt (cannot be adorned with jewels, metal, graphics, or oversized)
- Black casual shoes or black gym shoes (including sole of shoe, stitching, and shoestrings.)
- Any color undershirt under the uniform shirt.
- An all black sweater may be worn in class during the cold weather months. Students may also wear Perspectives T-shirts or spirit gear when specified by the Administration.
- No makeup may be worn by any student.
- No purses are permitted.

PERSPECTIVES IIT/MATH & SCIENCE ACADEMY

- Tucked uniform polo shirt/long sleeve t-shirt with school logo
- Khaki uniform pants or khaki knee-length skirt
- A belt
- Gym shoes or other casual enclosed shoes
- Perspectives logo fleece or Perspectives black cardigan sweater
- No bags are permitted inside of classrooms

If the student is in school without the proper uniform he or she may receive a consequence, as defined by the PCS Discipline Code. The student may also be requested to:

- Meet with the school administration.
- When available, wear (for the day) a uniform provided by the school.
- Make arrangements for the parent/guardian to bring the uniform to school.

Exceptions are made only if a student brings a note from his or her parent/guardian OR the parent/guardian calls prior to the start of the school day - indicating specifically why the child is out of uniform and stating specifically when the child will be in full uniform again.

Out of Uniform Days

- **THERE WILL BE CERTAIN TIMES OF THE YEAR WHERE STUDENTS** may dress down or are required to abide by a specific dress code for special events. Students will receive their school's out of uniform requirements prior to the first dress-down day of the school year. If you need a copy of your school's out of uniform code, please reach out to your school's Principal.

FIELD STUDY DAYS

Unless decided by school administration, uniforms are to be worn on field studies.

Student ID Cards

Student ID cards are part of the students' uniform and must be work at all times when students are in the building or at events representing Perspectives. If a student has forgotten his or her ID card, a temporary ID card must be obtained from the school office at the cost of \$1.00. If the student does not have the \$1.00 to pay for the temporary ID, the cost of the temporary ID card will be added to his or her enrichment fees. If a second temporary ID card is requested in the same quarter, the student will be required to purchase a replacement ID at the cost of \$3.00. If the student does not have the \$3.00 to pay for the replacement ID, the cost of the replacement ID will be added to his or her enrichment fees.

Student Fees for the 2020-2021 School Year

The Student Enrichment Fee for each grade level at Perspectives will be \$265 per student. This fee covers annual fees, field studies, out-of-area trips, college tours, selected after-school programs, 8th and 12th grade graduation and luncheon tickets for the student, first school ID, and locker lock. Students with outstanding enrichment fees will not be able to participate in special school-level events or activities. Enrichment fees do not cover textbooks, instructional materials, and/or student activities.

Please note that student uniforms, gym uniforms, athletic/spirit gear, driver's education courses, prom tickets, school pictures, special school-level events, credit recovery, and summer school are not included in these enrichment fees. Breakfast and Lunch are free for all.

Student enrichment fees must be paid or settlement arrangements made before the first day of school. All payments and payment arrangements are handled by your school Office Manager. Perspectives adheres to all federal and state laws protecting the rights of homeless students. Homeless students will have all school fees waived. Other students whose families encounter financial hardship may apply for a payment plan through the campus's main office. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for inability to pay.

Refunds or partial adjustments are not given if the student does not participate in their grade-specific activities for any reason, if the student decides to leave Perspectives during the school year, or if the student is expelled from Perspectives. All fees are non-refundable and non-transferable to another student. All fees must be paid or settled if any student transfers from Perspectives. If a parent transfers their child from PCS and has an outstanding fee balance, that balance will remain on the student's account if the student were to enroll at any Perspectives campus. Perspectives also reserves the right to withhold the student's final transcript pending payment of outstanding fees.

Fees may be applied for the following:

- Temporary ID: \$1
- Missing/Damaged School Property & Equipment: replacement cost
- Replacement Lanyard: \$3
- Missing/Damaged Sports Uniform & Equipment: replacement cost
- Replacement ID: \$3
- Damaged/Vandalism to Property While Representing Perspectives: replacement and/or repair cost
- Lost Books or Equipment: replacement cost
- Replacement Lock: \$3

Students must purchase uniform shirts from Zemsky's. In case of an emergency, we have limited supplies that students can purchase in the main office. If your child purchases one of the below items, the following charges will be applied to your student's account:

- Uniform Shirts:
- S - XL \$15
- XXL & up \$17
- Belts: \$5

Perspectives provides payment arrangement if a family demonstrates an inability to pay. Required documents must be submitted to the business office Attn: Sonia Cantres, Senior Business Office Manager (773)-358-6383.

Field Studies

As we prepare students for life, we use the city as a classroom and expose students to multiple learning opportunities in the community. Students may have the opportunity to attend 5-10 field studies each year, for a total of 35-70 experiences by the time they graduate.

Technology

Perspectives has a technology-rich curriculum, in which students use computer labs or mobile computing for math and literacy instruction. This occurs typically in wireless, high-speed computing environments. All students are provided with a Perspectives email address and are encouraged to check it daily. Students and their parents/guardians have online access to grades and homework assignments using the school's student information system PowerSchool.

Career Shadowing

Perspectives provides internships or/and job shadow day opportunities for juniors to allow them to participate in real-world work environments related to their career interests. A student's internship experience is shaped by the ways in which they demonstrate A Disciplined Life® in a holistic manner within the Perspectives community, and having an internship offsite requires meeting the principles of A Disciplined Life® ©. Students are responsible for getting to and from his or her internship on the scheduled days, unless otherwise arranged by Perspectives Charter Schools and the student's mentor.

Out-of-Area Trips

Middle School students may participate in an overnight camping trip or an extended day class trip to visit historical or state government sites.

High School students may participate in college tours to visit colleges and universities in Illinois and surrounding states as part of the Perspectives “College-for-Certain” program.

Please be aware that trip departure and return times vary by campus, and may fall outside regular school day hours. Students will leave from school the morning of the trip. Return times vary based on individual trips.

Schools may have specific requirements for students to attend out of area trips. These requirements will be explained to students and parents ahead of the scheduled trip. In addition, students must leave and return with the school for each trip.

Participation in all student trips is an essential part of the Perspectives experience. Students are expected to participate in all field studies, educational events, and trips related to their specific grade.

Students and/or their parents/guardians may decide to undertake fundraising activities to be able to plan more elaborate trips. The budgets for these trips will be increased once all mandatory instructional fees have been paid and additional funds have been secured

ACADEMIC POLICIES

Perspectives Charter Schools Academic Policy

PURPOSE

The purpose of this policy is to provide a clear explanation of Perspectives Charter Schools' academic expectations for students and families, to help motivate students to succeed academically, and to provide to students who are failing academically the structure necessary for success.

Perspectives Charter Schools also provides academic interventions to students via multi-tiered systems of supports.

GRADING POLICY

Perspectives Charter Schools believes that 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.

D/F 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 a D or an F semester grades for all students Individualized Education Plans.

GRADING CATEGORIES AND WEIGHTS:

Category Title	Gradebook Weight	Description
Daily Work	50%	Daily work includes, but is not limited to, PDNs, problem sets, practice exercises, classroom 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 include, but are not limited to, mastery quizzes, essays, unit tests, lab reports, midterms, finals, and Quarterly Assessments
Homework	10%	Homework issued to students should be accessible to students (they can do it independently at home) while still being a meaningful, purposeful assignment

Grading Categories and Weights for A Disciplined Life (ADL)

Category Title	Gradebook Weight	Description
Living ADL	25%	Various assignments and activities used to demonstrate students living out the principles of ADL
Attendance	20%	10: No tardies + no absences 9: No absences + 1 tardy

		8: No absences + 2 tardies OR 1 absence and no tardies 7: 1 absence + 1 tardy OR No absences + 3 tardies 6: 2 absences + 2 tardies OR 1 absence + 3/4 tardies 5: Worse than a 6.
Organization	15%	Weekly Organizational Chart Binder Checks Agenda Checks Locker Checks
Learning Activities	10%	Learning Activities include, but is not limited to, PDNs, problem sets, practice exercises, classroom activities, graphic organizers, etc.
Homework	10%	Homework issued to students should be accessible to students (they can do it independently at home) while still being a meaningful, purposeful assignment

Homework Policy

Homework is considered an integral part of the educational process. Success at Perspectives Charter Schools requires students to be well organized, disciplined, and to come to class prepared to learn each day. Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a child's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Incomplete and missing homework may negatively impact a student's grade. In the event of an absence, students are responsible for getting work that they may have missed. After returning from an absence, students must take initiative to make the necessary arrangements for the completion of all missed assignments. The amount of time for the completion will be at the discretion of the teacher.

PCS students who do not complete homework on time will, at the discretion of the teacher, receive reduced points on the assignment, directly affecting their grade. In addition to loss of

grade, students may be required to attend homework club or detention. If students do not attend homework club or detention, a parent conference may be required.

Special Honors

PERSPECTIVES PRINCIPAL'S LIST

Students earning a 4.0 GPA for high school and all A's for middle school.

PERSPECTIVES HONOR ROLL

Middle School students earning all A's and B's on their report card, and High School students earning a 3.0 GPA, and an A or B in A Disciplined Life®.

PERFECT ATTENDANCE AWARDS

Given to those students with perfect attendance and punctuality for each quarter.

A DISCIPLINED LIFE® AWARDS

Given throughout the year to students demonstrating the actualization of A Disciplined Life®.

PEACE PRIZE

Given on a monthly basis to one or more students who have demonstrated peacemaking strategies.

END-OF-YEAR ATHLETIC AND ORGANIZATION AWARDS

At the end of the school year students who have participated and demonstrated excellence in athletic activities and/or school sponsored organizations will receive certificates or the school letter for their achievements.

NATIONAL HONOR SOCIETY

High School students earning a 3.0 GPA who are selected by the NHS Faculty Council, and have passed a rigorous interview process which addresses the pillars of NHS: Scholarship, Character, Leadership, and Service.

Graduation and Promotion Requirements

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.

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.

High School Graduation Requirements: Credit Requirements

Required classes	Required Credits
Math*	4 credits
English*	4 credits
Science*	3 credits
Social Science	3 credits
Foreign Language	2 credits
A Disciplined Life(R)	4 credits
Extracurricular Activities	2 credits
Electives	8 credits
Total credits required for graduation	30 credits

*core class

**electives can consist of

+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.

+++Electives can contain but are not limited to: Healthy Lifestyles, STEM, Fine Arts, Literacy etc.

