



We live
a Disciplined Life.®



Perspectives

Perspectives Rodney D. Joslin Campus

Principal: Dorianne Canada-Pendleton

Address: 1930 S. Archer Chicago, IL 60616

Phone: (312) 225-7400

Fax: (312) 225-7411

School Bell Schedule: 8:00am-3:20pm, Monday-Thursday; 8:00am-1:30pm, Friday

Perspectives Middle Academy

Principal: Jasmine Morales

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6300

Fax: (773) 358-6399

School Bell Schedule: 8:00am-3:20pm, Monday-Thursday; 8:00am-1:30pm, Friday

Perspectives Leadership Academy & High School of Technology

Vice President of School - Perspectives Leadership Academy / Perspectives High School of Technology: Eron Powell

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6100

Fax: (773) 358-6199

School Bell Schedule: 8:00am-3:20pm, Monday-Thursday; 8:00am-1:30pm, Friday

Perspectives/IIT Math & Science Academy

Vice President of School - Perspectives Math and Science Academy TyNeisha Banks

Address: 3663 S. Wabash Chicago, IL 60653

Phone: (773) 358-6800

Fax: (773) 358-6055

School Bell Schedule: 8:00am-3:20pm, Monday-Thursday; 8:00am-1:30pm, Friday

Support Hub of Perspectives (SHOP)

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

Phone: (312) 604-2200

Fax: (312) 604-2199

Business Hours: 9:00am – 4:00pm

Please note that all after-school activities, including but not limited to clubs, athletics, and detention, take place outside of the school bell schedule. Each campus sets its individual after-school schedule. Please consult with your student's campus principal for after-school schedules.

PERSPECTIVES Handbook 2022-2023

Scope of Handbook

The policies and procedures outlined in this handbook apply to our work together. Please note these policies and procedures apply during school hours and at any off-site, **Perspectives**-sponsored event, including but not limited to events that affect the mission and/or operation of **Perspectives**.

Handbook Addendums + Waivers

From time to time, **Perspectives** will have addendums to our handbook or waivers for specific situations. Those documents can be found on our website: www.pcsedu.org.

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Our Mission

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

The A Disciplined Life® Education Model

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**.

Academic Rigor

We create a culture where learning is organic. Our curriculum is designed for our students to deeply engage with their coursework and where teachers create a space of collaboration and support. Our students think critically and are inquisitive about their learning, and are intentional in seeking wisdom from their teachers and peers for complete understanding of a topic.

A Disciplined Life and Social-Emotional Learning

A Disciplined Life® is a culture we create through our set of 26 principles and social-emotional learning curriculum. Our 26 principles guide our actions, building a community of trust, curiosity and achievement that develop positive self-perception, healthy relationships, and the tools for productivity.

Experiential Opportunities

Students gain exposure and cultivate agency through field studies, career shadowing, and community action initiatives. **Perspectives** is also proud to offer after school enrichment and athletic programs, and enhances learning opportunities for our students through our partnerships with the local business community and service programs.

Our after school enrichment programs provide opportunities for students to extend their learning beyond regular school hours. Each campus determines the after school programs that best support its curriculum during the school year.

The athletic program focuses on building character while fostering competitive excellence. At **Perspectives**, 700 student-athletes participate on 55 teams in sports that include baseball, basketball, boy’s soccer, girl’s soccer, cheerleading, football, softball, wrestling, and track and girls volleyball. In just a few short years the athletic program has produced multiple Chicago

Public League conference championships, numerous Chicago Public League city championship appearances, and many Illinois High School Association regional and sectional championships. Research shows that **Perspectives** student-athletes have higher attendance rates, better academic performance, and more engagement in their learning.

Our Graduate Aims

Within our education model lies our Graduate Aims, where our 26 Principles of A Disciplined Life are rooted. Throughout a child's time at **Perspectives**, we strive to develop these aims within our scholars.

1. Life Long Learner: I enjoy seeking wisdom and taking initiative to master new skills, topics, and knowledge.
2. Conscious Contributor: I love who I am and challenge others intellectually by taking action to make my community and world a more equitable place.
3. Effective Communicator: I understand my own emotions, skills, passions, abilities, biases, and their impact on others. I use this understanding to communicate clearly, listen actively, respect the differences of others, and solve conflicts peacefully.
4. Critical Thinker: I am self-reflective and open-minded and can think critically and be inquisitive to solve a problem, make a choice, or learn something new by considering multiple Perspectives and recognizing potential biases.
5. Growth Mindset: I have an understanding that intelligence can be developed and one can get smarter with hard work and practice.