High School Graduation Requirements: Extracurricular Activities

All students are required to participate in at least two (2) credits for Extracurricular Activities. Students earn a half-credit of Extracurricular Activities when they participate in a semester-long after-school program. A student must attend 80% of the sessions to earn the credit. Extracurricular Activities take place after school on one or two days, between Monday and Thursday. Examples of Extracurricular Activities include:

- Student Government
- Debate Team
- Dance Team
- Step Team
- Tech Club
- Culinary Arts
- Art Club
- Fashion Club

Participation in athletics can count for up to (2) credits of the Extracurricular Activities requirement. One season earns a half-credit. PCS will grant up to two credits for students who participate in an athletics team and/or hold an after-school job and work ten or more hours a week. A verification form must be completed by the employee. The student can earn a half-credit per semester worked. Students may also submit a request to receive a credit for extracurricular activities that are non-school sponsored (e.g., church youth groups or clubs or teams sponsored by other organizations). Request forms can be retrieved from the school office. All requests must be approved by the principal. Students may also earn Extracurricular Activities credits by participating in a meaningful summer program. Each summer program can earn the student a whole credit. Students must submit the summer program verification form to receive credit.

Students' participation in after school activities and athletics is based upon detention completion. Students who have 10 or more unserved detentions will not be allowed to participate until detentions have been served.

High School Graduation Requirements: Career Shadow

All Perspectives students participate in an internship or job shadow experience. A student's internship is shaped by the ways in which they demonstrate A Disciplined Life® © within the Perspectives community. Students must complete the attendance and project requirements in order to graduate.

These requirements include:

- Students attend their internship/job shadow 100% of the time unless absence is excused by principal
- Students complete career survey
- Students create a résumé
- Students complete career research paper
- Students complete final reflection essay

Students who do not pass the internship/job shadow program will be required to submit a request for alternative internship credit.

Walking at High School Graduation

A student can walk across the stage at graduation only if the following is true: the student has met all of the school's graduation requirements with regards to classes, credits, and extracurricular activities, in addition to demonstrating the principles of A Disciplined Life®. Students with disabilities, regardless of their academic standing at the end of the year, may participate in graduation ceremonies, in accordance with Brittany's Law. See 105 ILCS 5/14-16 and network policies for additional information.

Network Policies for Graduation, Milestone Events (Prom, Luncheon, etc.)

Students must meet the following requirements to participate in Graduation, any milestone events such as prom, luncheon, or class trips:

- No failing core classes including ADL
- All detentions must be served
- Completion of all projects
- No more than 18 days of absences in an academic school year
- No offense in regard to embarrassment of PCS toward guest speaker, field study etc.
- Seniors and 8th grade scholars must be in attendance the day before Prom/Extended Field Studies
- Student enrichment fees must be paid in full

Students can participate in an appeals process, which includes an application, obtaining letters of recommendation, and going in front of the review board, should they fail to meet any of the above requirements. Students who receive Level 3 suspensions the year of graduation, a milestone event, etc. must appeal for their events.

Cheating Notification

Cheating is a serious offense at Perspectives. This includes copying off of another person's homework, copying answers from another student's paper during a test, plagiarizing a paper or essay, not doing one's own work, and creating cheat sheets, among others.

Perspectives Charter Schools seeks to promote academic integrity. Neither cheating nor plagiarism is tolerated. If a student cheats or plagiarizes, he or she will receive a 40% or an F on that assignment, may be suspended for one day, and will be requested to return to school accompanied by a parent. A second offense will result in a roundtable meeting with Perspectives' faculty and staff, the student, and a parent. If cheating is suspected due to unusual scores, outside of the norm growth or performance, students may be asked to retake or redo an assignment or assessment in order to ensure integrity of results.

Character Support Code at Perspectives Charter Schools Overview

Our approach to discipline is rooted in a belief that the learning environment is sacred and that adherence to the 26 Principles of A Disciplined Life® is crucial for student academic as well as social-emotional success. We strive to ensure that every child is safe (physically, emotionally, mentally, and intellectually) and that every child has the chance to learn without needless disruptions. We have tremendously high expectations for scholarly behavior in order to create and preserve a focused learning environment.

At Perspectives Charter Schools, we believe that our community is vitally important. Families, students, and staff work together to create our school identity. We believe that using restorative practices, whether through conversation or action, is always imperative in shaping our students social-emotional development. Restorative practice seeks to build community, trust, and achieve social discipline through group learning and decision-making. The use of restorative practices at Perspectives Charter Schools will help to:

- strengthen our community
- improve student behavior
- reduce misbehavior, violence and bullying
- provide effective leadership
- restore relationships
- repair harm

Perspectives Charter Schools staff believe that creativity and excellence can flourish only within a structured academic setting. Efficient learning and superior teaching cannot take place if a great deal of instructional time is taken up with addressing misbehaviors. To that end, Perspectives Charter Schools requires teachers and scholars to adhere to a number of organizational routines that promote order, efficiency, good behavior, and attention to task.

Within this structured environment, Perspectives Charter Schools expects all students to live A Disciplined Life®. When a student fails to meet the principles of A Disciplined Life® to the extent that it has an impact on the school overall on students' ability to learn, disciplinary actions may become necessary. At Perspectives Charter Schools, A Disciplined Life® applies to actions of students during school hours, traveling to and from school, while on school property, at all Perspectives sponsored events, field studies, internships, community action projects, all programs held at Perspectives Charter Schools and when the actions affect the mission or operation of Perspectives Charter Schools.

In addition, Perspectives Charter Schools provides ongoing professional development to teachers, administrators, board members, school security officers, and staff on adverse consequences of school exclusion and justice-system involvement, classroom management, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive school climate.

The following pages outline the consequences of negative behaviors by Perspectives students, concluding with the additional procedures applicable to students with disabilities. Common language heard in schools regarding behaviors may include Scholar Dollars, merits, demerits, infractions, incentives, or consequences.

Notwithstanding the chart below, PCS reserves the right to impose other consequences as may be appropriate on a case-by-case basis. All consequences are awarded on a case by case basis and no consequence is automatic.

BEHAVIORAL DESCRIPTIONS & RESPONSES

Level	Behaviors	Teacher Interventions	ADL Restorative Interventions/Consequences
Least Intensive Support: Teacher addressed behaviors without removal from learning environment	<ul style="list-style-type: none"> ● Major and minor uniform correction ● Repeated Defiance ● Inappropriate touching/display of affection ● Hallway without pass ● Disrespect to classmates ● Throwing any objects ● Possession of non-school approved electronics ● Food/beverages outside of approved areas ● Gum chewing ● Interrupting class ● Tardy to school/class ● Off-task behavior in class ● Inattentiveness/lack of urgency ● Out of seat ● Sleeping in class ● Disorganized/unprepared to class ● Missing or incomplete assignments ● Inappropriate use of locker ● Rowdy hallway ● Inappropriate voice volume 	<ul style="list-style-type: none"> ● Non-verbal redirection ● Seat change ● Whole class reset ● Anonymous individual correction ● Private check-in ● Demerit ● Timed in-class break (if developmentally appropriate) ● Referral to social worker 	<ul style="list-style-type: none"> ● Demerits ● Loss of privileges ● Restorative Conversation (staff) ● Peer Mediation ● Talking Circle ● Private/Public Apology ● Community Service ● ADL Presentation ● Parent Meeting/Phone Call ● Detentions ● School service

<p>Moderately Intensive Support</p>	<p>Severe behaviors that will significantly impede learning without student/s removal:</p> <ul style="list-style-type: none"> ● Major or minor uniform infractions ● Cutting class or leaving without permission ● Disrupting class ● Disrespect to staff ● Cheating or plagiarism ● Using profanity ● Food fight or throwing food ● Forging parent signature ● Lying or dishonesty ● Acts that adversely influence safety, i.e. play-fighting, poor sportsmanship ● Possession of gambling paraphernalia ● Possession of illegal drug paraphernalia or look alikes ● Violation of Cell Phones and Electronic Device Policy ● Loitering/failure to leave school property when requested ● Instigating level 2 infractions (any of above) ● Selling or distributing prohibited items, including but not limited to candy or chips 	<ul style="list-style-type: none"> ● Phone call home ● Parallel academic assignment ● Confiscation of item ● Referral to dean/social worker 	<ul style="list-style-type: none"> ● Demerits ● Loss of privileges ● Discipline Intervention Process ● Restorative Conversation (staff) ● Parent Meeting ● Peer Mediation ● Talking Circle ● Private/Public Apology ● Community Service ● ADL Presentation ● Parent Meeting/phone call ● Behavior Contracts/MTSS Referral: CICO, Heart to Heart, Roundtable, Peace Agreement <p>Repeated and/or increased intensity of the behaviors may result in Detention, In-School Suspension, or out of school suspensions of 1-3 days</p> <p>Repeated uniform defiance may result in Perspectives purchasing a uniform for a student and adding to the balance of the child's school fees.</p>
<p>Highly Intensive Support</p>	<ul style="list-style-type: none"> ● Possessions of drugs or weapons (including look alike weapons) in/on/to/from/representing PCS 	<ul style="list-style-type: none"> ● Referral to dean 	<ul style="list-style-type: none"> ● Demerits ● Additional detentions ● Loss of privileges ● Restorative Conversation (staff) ● Parent Meeting

	<ul style="list-style-type: none"> ● Bullying/intimidation/cyber-bullying ● Cursing at a teacher/staff ● Defiance/Flagrant/Disrespectful ● Destruction of any PCS property ● Inappropriate/disruptive behavior while on field study or representing PCS in front of guests ● Endangering safety of others ● Fighting/behavior in/to/from/representing PCS ● Gambling in/to/from/representing PCS ● Gang promotion ● Leaving school without permission ● Malicious slurs ● Mob action ● Viewing pornography or possession of pornography items ● Sexual acts ● Trespassing on school grounds ● Smoking in/to/from/representing PCS ● Soliciting non-PCS student for assault ● Thievery ● Threat against/threaten staff or school ● Under influence of drugs/alcohol ● Violating sexual harassment policy/ ● Violence against staff ● Unauthorized use of any audio or visual equipment/devices ● Violation of Aggressive Behavior, Bullying, Cyberbullying and Harassment Policy ● Instigating any of the 		<ul style="list-style-type: none"> ● Meeting with Assistant Principal or Principal ● Peer Mediation ● Talking Circle ● Private/Public Apology ● Community Service ● ADL Presentation ● Parent Meeting/Phone Call ● Behavior Contracts/MTSS Referral: CICO, Heart to Heart, Roundtable, Peace Agreement <p>Repeated and/or increased intensity of the behaviors may result in detention, in-school suspension, out of school suspensions of 1-10 days, or request for an expulsion hearing.</p>
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	<p>above level 3 behaviors</p> <ul style="list-style-type: none"> ● Fireworks/incendiary devices ● Videotaping a staff member without permission. ● Discharge of aerosol irritants with or without intent to harm ● Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” or such substances, contraband, or any other substance used for the purpose of intoxication 		
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Under the Influence of Drugs or Alcohol:

A student who is under the influence of drugs or alcohol or if the student is in possession of legal and illegal drugs or alcohol or look alikes, has intent to distribute, or did distribute on school grounds he/she may be suspended. Upon return to school, the student may receive an evaluation for social work and/or substance abuse counseling and may be required to complete a sober contract. Multiple incidents of chronic violations of the same or similar behaviors (three to five incidents) will warrant more serious consequences and/or more intensive interventions.

Discipline Intervention Process

Perspectives Charter Schools is a place with high expectations. Sometimes scholars may need additional support to meet our expectations. We provide this support through our Discipline Intervention Process (DIP), which is embedded in our Social Emotional Multi-tiered Systems of Supports. It begins once (1) we notice a scholar consistently struggling to adhere to the discipline code or (2) the scholar is suspended for a level 3 infraction behavior. We require that everyone involved in a child's success participate in interventions assigned to their child in order to gain their support and understanding of the problems that continue to arise. Our goal is to provide support to promote positive behavior change because we want every child to succeed. Examples of some interventions utilized at Perspectives include:

Restorative Conversations:

Restorative conversations occur when a teacher or dean facilitates a one-on-one conference with the student to discuss reasons for removal and repair harm done by outlining a plan to improve behavior and classroom engagement.

Peer Mediation

Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

Check in check out:

A Check In Check Out (CICO) is a system used to provide structure to increase student accountability. It improves student behavior and academics by providing consistent feedback to help students self-monitor and correct, as well as to help students internalize successes and accomplishment of goals. With a CICO students check in daily with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day, and students check out at the end of the day with an adult.

HEART TO HEART:

A Heart to Heart (H2H) is a student-led meeting with the scholar, parent/guardian, advisory teacher, advisory classmates, and/or content teachers. Scholars receive a H2H when they are repeatedly earning demerits for the same infractions, repeatedly earning referrals, and suspension(s). A H2H is organized and co-facilitated by the scholar's advisory teacher and the dean. The team creates a 30-day data-based contract in which the scholar sets measurable 30-day goals and each stakeholder determines their roles and support in supporting these goals. The team meets again in 30 days to determine if scholar met goals.

- If goals were met, the DIP ends.

- If goals were not met, but progress is made, the H2H continues.
- If goals were not met, DIP proceeds to a Roundtable.

ROUNDTABLE:

A Roundtable is a dean-led meeting with the scholar, parent/guardian, and often the assistant principal or principal. The dean arranges the meeting, sets measurable, data-based, 30-day goals, and determines the stakeholders' roles and support in supporting these goals. All Roundtable students are offered evidence-based behavioral supports.

- If goals were met, the DIP ends.
- If goals were not met, but progress is made, the Roundtable continues.
- If goals were not met, DIP may proceed to expulsion.

Additional social emotional interventions are data driven and implemented on a case by case basis in accordance with our multi-tiered system of support procedures.

Suspension Re-engagement Meetings

Suspension re-engagement meetings occur after a student has served their suspension. In these meetings, the student and parent will conference with a school administrator or designated student support team member and develop a learning and behavior plan to ensure post-suspension success.

Disciplinary Code

Pursuant to the Perspectives Staff-Student-Parent Agreement, failure to comply with the school's culture of A Disciplined Life® may result in a recommendation for detention, suspension and expulsion from school. In the hopes of changing the current issues at hand, students not modeling ADL will be provided with intervention and support that may include one or more of the following prior to detention, suspension and expulsion.

- Redirections
- Consequences
- Counseling
- Restorative Practices
- Discipline Intervention Process

DETENTION

Students who choose not to adhere to the ADL principles may be required to serve detention during non-instructional times. Length of detention may vary based on the severity of the behavior. Please contact your school administration for further details and hours.

In detention, students will abide by the following rules:

1. Students will be under the supervision of the staff at all times in detention.
2. Students should not sleep, listen to music, or talk during detention.
3. Students breaking detention rules will be removed from detention and will not earn credit for the detention and may receive additional consequences depending on the severity of the infraction.
4. Students may complete their assignments, study, or reflect.

Students who have not served all detentions prior to the end of the semester may receive an incomplete for their A Disciplined Life® Class.

Students who have not served all detentions prior to the end of the school year may be required to serve the detentions by attending summer school in order to earn credit for their A Disciplined Life® class.

SUSPENSION

Suspensions may occur when a student exhibits actions based on the Behavior Issues and Responses chart, but will be limited to the greatest extent practicable, and used only for circumstances when there is a threat to school safety or the student's behavior is a disruption to other students' learning. Parents/guardians will honor suspensions and ensure that their child does not come to school or on school grounds while serving an out-of-school suspension. As part of the student's re-entry after a suspension, the parent/guardian will be requested to accompany the child upon the day on which the student returns to school, or have formal communication with school administrators prior to the student's return. Other supports may also be included in a student's re-entry plan back to school depending on the length of the time the student is excluded from school.

When a student's misconduct results in the need to suspend and/or recommend an expulsion hearing for the student, the following procedures shall be followed: Student and guardian shall be given oral and written notice of the charges against him/her; an explanation of the basis for the accusation; and a chance to present his or her version of the incident.

Parents will be notified immediately of the suspension. Parents will have the right to review or appeal a suspension. Upon a parent's request to review or appeal a suspension, the Board or appointed Hearing Officer for Perspectives will review the suspension and share findings with the parents. To review or appeal a suspension, the parent must submit a written appeal letter to the Chief Executive Officer of Perspectives Charter Schools within two school days of the determination. The Chief Executive Officer or their designee will review the appeal letter and suspension summary report and make a decision on the appeal within two school days of

receipt and notify the parent of the determination. Any appeals received on or after the third school day of the determination will not be honored.

Students will be provided an opportunity to make up any work missed during a suspension for equivalent academic credit.

Suspension Reinstatement Meetings

Suspension reinstatement meetings occur after a student has served their suspension. In these meetings, the student and parent will conference with a school administrator or designated student support team member and develop a learning and behavior plan to ensure post-suspension success. Students who are suspended will be provided with a re-engagement plan to assist them in transitioning back to school after the suspension. Students are not allowed to school-sponsored events while on suspension. Students suspended must return with a parent for reinstatement.

DURATION OF SUSPENSION

Suspensions of 1-3 Days

Suspensions of 1-3 days may be issued only if the student's presence poses a threat to school safety OR a disruption to other's learning opportunities. Such suspensions will be determined on a case-by-case basis. For these suspensions, the school will provide notice to the family which will include: (1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension and 5) the parent's right to review the suspension decision. Students are not allowed to school-sponsored events while on suspension.

Suspensions of 4 Days

Suspensions of 4 days may be issued only if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community OR (2) substantially disrupts, impedes, or interferes with the operation of Perspectives. For these suspensions, Perspectives will provide notice to the family which will include: (1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension (5) documentation of whether any behavioral or disciplinary interventions were attempted or whether Perspectives determined there were no appropriate or available interventions and (6) the parent's right to review the suspension decision. Students are not allowed to school-sponsored events while on suspension.

Suspensions of 5-10 Days

Suspensions of 5-10 days may be issued only if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community OR (2) substantially disrupts, impedes, or interferes with the operation of Perspectives. For these

suspensions Perspectives will provide notice to the family which will include: (1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension (5) documentation of whether any behavioral or disciplinary interventions were attempted or whether the school determined there were no appropriate or available interventions (6) whether appropriate and available support services are to be provided or whether Perspectives determined that there were no appropriate or available supports for the student and (7) the parent's right to review the suspension decision. Students are not allowed to school-sponsored events while on suspension.

The following acts of misconduct are some examples of when a student may be subject to a maximum ten-day suspension and may be subject to a referral for expulsion hearing:

- Assault and/or battery of a student or school employee;
- Arson;
- False fire alarm
- Possession of weapons, look alike weapons, or another object if used or attempted to create bodily harm;
- Destruction of school property that poses a threat to safety or substantially disrupts the operation of the campus;
- Endangering or threatening the lives of students or school employees;
- Theft;
- Involvement in gang activity;
- Sex violence;
- Use, possession, sale or delivery of alcohol, illegal drug narcotics, and controlled substances, contraband or look-alike contraband/drug;
- Repeated Level 3 violation
- Mob action (bringing others onto school property with the intent of harming PCS students; or
- Violation of the Aggressive Behavior, Bullying, and Harassment Policy (includes sexual harassment).

* Students suspended longer than four days will be provided with appropriate and available support services during the period of their suspension.

All suspension notices will be given to the Board. Students will be able to make-up work missed during a suspension for equivalent credit.

EXPULSION FROM PERSPECTIVES CHARTER SCHOOLS

Expulsion Hearing:

There may be times when a student's behavior is severe and detrimental enough to the safety and well-being of Perspectives that the student may be recommended for expulsion, which may result in forfeiture and termination of his or her right to attend Perspectives Charter Schools. A recommendation for expulsion will only be made if all other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community OR (2) substantially disrupts, impedes, or interferes with the operation of Perspective. If a student is expelled from Perspectives Charter Schools, it will be for a definite period of time. Such determination will be based on a case by case basis, and limited to a max of two calendar years.

The Board will only expel if the school has attempted other alternatives to expulsion first, and such actions have not altered the behavior or for very serious gross misconduct for which no behavioral and disciplinary intervention is appropriate. As mandated by state law, Perspectives must expel students for at least one year, and up to two years, adjusted on a case-by-case basis, for bringing the following objects to school: firearm or look alike firearm, knife, brass knuckles or other knuckle weapon, billy club, and/or any object used to attempted to be used to cause bodily harm.

It is the responsibility of all of us to first take the necessary measures to prevent expulsions, before recommending one, because we keep the scholar's interests in our minds at all times.

When a student is recommended for expulsion, the following procedures will be followed:

Request for Hearing

When a school is considering an expulsion for a scholar the school Principal will request expulsion hearing approval from the Perspectives Intervention Support Team. The Team will review documentation and make a recommendation on whether an expulsion is warranted. If the expulsion hearing is granted, the scholar will have an Expulsion Hearing before the Board of Perspectives or an appointed Hearing Officer.

Timely Notice

The student must be provided timely notice of the expulsion hearing so that the student may prepare a defense. Perspectives constitutes timely notice as three business days.

Parent Notification

Notice to the student's parents or guardians about an expulsion hearing must be sent by registered or certified mail. The notification shall also include: 1) the time, place, and date for the hearing, 2) a brief description of what will happen during the hearing, 3) the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion, 4) the student's

prior suspensions, 5) the fact that the School Code allows for expulsion for a definition period of time not to exceed two calendar years as determined on a case by case basis and 6) an inquiry as to whether the student will be represented by counsel and if so, for notification of this fact prior to the hearing.

Orderly Hearing and Right to Confront and Cross-Examine Witnesses

The proceeding must be before an impartial tribunal. The school board or a hearing officer appointed by the Board conducts the expulsion hearing. The administration may submit evidence to support the alleged student misconduct including, but not limited to, misconduct reports, written statements by witnesses, admissions and evidence as deemed appropriate. As a general rule, the student must be allowed an opportunity to present evidence and cross-examine the witnesses presented by the school administration or who provide witness statements. The hearing will be recorded. The formal rules of evidence do not apply.