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

www.pcsedu.org

 **Perspectives**

Our Commitment to Equity and Guiding Principles

Our Commitment to Equity

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

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

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

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

Guiding Principle #4: We will engage families as partners in supporting their students. We know that family engagement and partnership is essential to home as campus, and research testifies that family engagement improves student achievement. Students with engaged families

perform strong academically and socially and are more likely to continue their education beyond high school.

Perspectives Staff-Student-Parent/Guardian Agreement

In the spirit of our ADL principle “communicate effectively”, **Perspectives** uses a staff-student-parent/guardian agreement to outline criteria for a successful partnership. Each family at **Perspectives** is expected to sign the **Perspectives** Staff-Student-Parent/Guardian Agreement and Handbook Acknowledgment electronically or on paper, setting forth the parent/guardian 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.

Staff-Student-Parent/Guardian Agreement 2022-2023

Staff Agreement

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 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 clearly and openly with students and families.
- I will communicate effectively with scholars respectfully and positively
- I will provide scholars and parents/guardians with consistent and fair feedback and update grades weekly in PowerSchool and give parents/guardians attempted notification before F's are finalized.
- I will create relevant, rigorous, differentiated and interactive learning experiences that prepare scholars to be college ready.
- I will maintain confidentiality of students and parents/guardians within legal parameters.

Student Agreement

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 life-long 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 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 warmly and respectfully and welcome them to our community.
- I will take responsibility for all of my. I will live by the guidelines set forth in this handbook and our Character Support Code.

Family Agreement

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

- I will live and lead the 26 principles of A Disciplined Life®.
- I am a peacemaker and will teach my student(s) how to solve conflicts peacefully.
- I will review my child's homework each night and log into electronic platforms (for example, Schoology and PowerSchool) to monitor my child's 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 commit to engagement by attending parent/guardians meetings and parent/guardian-teacher conferences
- I understand that **Perspectives** field studies and extended trips are strongly encouraged as they are educational and promote academic success.
- 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 office
- I will ask for assistance with my child/scholar/student when needed

Print Name of Student

Signature of Student

Date

Print Name of Parent/Guardian

Signature of Parent/Guardian

Date

Print Name of Staff

Signature of Staff

Date

Perspectives Attendance Policy

All students must attend school each day. Perspectives continually monitors student attendance to determine what systems of support are needed for students and to encourage the habit of

daily attendance to promote success. If a student is going to be late or absent, the parent/guardian should call the school or email a school administrator before 8:00 a.m. to let the school office know of their student's tardiness or absence. Families are required to provide at least two telephone numbers at which parents/guardians may be reached by the school regarding absence notification.

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
- court appearances

This list shall include such other situations beyond the control of the student as determined by the school administration

Students eligible to vote in a general, special, or primary election may be absent for up to two hours for the purpose of voting. The student must inform the school of their impending absence.

Perspectives reserves the right to designate specific hours for approved student voting activities, pursuant to State law.

If a parent/guardian does not call or email or otherwise contact the school office with a verbal or written explanation for the absence within 72 hours, the absence will be considered unexcused. Please note that school administrators reserve the right to determine whether a tardy or absence will be excused and will use the bullet points above to guide their determination.

Please note that while students may make up assignments during the term of their absence, a Chronic or Habitual Truant is a school-age child who is absent without valid causes for 5% out of 180 consecutive days impact a 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. If the student is absent because of an underlying medical condition a home/hospital plan will be developed.

A student is Chronic or Habitual Truant if the student is absent without valid causes for 5% out of 180 consecutive days. 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 ensure continuity of learning, and to reduce the number of classroom disruptions.

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 their doctor
- Inclement weather, which would be dangerous to the life or health of the student
- Religious observance
- Other illness or medical reason
- Emergency conditions, as determined by the school administration.

School administrators reserve the right to determine whether a tardy will be excused or unexcused. If our student struggles to arrive at school on time, or to school at all, please notify a school administrator and/or school social workers supportive services may be appropriate and available.