School officials must provide (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate or available interventions were available for the student, and (2) evidence of the threat or substantial disruption posed by the student. The student and his or her parent or guardian may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled.

Findings

A written summary of the evidence shall be prepared by the school board or a hearing officer appointed by the board. Perspectives Charter Schools will have its Board, or designated member of the Board, or a subset of the "the Board," approve all expulsions, within 10 days of the hearing. In determining the length of the expulsion, the Board shall consider (1) the egregiousness of the student's conduct; (2) the history of the student's past conduct; (3) the likelihood that such conduct will affect the delivery of education for other students; (4) the severity of the punishment; and (5) the student's best interests. If it is determined that expulsion is appropriate, the student's parent/guardian will be notified of this decision in writing within ten school days of the hearing.

The notice will: (1) detail the specific reason why removing the student from his or her learning environment is in the best interest of the school; (2) provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion; (3) document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; (4) document how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community or substantially disrupt, impede or interfere with the operation of the school; and (5) document whether available and appropriate support services were offered or provided during the suspension and if they were not offered or provided document that none were available.

Such notice will also be provided to the Chicago Public Schools (CPS), Director of the Office of Student Adjudication. All students expelled will be referred to CPS in order to satisfy the requirement that such students be provided with an appropriate education in an alternative education setting.

Appeals

The parent/guardian may appeal Perspectives Charter School's final determination of expulsion by submitting a written appeal letter to the Chief Executive Officer of Perspectives Charter Schools within two school days of the determination. The Chief Executive Officer will review the appeal letter and expulsion summary report and make a decision on the appeal within two school days of receipt and notify the parent of the determination. Any appeals received on or after the third school day of the determination will not be honored.

Suspension and Expulsion of Students with Disabilities

A special education student will not be disciplined for misconduct which was caused by, or had a direct and substantial relationship to, the child's disability; or was the direct result of the school's failure to implement the individual education plan (IEP). A student with a disability may be suspended up to 10 school days in one school year. Prior to the 11th cumulative day of suspension, a Manifestation Determination Review (MDR) will be convened. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's IEP accommodations, when necessary.

Procedural Safeguards for Discipline of Students with Disabilities/Impairments [1]

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with nondisabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit.

Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the CPS Department of Procedural Safeguards and Parental Supports (773-553-1905) is absolutely necessary. Without such consultation and approval from the CPS Department of Procedural Safeguards and Parental Supports, the 10-school day limit on out of school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, the following apply:

The school must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days

of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

The IEP team must:

- A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - a. the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - b. the conduct in question was the direct result of the school's failure to implement the student's IEP.
- B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing a free and appropriate public education.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with a free and appropriate public education.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

[1] All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with 504 plans.

Parent-Teacher Advisory Committee

The Board and/or a designee of the Board will establish annually and consult with a parent-teacher advisory committee for discipline, search/seizure, and bullying prevention policy development. Such policies and procedures otherwise not documented in the student handbook will be provided to parents within 15 days of the start of school and students shall be informed of contents as well.

Perspectives Charter Schools Healthy Meals Program

Perspectives Charter Schools, a participant in the National School Lunch and Breakfast Programs, serves nutritious meals each school day. All students are provided with Breakfast and Lunch at no charge.

Each year, all families must complete the CPS Family Income Information Form (FIIF) before the start of school. The student's meal benefits are good for one year, starting October 1 through the following September 30. All applications must be completed during the registration process. Applications that are turned in incomplete must be revised no later than October 15 of each school year. CPS Family Income Information Form (FIIF) will be verified by the Illinois State Board of Education and Chicago Public Schools.

All meals served must meet the U.S. Department of Agriculture (USDA) meal requirements. However, if a child has been determined by a doctor to have a disability or food allergy, and the disability or food allergy would prevent the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. If a parent/guardian believes his or her child needs substitutions because of a disability or food allergy, they are encouraged to contact the school for further information.

The student can bring a bag lunch to school as long as it follows the healthy choice guidelines (no soda, candy, chips, or unhealthy sugar based snacks of any kind).

For questions, or to report concerns, please contact:

Sonia Cantres
(773) 358-6383

Perspectives Charter Schools
1530 South State Street
Suite 200
Chicago, IL 60605

Communicating with PowerSchool

Log In to PowerSchool Parent Portal

Before you can log in to PowerSchool Parent Portal, you will need your school's PowerSchool Parent Portal URL, your username, and your password. If you do not have this information or have questions, contact your school's office.

Note: Do not use someone else's password or give your password to anyone else.

To get started, you must log in to PowerSchool Parent Portal using the following URL:

<https://ps.pcsedu.org/public>

How to Login to PowerSchool Parent Portal

1. Open your Web browser to your school's PowerSchool Parent Portal URL. The Login page will appear.
2. Enter your username in the first field.
3. Enter your password in the second field. Note: The characters appear as asterisks (*) to ensure greater security.
4. Click Enter. The PowerSchool Parent Portal start page will appear.

PowerSchool Parent Portal Start Page

When you log in to the PowerSchool Parent Portal, the start page will appear. This page serves as the central point from which you begin your PowerSchool Parent Portal session. The PowerSchool Parent Portal start page consists of the following main areas:

- Navigation bar
- Main menu
- Printer icon

Navigation Bar

The navigation bar will appear at the top of the PowerSchool Parent Portal start page, and is common to every page in the application. The navigation bar includes the following information:

Field	Description
[PowerSchool Logo]	Click to return to the start page
[Student]	The name of the student

[Login]	In an effort to ensure that your account is secure and your information protected, the date and the time of the last time you logged in appears next to your name. If you hover over the date and time, you can view how your last session ended — by logging out, timing out, or logging off due to multiple concurrent logins. You will not see how your last session ended if it ended for any other reason, such as a server reset. This information can be used to alert you to any unusual account activity. If you experience any unusual account activity, report it to your school office.
[School/District]	The name of the student’s school and school district.
[Logout]	Click to log out of PowerSchool Parent Portal
[Main Menu]	Contains links to PowerSchool Parent Portal function.

Main Menu

The main menu consists of several icons within the navigation bar and includes links to the following functions:

Field	Description
Grades and Attendance	Click to view student grades and attendance for the current term.
Grades History	Click to view attendance history for the current term.
Email Notification	Click to set the email notifications you can receive on a regular basis.
Teacher Comments	Click to view any teacher comments.
School Bulletin	Click to view the current school bulletin.

Class Registration	Click to register for classes and view course requests.
Balance	Click to view the current lunch balance and fee transactions.
My Calendars	Click to subscribe to specific homework and event calendars.

Printer Icon

Several pages in the PowerSchool Parent Portal display a Printer icon at the bottom of the page. Click this icon and a printer-friendly version of the page will display in a secondary browser window. Should you have any problems with logging in or accessing information, please call your school office and they will assist you in any way possible.

Perspectives Rodney D. Joslin Campus: (312) 225-7400

Perspectives Leadership Academy: (773) 358-6100

Perspectives High School of Technology: (773) 358-6120

Perspectives Middle Academy: (773) 358-6300

Perspectives/IIT Math & Science Academy: (773) 358-6800

ATHLETICS

Athletic Policies & Procedures

Perspectives Charter Schools Athletic Policies and Procedures have been prepared to make information readily available to coaches, student-athletes, and parents, as well as make athletics at Perspectives Charter Schools successful.

Perspectives has pledged its support to the Athletic Department by providing resources to maintain the facilities and equipment at each campus. It is the responsibility of the student-athlete to preserve and use these items in good judgment.

After reading these policies and procedures, the student-athlete and parent/guardian should sign the handbook acknowledgment form at the back of the student handbook. These signatures indicate that the student-athlete and parent/guardian agree and will comply with the policies and procedures described within. The parent/guardian signature also serves as permission for their student(s) to participate on an athletic team.

PHILOSOPHY

The overall philosophy of Perspectives Charter Schools Athletic Department is consistent with its unique character-building curriculum A Disciplined Life®. This curriculum guides the school's efforts to address every student-athlete as a whole person, and provide him or her with skills that will support the transition to higher education and beyond. Perspectives teaches reinforce the principles of A Disciplined Life® on and off the playing field.

STUDENT-ATHLETE ACADEMIC ELIGIBILITY POLICY

High School Student-Athlete Eligibility

Unless they are entering high school for the first time, high school student-athletes are eligible for athletic participation consideration if they have received credit for completing at least five (5) classes of high school work, as approved by Perspectives Charter Schools in the previous semester.

Additionally, high school student-athletes must achieve a 2.0 GPA or better during their sports season and student-athletes must also have achieved a "C" or better in their A Disciplined Life® class. These reports are received every ten (10) weeks. The prior quarter's grades will be used to determine athletic eligibility for sports which start in the subsequent quarter. For sports starting in Quarter 1, Quarter 4 grades from the previous year will be used to determine academic eligibility. For Quarter 2 and Quarter 4 grades, current semester ending grades can also be used to determine eligibility.

If a high school student-athlete does not meet the above requirements, he or she will be placed on athletic-academic probation, and will be allowed to practice, but must sit out any contests and not receive athletics-related early dismissals until he or she is meeting the above-mentioned eligibility.

Student-athletes on athletic-academic probation, with a GPA between 1.50 and 1.99, will be eligible for reinstatement after three (3) weeks.

Student-athletes on athletic-academic probation, with a GPA between 0.00 and 1.49, will have their athletic eligibility reviewed after five (5) weeks, once progress reports or quarter grades are released.

Student-athletes who are not consistently meeting the behavioral expectations as outlined by the school way be deemed ineligible.

Student-athletes with a 2.0 GPA or better, and a grade lower than a “C” in their A Disciplined Life® class, will be placed on athletic-academic probation and are eligible for reinstatement after three (3) weeks.

Students-athletes in season must pass all of their classes of high school work per week. Student-athletes not meeting all criteria will be ineligible for contests the following week and not receive athletics-related early dismissals during this time period.

9th grade high school student-athletes who are competing in athletics during Quarter 1 will have their academic eligibility determined after Quarter 1 grades have been released. Until that point, all 9th grade high school student-athletes are eligible for athletic participation.

Student-athletes with a cumulative grade point average below a 2.0 must have an Individual Study Plan (ISP) in place to address academic challenges. The ISP must be approved by the Principal and on file with the Perspectives Charter Schools Athletic Office and the Chicago Public School Sports Administration Office.

Middle School Student-Athlete Eligibility

Middle school student-athletes must be passing all classes with no more than one grade lower than a “C” on their end-of-quarter report cards. Student-athletes must also have achieved a “C” or better in their A Disciplined Life® class. These reports are received every ten (10) weeks. The prior quarter’s grades will be used to determine athletic eligibility for sports which start in the subsequent quarter. For sports starting in Quarter 1, the Quarter 1 five-week progress reports will be used to determine academic eligibility.

If a middle school student-athlete does not meet the above requirements, he or she will be placed on athletic-academic probation, and will be allowed to practice, but must sit out any

contests and not receive athletics-related early dismissals until he or she is meeting the above-mentioned eligibility.

Student-athletes on athletic-academic probation with two (2) or more grades below a “C” will be eligible for reinstatement after 3 weeks.

Student-athletes who are passing all classes but do not have a “C” or better in their A Disciplined Life® class will be placed on athletic-academic probation and are eligible for reinstatement after three (3) weeks.

STUDENT-ATHLETE EXPECTATIONS

Consistent with the principles of A Disciplined Life®, all student-athletes must:

- Demonstrate honesty, integrity, and decency by adherence to all rules set forth by the coach, Student Handbook, Chicago Public High Schools Athletic Association Constitution and By-Laws, and the Illinois High School Association (IHSA) By-Laws.
- Take responsibility for your actions by understanding that athletic participation is a privilege, and as a student-athlete, you become a representative of Perspectives Charter Schools. As such, you are expected to behave in an appropriate manner, both on and off the field.
- Accept only quality work from yourself by realizing the importance of academic excellence and proper behavior. This includes:
 - Make up any missed work
 - Attend study tables or tutoring
 - Serve any detentions or other school discipline
 - Be a positive role model to all students in the school
- Live a healthy lifestyle by not using or possessing tobacco, alcohol, steroids, or other illegal drugs.
- Be positive and supportive of each other by encouraging your teammates and respecting all other participants including opponents, fans, coaches, and referees.
- Respect each other’s differences by refraining from hazing, defined as any act of humiliation, or a rite of passage which causes or is likely to cause physical or mental harm or personal degradation of another student.

Any breach of the policies listed in the Student-Athlete Expectations section will result in a review of the student-athlete’s athletic eligibility. This review will be completed by school administration and the athletic director.

EXPECTATIONS OF COACHES

Coaches are responsible for:

- Maintaining, enforcing, and modeling the principles of A Disciplined Life®

- Informing parents/guardians and students in writing of the location and time of all practices and contests, team requirements, team fees, special equipment needs, and any summer program information
- Playing only eligible student-athletes
- Distributing, cataloging, and the collection of uniforms
- Being respectful to parents/guardians, student-athletes, and the student-athletes and coaches from other teams, and referees
- Their team being respectful to parents/guardians, student-athletes, and the student-athletes and coaches from other teams, and referees
- Other duties as determined by the athletic director or principal
- Communicating practice and game schedule with parents.
- Communicating the sporting expectations with parents.

EXPECTATIONS OF PARENTS/GUARDIANS

Parents/Guardians and coaches work together to help develop young men and women to become responsible, honorable adults. Winning and losing is secondary to student growth and development.

Parents/Guardians are invited to help build our teams by:

- Bringing enthusiastic and respectful fans to events
- Fundraising for team needs
- Counseling their child through the ups and downs of competition

Parents/Guardians are welcome to make an appointment with a coach to address questions or concerns. If a parent/guardian has trouble getting an appointment with a coach, or needs further clarification, they should contact the athletic director or principal. Please do not confront a coach before, during, or after a contest or practices.

PARENT/COACH COMMUNICATION

Sportsmanship starts with effective communication.

Communication to expect from your coach:

- Perspectives Charter Schools athletic philosophy
- Expectations for your child and fellow student-athletes
- Dates, locations, and times of all contests/practices
- Sport-specific requirements (e.g., specific fees and/or special equipment, summer program information)
- Procedures to be followed, should your child be injured during a contest/practice
- Discipline resulting in the reduction and/or elimination of your child's participation

Communication expected from a parent/guardian:

- Concerns about your child's behavior, treatment/mistreatment, expectations or the athletic philosophy (following procedures listed below)
- Ways to help your child improve
- Advanced notification of any schedule conflicts interfering with your child's ability to participate in a contest/practice

Perspectives believes in partnering with our parents, yet there are some topics that are inappropriate to discuss with your child's coach.

Topics left to the discretion of the coach:

- Your child's playing time
- Strategies for the team
- Plays and referee calls
- Personal information about other student-athletes

REPORTING A CONCERN

Please do not confront a coach during a contest/practice. Call the Athletic Department to set up an appointment with your child's coach. Come in during your scheduled appointment to discuss your concerns with the coach. If the coach does not provide satisfactory resolution, contact the athletic director to discuss the situation further and to set up a meeting. At this meeting, the appropriate next steps can be determined.

PHYSICAL EXAM AND EMERGENCY CARDS

To participate in athletics, a valid physical examination, a red emergency card, and a blue parental consent card must be on file with the athletic department on or before the first day of try-outs/practice. Student-athletes will not be allowed to practice or try out until a valid physical is on file in the athletic department.

Per Illinois High School Association (IHSA) rules, the student-athlete's physical examination must be performed by a licensed physician, physician's assistant, or nurse practitioner as set forth in the Illinois State Statutes no more than 365 days prior to participation in any such practice, contest, or activity. Perspectives strongly encourages all individuals who plan to participate in interscholastic athletics to complete their physical exam between late June and early August. Completing the exam during this time will avoid ineligibility issues.

ATHLETIC INJURIES & HEALTH INSURANCE

Health insurance coverage for Perspectives Charter Schools student-athletes is the responsibility of the student-athlete's parent/guardian. However, Perspectives Charter Schools student-athletes are covered under student accident insurance coverage. This coverage is meant to be in excess of the student-athlete's own medical insurance. If a student-athlete does not have health insurance coverage, the student accident insurance can be utilized as primary coverage. Additionally, in accordance with "Rocky's Law" Perspectives Charter Schools carries adequate catastrophic student accident insurance.

Perspectives Charter Schools realizes there are certain risks of physical injury through the participation in all athletic activities, and the parent/guardian must agree to assume the full risk of any and all injuries or damages, regardless of severity that the participant may sustain as a result of athletic participation. This understanding is detailed in the Athletic Department Parent/Guardian Waiver. The permission form must be completed and signed by the parent/guardian to allow their student-athlete to participate in athletics at Perspectives Charter Schools.

CUT POLICY

The number of student-athletes on an individual team will be determined by the coach and the athletic director prior to any cuts being made. Individual coaches shall have the sole responsibility of selecting the members of a team.

If the decision is made to cut students from a team, the following procedures will take place:

- Students will be informed that cuts will be made (e.g., announcements, posting on bulletin boards, etc.)
- At least two (2) practices will be required before cuts are made
- Coaches will determine what factors will be used to cut students (e.g., ability, attitude, work ethic, academic performance, etc.)
- Student-athletes will be informed of being cut in a way that will avoid personal embarrassment to the player (e.g., posted anonymously by number or letter code)

EQUIPMENT

Student-athletes are responsible for each item of equipment that is issued to him or her. Lost or stolen equipment must be paid for at the replacement cost. A student-athlete will not be allowed to receive awards, participate in a subsequent sport, or receive his or her diploma until the equipment record has been cleared. Student-athletes are strongly encouraged to not abuse the equipment. Significant resources are spent to supply the best equipment for their use and safety: please treat all equipment with respect.

Students must sign a uniform/equipment release form before and at the conclusion of the season with all uniforms/equipment returned. Subsequently, if any uniforms/equipment are

missing at season's end, a return signature will not be allowed and the student will have a fee assessed to his student account for the amount of the uniform/equipment cost.

ATHLETIC TRANSPORTATION

Please be aware of Perspectives Charter Schools' policy concerning the transportation of student-athletes to and from competitions. Perspectives Charter Schools provides transportation to and from all athletic contests. All student-athletes are required to use school transportation. Student-athletes may not participate in an away contest if they drive themselves to the event or if they use alternate transportation without prior permission from the coach. In extenuating circumstances, parents/guardians may need to drive their own children to or from a contest; but coaches need written notification and approval from the coach, granted in advance.

Parents/guardians and/or relatives of student-athletes are encouraged to attend all home and away contests in an effort to show school support. Transportation for parents/guardians and/or relatives is the responsibility of the parent/guardian and/or relative and not that of Perspectives Charter Schools. Perspectives does not provide additional transportation, and it is strictly prohibited for parents/guardians and/or relatives to ride on school-provided transportation with student-athletes. Students will be chaperoned while riding in school-provided transportation by their coaches.

AWARDS

Athletic awards are given on the basis of participation, loyalty, cooperation, and excellence in performance. Each sport your child participates in has specific award expectations. Prior to the start of the season, coaches will review award expectations with student-athletes.

PERFORMANCE-ENHANCING SUBSTANCE TESTING POLICY

As an IHSA member school, any Perspectives Charter School student who participates in an IHSA-approved or sanctioned athletic event is subject to Performance-Enhancing Substance (PES) Testing. A full copy of the testing program, a listing of the banned drug classes, and other related resources can be accessed on the IHSA Sports Medicine website - <https://www.ihsa.org/Resources/Sports-Medicine/Performance-Enhancing-Drugs-Steroid-Education/IHSA-Performance-Enhancing-Substance-Policy>

IHSA PES Testing Policy

IHSA Banned Drug Classes

<http://www.ihsa.org/documents/sportsMedicine/current/IHSA%20Banned%20Drugs.pdf>

CONCUSSION PROTOCOL

Any student-athlete who is suspected of sustaining a concussion or head injury shall be removed from participation or competition at that time. When so removed from participation or competition, the student-athlete is then subject to the Perspectives Charter Schools Post-Concussion Return-To-Learn and Return-To-Play Guidelines. Student-athletes must adhere to these guidelines to ensure their return to learning and athletic participation is completed in a medically recommended and structured manner.

All high school student-athletes participating in athletics at Perspectives are required to take the concussion baseline test (IMPACT) prior to the first contest of their respective season. This spans football, cheer, volleyball, wrestling, basketball, baseball, softball, and track and field at the high school level. The test must be completed once each school year.

Multi-sport athletes that have taken the concussion baseline test (IMPACT) in an earlier season are not required to take the baseline in the subsequent season. (i.e. if a student participated in football in the fall and completed the concussion baseline test, they are not required to take the concussion baseline test if they join the baseball team in the spring)

Concussion Information for Parents

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You cannot see a concussion, and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of a concussion, or if you notice the symptoms or signs of a concussion yourself, seek medical attention right away.

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the student-athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents, and students is the key to student-athlete safety.

If you think your child has suffered a concussion:

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. IHSA policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches, or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches, prior to returning to play or practice following a concussion, or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy.

Parents/guardians should also inform their child's coach if they think their child may have a concussion. Remember: it is better to miss one game than miss the whole season. When in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<https://www.cdc.gov/headsup/youthsports/index.html>

Student Record Information

NOTICE CONCERNING STUDENT RECORDS

The Illinois School Student Records Act (“ISSRA”), the federal Family Educational Rights and Privacy Act (“FERPA”), and the regulations issued pursuant to these laws require that the Board of Directors of Perspectives Charter Schools (“Perspectives”) adopt a Student Records Policy (“Policy”). The Board of Directors has adopted a Policy and implementing Procedures which are available upon request from the school office.