Tardy to Class

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

- Students meeting with school staff
- Administrative reasons
- Students tardy to school

In each case students should arrive to class with a pass from staff or from the main office.

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, and sporting events. Students 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 athletic activities. 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/guardians should ensure that their student is in school and on time. **Perspectives Charter Schools** considers a student chronically or habitually truant "if the student is absent without valid cause from school for five (5) percent 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/guardian understands and supports will be implemented to facilitate compliance with the expectations detailed in the **Perspectives Charter Schools Staff-Student-Parent/Guardian Agreement**.

Ten (10) Unexcused Absences

A parent/guardian meeting will be held with the school leaders, the student's teachers, the parent/guardian, and the student in question and any additional support service options will be considered. The school will mail out a ten-day absentee letter to the student's parent/guardian. A student is considered chronically truant when supportive services, including those listed above, as well as preventative, diagnostic, intervention, and remedial services, alternative programs and other school and community resources, have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

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/guardians

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 on the student's emergency contact form. Authorized adults will be allowed to confirm, sign out, and pick up students from the school's main office.

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/guardians, or emergency contact present.

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

All parents/guardians and authorized and emergency contacts pick 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 **Perspectives** takes 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.

Inclement Weather

If weather is extreme, please check local news or radio stations for **Perspectives** Charter Schools closings. The staff at Support Hub of **Perspectives** (SHOP), respective school principal and/or office manager will also contact parents/guardians through SchoolReach, notifying parents/guardians of school closings.

Medication Policy

The administration of medication to students during regular school hours and during school-related activities should be discouraged unless absolutely necessary for the critical health and well-being of the student. When medication during school hours is necessary, certain documentation is required to be provided to **Perspectives** staff (e.g., school principal, assistant principal, dedicated care aid) and the school appointed nurse, where applicable. Students may not be in possession of medication (prescription or over the counter) without the appropriate documentation, on file with the main office or School Nurse.. Students may self-carry and self-administer certain medication with additional documentation.

Required Documentation for Medication

- A signed authorization and waiver 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/guardian 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 permission from the parent/guardian for and written authorization from the student's healthcare provider, in addition to the information noted above. The school will also develop an emergency action plan, in the event the student is unable to self-administer the medication due to an emergency.
- For any self-administered medication, the parent/guardian must sign and return an acknowledgement that they indemnify and hold harmless the school and its employees, from any claims, except those arising from willful and wanton conduct, that arise from the student's self-administration of medication.
- For self-carry medications, a written doctor's note explaining how and when the student will self-carry and self-administer.
- For diabetes management, a diabetes care plan must be submitted to the school, including an authorization, release and acknowledgement form, as well as information from the treating physician regarding guidelines for insulin dosing.
- For students with a seizure disorder, a seizure action plan signed by the parent/guardian must be submitted to the school, including an authorization, release, and acknowledgement form.
- Non-prescription medications must be supplied in the original container and must be accompanied by written consent from parent/guardian.

All medications, including Inhalers, epinephrine auto-injectors, nebulizers, prescription medications, and non-prescription medications must be marked with the student's name.

Medication turned in without the required documentation will be locked up in the school's main office will not be dispensed to the student and parent/guardian will be requested to pick up the

unmarked medication as it will not be returned to the student. Students with an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, a 504 plan or an IEP may self-carry medication at all times, per the requirements of that plan, as long as the above required documents are on file in the student's medical folder.

Perspectives may obtain and administer an undesignated epinephrine injector to any person that the school nurse or trained personnel in good faith believes is having an anaphylactic reaction, an opioid antagonist to any person that the school nurse or trained personnel in good faith believes is having an opioid overdose and an/or undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress.

The parents or guardians of the pupil must sign a statement acknowledging that the school district, public school, charter school, or nonpublic school and its employees and agents are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epinephrine injector, or an opioid antagonist

Perspectives and all of its campuses, employees and agents are 1) exempt from liability or professional discipline, conduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist and 2) parents or guardians must indemnify and hold harmless **Perspectives** and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of asthma medication, an epinephrine injector, or an opioid antagonist regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's physician, physician assistant, or advanced practice registered nurse. 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 of the current school year in accordance with publicized timelines. 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 record prior to starting school. Per Illinois law, any child entering the 12th grade shall show proof of having received two doses of meningococcal conjugate vaccine prior to entering the 12th grade.