Perspectives maintains both a permanent and temporary record for each student. The permanent record consists of basic identifying information concerning the student, his or her parents’ names and addresses, the student’s gender and date/place of birth, academic transcript, attendance record, health record, unique student identifier, scores received on all State assessment tests administered in grades 9-12, and a record of release of this information. It may also contain a record of honors and awards received, information concerning participation in school sponsored activities and organizations.

The temporary record consists of all other records maintained by Perspectives concerning the student and by which the student may be individually identified. It must contain a record of release of information contained in the temporary record, scores received on the State assessment tests administered in the elementary grade levels (K-8), a completed home language survey form, information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in punishment or sanction of any kind, biometric information, information regarding an indicated report pursuant to the Abused and Neglected Child Reporting Act, 325 ILCS 5/8.6, health-related information, and accident reports.

A parent, or any person designated as a representative by a parent, has the right to inspect and copy the student’s permanent and temporary records except as limited by the Policy or state or federal law. A student has the right to inspect or copy his or her permanent record. (All rights of the parent become the exclusive rights of the student upon the student’s 18th birthday, graduation from high school, marriage, or entry into military service, whichever comes first.) In order to review the student’s record, a parent must make a written request to Perspectives. The request will be granted no later than 10 business days after the date of receipt of such request or otherwise provided by law . Perspectives may charge a fee [not to exceed \$0.35 per page] for copies of the record. This fee will be waived if the parent is unable to pay.

Perspectives may be required to release information contained in student records without parental notice or consent to the following individuals or in the following circumstances:

- To a Perspectives or State Board of Education employee or official with a demonstrable educational or administrative interest in the student. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff

member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

- To any person for the purpose of anonymous research, statistical reporting or planning;
- In an emergency situation, if necessary to people's health and safety. However, notice shall be provided to parents the next school day after the release
- In connection with a student's application for or receipt of financial aid;
- During an audit or evaluation of federally-supported education programs;
- As allowed under the Serious Habitual Offender's Compensation Action Program;
- To a governmental agency for the investigation of a student's school attendance;
- If the information is directory information, as explained below, and the parent has not informed the District that such information is not to be released;
- To accrediting organizations in order to carry out their accrediting functions;
- To the Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs; or
- Pursuant to a court order where a parent of a student is named in the court order.

Perspectives may also be required to release student records without parental consent to the following individuals or in the following circumstances, as long as parents/guardians are first notified of their right to inspect, copy or challenge the contents of the records to be released:

- To the records custodian of a school to which the student is transferring;
- Pursuant to a court order where a parent of a student is not named in the court order;
- To any person as specifically required by law; or
- Pursuant to a reciprocal reporting agreement, or to juvenile justice authorities when necessary to complete their official duties.

Any other release of information requires the prior written consent of the parent. The parent has the right to request a copy of any released records.

Perspectives prohibits the disclosure by school employees to any person against whom the District has received a certified copy of an order of protection the location or address of the petitioner for the order of protection or the identity of the schools in the District in which the petitioner's child or children are enrolled. Perspectives shall maintain the copy of any order of protection in the record of the child or children enrolled in the District whose parent is the petitioner of an order of protection. In addition, no person who is prohibited by an order of

protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 shall have any right of access to, or inspection of the school records of that student.

A parent has the right to request the removal from their child's academic transcript of one or more scores received on college entrance examinations by submitting this request in writing to their school's Official Records Custodian. Contact your school's Office Manager for details. In the written request, the parent must state the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be removed.

A parent also has the right to challenge or seek amendment to any entry in the student's school record, except for (1) grades; (2) name and contact information of Perspectives Official Records Custodian; and (3) references to expulsions or out-of-school suspensions, if the challenge to expulsions or suspensions is made at the time the records are forwarded to another school to which the student is transferring. Parents may challenge or seek amendment to a student's school record by claiming that the record is inaccurate, irrelevant, improper, misleading, or violation of the student's privacy rights. Perspectives' Student Records policy, and its accompanying Administrative Procedures, provide for hearing and appeal procedures and an opportunity to include a statement in the record discussing or explaining any entry. To challenge a record or entry, the parent must contact the Official Records Custodian. Parents may obtain a copy of Perspectives' Student Records Policy by contacting their school Office Manager.

The Policy also provides timelines for the destruction of records. Parents will be notified of the destruction schedule of the student's records at the time of graduation, transfer, or permanent withdrawal from a Perspectives Charter School. Permanent records are kept for sixty (60) years after the student leaves Perspectives Charter School. Temporary records are kept for the period of their usefulness to the school, but in no case less than five (5) years after the student leaves a Perspectives Charter School. Student temporary records are reviewed by Perspectives staff every four (4) years or when a student changes attendance centers. A parent has the right to copy any student record, or information contained in it, proposed to be destroyed or deleted.

The law allows schools to designate certain information as "Directory Information," which consists of identifying information. Perspectives has designated the following as Directory Information: the student's name, address, gender, grade level, birth date and place, and his/her parents' names, mailing addresses, electronic addresses, and telephone numbers; academic awards, degrees and honors received; information relating to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance in the school.

Directory Information also includes photographs, videos, or digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications. However, photographs highlighting individual faces and used for commercial purposes require prior, specific, dated, and written consent of the parent or student, as applicable. An image on a school security

videotape recording is not Directory Information. Further, student social security numbers or student identification or unique student identifiers are not Directory Information.

Perspectives will release Directory Information to the general public from time to time, including by way of a school directory or a student, unless a parent informs Perspectives within ten (10) days of receipt of the student handbook that information concerning his or her child should not be released, or that the parent desires that some or all of this information not be designated as Directory Information. In addition, Perspectives will release a student's name, address, and telephone listings to military recruiters and institutions of higher education upon their request unless you advise us to the contrary in writing.]

Finally, no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the ISSRA or regulations.

If you believe that Perspectives has violated or is violating this policy, you have the right to file a complaint with the United States Department of Education concerning the District's alleged violation of your rights.

Uniform Grievance Procedure

Students, parents/guardians, employees or community members may file a complaint in accordance with this grievance procedure if they believe that the Perspectives Charter Schools Governing Board or Perspectives Charter Schools employees or agents have violated their rights guaranteed by the state or federal constitution, state or federal statutes, or Perspectives Charter Schools' Policy.

Perspectives is committed to working with families in a timely and transparent way. It is our hope that complaints can be resolved with staff in the building who work most directly with families day to day, however when that is not possible the following outlines additional steps to take.

SCOPE OF POLICY

Claims to be reviewed under this Policy include those arising under the following:

- Title II of the Americans with Disabilities Act (“ADA”)
- Section 504 of the Rehabilitation Act of 1973;
- Title IX of the Education Amendments of 1972;
- Title VI of the Civil Rights Act;
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act);
- Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
- Bullying;
- Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
- Curriculum, instructional materials, and/or programs;
- Victims’ Economic Security and Safety Act;
- Illinois Equal Pay Act of 2003;
- Provision of services to homeless students.
- Illinois Whistleblower Act;
- Misuse of genetic information (Illinois Genetic Information Privacy Act and Titles I and II of the Genetic Information Nondiscrimination Act); and
- Employee Credit Privacy Act.

Perspectives will endeavor to respond to and resolve complaints without the need to resort to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent guardian filing a complaint under this procedure may forego any information suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused or the accused’s parent/guardian; this includes

mediation.

RIGHT TO PURSUE OTHER REMEDIES NOT IMPAIRED

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies (e.g. criminal complaints, civil actions, etc.). Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, Perspectives will continue with a simultaneous investigation under this policy.

DEADLINES

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the Perspectives main office is open.

FILING A COMPLAINT

A person (Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with one of the designated Perspectives Complaint Managers, whose contact information is listed below. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parents/guardians of a student. The Complaint Manager may assist the Complainant in filing a complaint under this grievance procedure.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Perspectives' Bullying, Intimidation and Harassment Policy outlined in this handbook in addition to any response required by this policy.

INVESTIGATION

The Complaint Manager will investigate the complaint, or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure that both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians as they may attend any investigatory meetings in which their child is involved. The complaint or identity of the Complainant will not be disclosed except (1) as required by law, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant. The identify of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing the complaint under this procedure about the status of the investigation.

The Complaint Manager shall file a written report of his or her investigation findings with the Chief Executive Officer within thirty school business days of the date the complaint was filed. The Complaint Manager may request an extension of time.

If a complaint of sexual harassment contains allegations involving the Complaint Manager, the written report shall be filed with the Chief Executive Officer, who shall render a decision in accordance with the procedure set forth below. The Chief Executive Officer will keep the Board informed of all complaints.

DECISION AND APPEAL

Within five school business days after receiving the Complaint Manager's report, the Chief Executive Officer shall mail his or her written decision to the Complainant and the accused via first class U.S. mail, as well as to the Complaint Manager. All decision shall be based on the preponderance of the evidence standard.

Within ten school business days after receiving the Chief Executive Officer's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager.

The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within thirty school business days, the Board shall affirm, reverse or amend the Chief Executive Officer's decision or direct the Chief Executive Officer to gather additional information.

Within five school business days of the Board's decision, the Chief Executive Officer shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Chief Executive Officer or the Board. The failure to strictly follow timelines in this grievance procedure shall not prejudice any party.

After receipt of the Complaint Manager's investigation report, the Chief Executive Officer shall render a written decision, which shall be provided to the Complainant. In the event the Complainant is not satisfied with the decision, the Complainant may appeal the decision by making a written request to the Complaint Manager for review by the Chief Executive Officer. The Complaint Manager shall be responsible for forwarding all materials relative to the complaint and appeal to the Chief Executive Officer. Thereafter, the Chief Executive Officer shall render a written decision, which may affirm, modify, or reverse the Chief Executive Officer's decision. A copy of the Chief Executive Officer's decision shall be provided to the Complainant. This grievance procedure shall not be construed to create an independent right to a hearing before the Chief Executive Officer.

Complaint Manager:
Amy Gambrel

Senior Director of Student Supports
Perspectives Charter Schools
1530 S. State St. 2nd Floor
Chicago, IL 60605
312-604-2200

*Non-Discrimination, Aggressive Behavior, Bullying,
and Harassment Policy*

POLICY #1: EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, gender, sexual orientation, ancestry, gender identity, age, marital status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry, physical or mental disability (including any mental, psychological or developmental disability including any autism spectrum disorder), status as homeless, or actual or potential marital or parental status, immigration status, order of protection status, including pregnancy, or any other protected category. Further, the District Perspectives will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that Perspectives remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, based on sex, sexual orientation, or gender identity be denied access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Uniform Grievance Procedure.

No student be subjected to harassment, intimidation, aggressive behavior, bullying or cyberbullying, whether verbal, physical, or visual, that occurs on school property, at all Perspectives sponsored events, field studies, internships, community action projects, all programs held at Perspectives Charter Schools or when a student's actions, whether on- or off-campus, affect the mission or operation of Perspectives Charter Schools, or otherwise have a nexus to school or impact on the school environment.

The Chief Executive Officer shall appoint a Nondiscrimination Coordinator, whom unless otherwise identified will be the Director of Human Resources. The Chief Executive Officer and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

POLICY #2: HARASSMENT POLICY

Bullying, Intimidation and Harassment is Strictly Prohibited

No person, including a Perspectives employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status;

unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Perspectives will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment

Sexual harassment of students is prohibited. This includes any person, including a district employee, agent, or student, who engages in sexual harassment when he/she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, or any action that of a sexual nature that:

- Denies or limits the provision of educational aid, benefits, services or treatment; or
- That makes such conduct a condition of the student's academic status; and

Has the purpose or effect of:

- Substantially interfering with a student's educational environment;
- Creating an intimidating, hostile, or offensive educational environment;
- Depriving a student of educational aid, benefits, services or treatment; or
- Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile and offensive include conduct that has the effect of humiliation, embarrassment or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts which include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

MAKING A COMPLAINT AND ENFORCEMENT

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, School Principal, Assistant Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student is a victim of any prohibited conduct perpetrated by another student shall be referred to the School Principal, Assistant Principal, or Dean of Students for appropriate action.

Any Perspectives employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any Perspectives student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

Non-Discrimination Coordinator and Complaint Manager:

Non-Discrimination Coordinator

Ana Abonce

Senior Director of Human Resources

Perspectives Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

Complaint Manager

Amy Gambrel

Senior Director of Student Supports

Perspectives Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

AGGRESSIVE BEHAVIOR

Aggressive behavior includes behavior in which an individual student or a group of students, through the improper use of real or perceived power, or the use of threats, extortion, exclusion, or by any other method, inflicts, attempts, or intends to inflict, either physical or psychological harm on another student or group of students.

POLICY #3: PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION AND HARASSMENT

Bullying, intimidation and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important goals of Perspectives.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from the military service, sex, sexual orientation, gender identity, gender related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or action or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

During any school sponsored education program or activity;

While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school sanctioned events or activities;

- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment;

- Through the transmission of information from a computer that is access at a non-school-related location, activity, function or program or from the use of technology or an

electronic device that is not owned, leased or used by the School District or a school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This applies only when a school administration or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function or program.

Bullying Defined

Bullying includes cyber-bullying. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed towards a student or students that has, or can be reasonably predicted to have, the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- Causing a substantially detrimental effect on the student's or students' physical or mental health;
- Substantially interfering with the student's or students' academic performance; or
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is also prohibited.

Bullying may involve any of the following: physical, verbal, or psychological attacks, intimidation, sexual harassment or sexual violence directed against another individual or writings, messages or pictures delivered using multimedia communications or devices, harassment, threats, stalking, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Physical bullying includes, but is not limited to, punching, shoving, poking, or hair pulling. Verbal or psychological bullying includes, but is not limited to, name calling, teasing, gossip, humiliation, threats, manipulating social relationships, engaging in social exclusion, or other similar behaviors, whether engaged directly toward the target of such behavior, or through third parties.

Cyberbullying Defined

Cyberbullying includes the use of technology or any electronic communication including without limitation any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation email messages Internet communications, instant messaging, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the author assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posted of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Response to Bullying

Students who engage in cyberbullying off-campus may be subject to discipline if the conduct affects the mission and/or operation of Perspectives Charter Schools, or otherwise have a nexus to school or a school activity, which includes after school events.

Perspectives Charter Schools works to prevent bullying of all kinds and provide a safe space for students. All Perspectives Employees who witness bullying or school violence, or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must: Intervene immediately in a manner that is appropriate to the context and ensures the safety of all persons involved. Report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours via a Bullying Complaint form and cooperate fully in an investigation of the incident and implementation of a safety plan developed by the Principal/Designee.

Parents and students should report Perspectives Charter Schools Employees who are contributing to, commenting on and engaging in fighting, bullying, and in appropriate activities via social media. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has

information about actual or threatened bullying is encouraged to report it to the Complaint Manager or any staff member. Anonymous reports are also accepted.

Consistent with federal and state laws and rules governing student privacy rights, the School Principal, or designee, shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

The School Principal, or designee, shall promptly investigate and address reports of bullying by, among other things:

- Making all reasonable efforts to complete the investigation within ten school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident;
- Involving appropriate school support personnel and other staff persons with knowledge, experience and training on bullying prevention, as deemed appropriate, in the investigation process;
- Consistent with federal and state law rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The School Principal or designee shall investigate whether a reported incident of bullying is within the permissible scope of Perspectives' jurisdiction and shall require Perspectives to provide the victim with information regarding services that are available from Perspectives and from community resources, such as counseling, support services, and other programs. The School Principal or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, and social emotional skill building, counseling, school psychological services, and community based services. A reprisal or retaliation who reports an act of bullying is prohibited. A student's act or reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for the purposes of determining any consequences or other appropriate remedial actions.

Discipline for Policy Violation

Aggressive behavior, bullying, cyberbullying, or harassment, constitutes negative behaviors that are aligned to Perspectives Charter Schools Student Code of Conduct. Students, who engage

in aggressive behavior, bullying, or harassment, will be subject to discipline in accordance with the Student Code of Conduct. If bullying is found to be based on a student's status or protected characteristic, the matter may be treated as an act of discrimination or harassment.

Reporting Behaviors

Witnesses or victims of aggressive behavior, harassment, or bullying should report the issue to the school principal. If the issue hasn't been resolved, contact:

Amy Gambrel

Senior Director of Student Supports

Perspectives Charter Schools

1530 South State Street

Chicago, IL 60605

312-604-2200 | studentcomplaints@pcsedu.org

WAIVERS AND FORMS

Acceptable Use Policy for Perspectives' Electronic Networks

This Policy governs students' use of Perspectives' electronic networks ("Network"), which includes Perspectives' computers, Perspectives' local and/or wide area network, and access to the Internet through Perspectives' computers or its local and/or wide area network. Use of the Perspectives electronic network also includes any use of computers outside Perspectives' electronic network that are used to access Perspectives' electronic network. Additionally, use of Perspectives' electronic network shall include use devices used to access the Perspectives electronic network, including, but not limited to cellular or mobile phones, smart phones, and text messaging devices. Any electronic communications or files created on, stored on, or sent to, from, or via the Network are the property of Perspectives. Consequently, students do not have any expectation of privacy with respect to such messages and files.

Students will be given access to the Network in order to work on class assignments. Because of the wide variety of valuable and less-than-valuable websites on the Internet, this section serves as an Acceptable Use Policy (AUP) for users of the Network. By using the Network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor, or other appropriate staff.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the Network. This list, however, is not exhaustive. Perspectives Charter Schools reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the Perspectives students and employees, or (2) other activities, as determined by Perspectives as inappropriate.

- Using the Network in a manner that violates any provision of Perspectives' Discipline Code;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
- Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
- Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
- Damaging computer equipment, files, data, or the network in any way, including intentionally accessing, transmitting, or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
- Using any Perspectives computer to pursue "hacking," internal or external, or attempting to access information protected by privacy laws; or
- Accessing, transmitting, or downloading large files, including "chain letters" or any type of "pyramid schemes."
- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
- Using another person's account password(s) or identifier(s);
- Interfering with other users' ability to access their account(s); or

- Disclosing anyone’s password to others or allowing them to use another person's account(s).
- Using the Network for commercial purposes:
- Using the Internet for personal financial gain;
- Using the Internet for personal advertising, promotion, or financial gain; or
- Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities, such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

- Students under the age of eighteen should only access Perspectives accounts outside of school if a parent or legal guardian supervises their usage at all times. The student’s parent or guardian is responsible for monitoring the minor’s use Students should not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others
- Students should not meet in person anyone they have met only on the Internet; and
- Students must abide by all laws, this Acceptable Use Policy and all Perspectives security policies.

Penalties for Improper Use

The use of a Perspectives account is a privilege, not a right, and misuse will result in the loss of Network privileges. Misuse may also lead to further disciplinary and/or legal action for students, including suspension, expulsion, or criminal prosecution by government authorities. By signing this agreement, I understand that unacceptable uses of Perspectives technology resources may result in the suspension or cancellation of computer privileges, disciplinary measures, as well as monetary and/or legal consequences.

Print Name of Student

Signature of Student

Date

Print Name of Parent

Signature of Parent

Date

Print Name of Staff

Signature of Staff

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Emergency Contact Information 2020-2021

Student Name(s): _____

Grade(s): _____

Parent/Guardian 1: Relationship to Student: _____

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-mail Address: _____

Parent/Guardian 2: Relationship to Student: _____

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-mail Address: _____

Emergency Contact 1: Relationship to Student: _____

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only): Cell Work Home

Emergency Contact 2: Relationship to Student: _____

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only): Cell Work Home

Emergency Contact 3

Relationship to Student: _____

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only): Cell Work Home

**Emergency contact forms must be updated at least two times a year.
Should any of your above information change during the school year, please contact your
school office to complete a new emergency contact form immediately.**

Important Medical Information and Medication Authorization 2020-2021

Please complete the following:

1. Does your child carry an inhaler, epinephrine auto-injector, or diabetes medication to school?
 Yes
 No
2. Does your child require medication during school hours?
 Yes
 No

If you answered “yes” to either of these questions, sign the authorization below and please supply the school with:

- A written doctor’s note explaining how and when the student will self-administer inhaler medicine (e.g., an inhaler or nebulizer),
- A written doctor’s note explaining the type of prescription medication the student will need to take during school hours including frequency and dosage.
- Necessary prescription medications (including inhalers, epinephrine auto-injectors, nebulizers, etc.) marked with the student’s name.

Parent/guardian must provide the school with the original prescription label which includes student’s name, name of medication, dosage, frequency of administration, expiration date, and side effects, as well as their physician’s name and telephone number.

I hereby request and grant permission for Perspectives Charter Schools personnel to [check one]
 administer or
 permit the self-administration of medication to my child according to the instructions of my child’s doctor.

Based on your above selection, complete the CPS form on the following pages.

I understand that administration of medication may be performed by an individual other than a certificated and registered school nurse, and I specifically consent to this. To the extent permissible by law, I further waive any claims against Perspectives Charter School, its board members, employees, and agents arising out of the administration or self-administration of said medication, and agree to hold harmless and indemnify Perspectives Charter Schools, its board members, employees and agents, either jointly or severally, from and against any and all liability, claims, demands, damages, or causes of action or injuries, costs, and expenses, including attorneys' fees, resulting from or arising out of the administration or self-administration of medication.

For Asthma Medication/Epinephrine Auto-Injectors/Diabetes Medication Only: I consent to my child's possession and unsupervised self-administration of (circle applicable medication) asthma medication/epinephrine auto-injectors/diabetes medication: Yes No.

*A student must be authorized to self-administer insulin in accordance with the student's individual health care plan, Section 504 plan, or diabetes care plan.

Print Name of Student _____ Signature of Parent/Guardian _____ Date _____

3. Does your child have any food allergies or any other medical conditions that need to be documented in his or her medical files?

- Yes
- No

If you answered “yes” to this question, please supply the school with:

- A written doctor’s note explaining the specific allergy, known reactions, or special procedures that need to be followed.
- Emergency medical contact information including all persons to contact in case of a medical emergency, as well as the student’s primary doctor’s name and phone number.

Explanation of allergy or condition:

Parent/Guardian Signature: _____ Phone #: _____ Date: _____

I have read and completed the above information.

Print Name of Student _____ Signature of Student _____ Date _____

Print Name of Parent/Guardian _____ Signature of Parent/Guardian _____ Date _____

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Perspectives Charter Schools Handbook

Acknowledgment Sheet 2020-2021

I have received and will abide by all the policies, procedures, and rules contained in this Student Handbook. The information in this Student Handbook is subject to any revisions or changes that may be needed to ensure continued compliance with federal, Illinois or local laws. It is subject to review and change as may become necessary for the operation of Perspectives Charter Schools.

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Grade:

- 6
- 7
- 8
- 9
- 10
- 11
- 12

Print Name of Student

Signature of Student

Date

Print Name of Parent/Guardian

Signature of Parent/Guardian

Date

Photography, Digitized Images, Social Media, Video Images and/or Voice Release

Throughout your child's educational and athletic experiences with Perspectives Charter Schools, he or she will be visiting historical centers and attending school events representing the Perspectives Charter Schools Network. They will appear in Perspectives photographs, digitized images, social media sites, videos images and/or voice recordings that may be used at a later date. One of the many reasons to film is so that your child can see himself or herself working to attain his or her future goals.

As a parent or guardian of this student, I hereby consent to the use of photographs/videotape taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources). I do this with full knowledge and consent and waive all claims for compensation for use, or for damages.

- Yes, I give consent for Perspectives Charter Schools to photograph my child for school purposes and/or at school events.
- No, I do not authorize Perspectives Charter Schools to photograph for my child for any event.

Print Name of Student

Print Name of Parent

Signature of Parent

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Career Shadowing Waiver (11th Grade)

I understand that during the course of the school year, my son, daughter, or ward ("child") will participate in an internship/mentor program. In consideration of the opportunity being provided to my child to participate in the program, I hereby agree to the following:

I recognize and accept responsibility for my child on the dates when my child will participate in the internship/mentor program. I understand that my child will go directly to the internship/mentor program from home and return home following the program. I understand that my child will not be at the school on those dates. In the event of my child's illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.

List any of your child's special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies):

Doctor's Name: _____ Doctor's Phone #: _____

I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys' fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in the internship/mentor program.

I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Print Name of Student

Print Name of Parent

Signature of Parent

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Field Trip/Community Experience Consent and Waiver

I understand that during the course of the school year, my son, daughter, or ward (“child”) will, from time to time, be permitted to participate in various educational activities, such as field trips and/or community service experiences. I understand that by participation in such field trips and/or community experiences, my child assumes the risk of injury, allergic reaction, property damage, loss, and/or death. Further, I acknowledge and understand that, by allowing my child to participate, I knowingly and voluntarily assume all risks associated with his/her participation.

In consideration for the opportunity being provided to my child to participate in such activities, I hereby agree to the following:

- I give my permission for my child to participate in all such activities provided by the school during the 2020-2021 school year.
- In the event of my child’s illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.

List any of your child’s special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies): _____

Doctor’s Name: _____

Doctor’s Phone #: _____

I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys’ fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in field trips or community service experiences.

I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Print Name of Student

Print Name of Parent

Signature of Parent

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Concussion Prevention and Management

Dear Parent/Guardian:

You are receiving this letter regarding the concussion prevention and management tool the Perspectives Charter Schools Athletic Department will be using going forward. We recently partnered with ImPACT Test to help us with this process. Throughout the school year all high school student-athletes will be taking a computerized baseline ImPACT assessment. The test is 100% computer based and takes no more than 30 minutes to complete. If a student-athlete receives a concussion they will need to take an ImPACT post-concussion assessment before being cleared to return to athletics. Below is additional information on the ImPACT Test tool product. Please contact me with any additional question.

Regards,

Tiray Jackson
Athletic Director
Office: 312-604-2116
tjackson@pcsedu.org

IMPACT

What is ImPACT? ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is the first, most-widely used, and most scientifically validated computerized concussion evaluation system. ImPACT was developed IN THE 1990s to provide useful information to assist qualified practitioners in making sound return to play decisions following concussions.

Why use ImPACT? Given the inherent complexities of concussion management, it is important to manage concussions on an individualized basis and to implement baseline testing and/or post-injury neurocognitive testing whenever possible. Neurocognitive assessment can help to objectively evaluate the concussed athlete's post-injury condition and track recovery for safe return to play, thus preventing the cumulative effects of concussion. In fact, neurocognitive testing has been called the "cornerstone" of proper concussion management by an international panel of sports medicine experts.

Who is currently using ImPACT? Some of the individuals using ImPACT include all of MLB, NHL, NFL and WWE. Over 7400 high schools, 1,300 colleges and universities, 1,200 clinical centers, 225 professional teams, select military units, Cirque du Soleil, New Zealand and South African rugby teams also use ImPACT.

What does the ImPACT test look like? To view a demo of the ImPACT test please visit their website at, <http://www.impacttestonline.com/impacttestdemo/> or www.impacttest.com.

ImPACT is NOT:

- A diagnostic test, ImPACT is one tool that can be used by medical professionals to help measure an individual's recovery from a concussion
- A one step solution to concussions
- A preventative tool, nothing can prevent concussions

- A substitute for medical treatment or management
- A replacement for a cat scan, MRI or other medical technology
- A home-based test, ImPACT should always be administered in the presence of a trained supervisor

CONSENT FOR COGNITIVE TESTING and RELEASE OF INFORMATION

I give my permission for _____
Child's name Child's DOB

to have a post-concussion ImPACT® (Immediate Post-concussion Assessment and Cognitive Testing) administered at Perspective Charter Schools. I understand that my child may need to be tested more than once, depending upon the results of the test, as compared to my child's baseline test, which is on file at Perspective Charter Schools . I understand there is no charge for the testing.

Perspective Charter Schools may release the ImPACT (Immediate Post-concussion Assessment and Cognitive Testing) results to my child's primary care physician, neurologist, or other treating physician, as indicated below.

I understand that general information about the test data may be provided to my child's guidance counselor and teachers, for the purposes of providing temporary academic modifications, if necessary.

Print Name of Parent/Guardian Signature of Parent/Guardian Date

PLEASE PRINT THE FOLLOWING INFORMATION:

Name of doctor: _____

Name of practice or group: _____

Phone number: _____

Student's home address: _____

Parent or guardian phone numbers (please indicate preferred contact number & time if necessary):

(H)
(W)
(C)

Firearm Concealed Carry Act (430 ILCS 66)

Per Section 65, a licensee under this Act shall not knowingly carry a firearm on or into any building, real property, and parking area under the control of a public or private elementary or secondary school.

- I will never bring a weapon to school.
- I will never use a weapon to settle a dispute.
- I will use my influence with my friends to keep them from using weapons to settle disputes.
- If I see a weapon, I will immediately inform an adult – either anonymously or directly.
- I will try, by my actions, to be a positive influence on others so that they see that weapons are not the solution to a problem.
- My individual choices and actions, when multiplied by those of young people throughout the country, will make a difference. Together, by honoring this pledge, we can reverse the violence and grow up in safety.
- I promise to remember and live by this pledge.

_____	_____	_____
Print Name of Student	Signature of Student	Date
_____	_____	_____
Print Name of Parent	Signature of Parent	Date
_____	_____	_____
Print Name of Staff	Signature of Staff	Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Extra-Curricular Activities Consent and Waiver

I understand that during the course of the school year, my son, daughter, or ward ("child") will, from time to time, be permitted to participate in various school sponsored, extracurricular activities following the normal school day or during the school day. Examples of such extracurricular activities, include, art club, yearbook, dance, tech club. In consideration, for the opportunity being provided to my child to participate in such activities, I hereby agree to the following:

- I give my permission for my child to participate in all such activities provided by the school during the 2020-2021 school year.
- In the event of my child's illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.

List any of your child's special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies):

Doctor's Name: _____

Doctor's Phone #: _____

I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys' fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in extracurricular activities.

I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Print Name of Student

Print Name of Parent

Signature of Parent

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy

- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

Athletic Consent and Waiver

I have read and understand the Athletic Policies and Procedures in this Handbook and hereby consent/give consent for the student-athlete, to try out for and to participate in athletics at PCS.

I understand that I/the student-athlete must comply with the provisions of the Handbook and other rules of conduct established by Perspectives Charter Schools while participating in these activities.

I understand the student-athlete be subject to Constitution and By-Laws of both the Chicago Public High Schools Athletic Association and the Illinois High School Association (IHSA).

I have read and understand Perspectives Charter Schools Concussion Protocol.

I have been provided information regarding concussions and the IHSA Performance-Enhancing Testing Policy and provide consent for the student-athlete to be tested in accordance with the procedures outlined in the IHSA Performance-Enhancing Testing Policy.

In the event of my child's illness or injury, I hereby authorize District school personnel to provide emergency first aid and, if necessary, to take my child to the nearest hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.

[Optional: I understand and agree that the student-athlete must be covered by student accident insurance in order to participate in any IHSA sanctioned athletics at Perspectives Charter Schools.

List insurance company and address:

Waiver and Release of All Claims

As a Perspectives student-athlete, and/or the parent/guardian of a student-athlete, I recognize and acknowledge that there are certain risks of injury while participating in athletic activities, including physical injury, allergic reaction, property damage, loss, and/or death. As the student-athlete, and/or parent/guardian of the student-athlete, I voluntarily agree to assume the full risk of any and all injuries, damages or loss, regardless of severity, that I, as the student-athlete, my minor child/ward, or I, as the parent/guardian, may sustain as a result of said participation. I further agree to waive and relinquish any and all causes of action, liabilities, claims, demands, damages, or injuries, and costs and expenses, including attorneys' fees, that I as the student-athlete, my minor child/ward, or I, as the parent/guardian, may have (or accrue to me or my child/ward), arising out of, in connection with, or in any manner related to the student-athlete's participation in these activities against Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees.

I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Print Name of Student(s)

Signature of Student(s)

Date

Print Name of Parent/Guardian

Signature of Parent/Guardian

Date

Student Campus:

- Perspectives Rodney D. Joslin
- Perspectives Math and Science Academy
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy

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