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.

Parents/guardians interested in receiving information about influenza/influenza vaccinations and meningococcal disease/vaccinations developed, approved, or provided by the Illinois Department of Public Health should contact the main office.

Dental and Vision Requirements

Illinois law requires that all students in sixth and ninth grade have a dental examination and present proof of such examination by May 15th each year. The dental examination must have taken place within 18 months prior to May 15 of the school year. A waiver of this requirement is available to students who show an undue burden or lack of access to a dentist. Please contact your school Principal for information on accessing the Illinois Department of Public Health waiver form. 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.

Conferences and Report Card Pick-Up

Perspectives Charter Schools will have three (3) Parent/Guardians/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/guardians, 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 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/guardians in the development of car pool plans; and/or working with students and their parents/guardians 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/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/guardians with forms for requesting a school bus stop location change. Parents/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/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/guardians 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/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/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/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 Supervisor of the Staff member must provide a photocopy of the driver's license and insurance documentation and provide it to Human Resources.

Rideshare Services

Rideshare services fall outside the allowable transportation options as designated by the State of Illinois and use of ride share services is not endorsed by **Perspectives**.

Enrollment, Registration, and Transfers

Lottery

Perspectives accepts scholars on a nondiscriminatory basis. If there are more eligible applicants for enrollment than there are spaces available, successful applicants shall be selected by a public lottery for all grades other than 9th grade and thereafter off a waitlist. The lottery will occur on a predetermined date in February, or otherwise allowed by law.

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

Perspectives shall give, priority to siblings of students enrolled in **Perspectives** and to students who were enrolled in **Perspectives** the previous school year, unless expelled for cause.

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 year's grade. The 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 the 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

In accordance with state law, parents/guardians must provide a certified copy of their student's birth certificate upon enrollment.

Intent To Return

Once a student enrolls in **Perspectives** Charter Schools, he or she is guaranteed a space for the following subject to residency requirements. 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/guardians will need to register their students for the 2022-2023 school year during the spring and summer months. Parents/guardians will be able to begin registration online in the spring and finalize registration at their designated campus prior to the 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 complete the following steps:

- Provide acceptance letter from the school to which the child will be transferring;
- Provide 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
- Sign 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 official transcript pending payment of outstanding fees. An unofficial transcript will be provided. 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 and if space is available. **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 2022-2023 Annual Lottery, held in February each year. This year's lottery date was scheduled for Friday, February 12, 2022. 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 2022-2023 Annual Lottery will be placed on a 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 are based on space availability. .

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 maximize student engagement using our electronics device policy as outlined below. 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, during field studies and internships, during detentions or in school suspensions, 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.

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 and electronic devices only in locked lockers, on school grounds.

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.

It is strongly recommended students DO NOT bring any valuable, portable electronic devices to school including, but limited to iPods, tablets, laptops, digital cameras, Apple watches or hand-held games. **Perspectives** is not responsible for the theft or loss of any personal property, including but not limited to cell phones or any other personal electronic devices brought into the

school. **Perspectives** is not liable for damage to any cell phone or electronic device. School officials are not responsible for searching, reviewing camera footage, investigating, or interrupting class, to recover any lost or stolen personal property.

The use of camera phones and digital cameras is strictly prohibited in all 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.

Please refer to Character Support code regarding violations of the Electronic Use Policy.

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

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

For students at our **Perspectives** Leadership Campus, parents/guardians 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/guardians 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/>.

Perspectives uniform requirements are as follows:

- Uniform shirt tucked in
- Khaki or black dress pants or khaki knee-length skirt
- Plain belt of any color
- **Perspectives** outerwear without hoods may be worn in addition to the **Perspectives** uniform shirt. This could include athletics jackets/sweatshirts or other non-hooded **Perspectives** attire.
- Students may wear **Perspectives** T-shirts or spirit gear when specified by the school principal or assistant principal

- 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. **Perspectives** does not allow hats or bonnets.

If the student is in school without the proper uniform he or she may receive a consequence, as defined by the character support code. Schools may have additional requirements around handbags/bags/purses.

Out of Uniform Days

At times, students may dress down or are required to abide by a specific dress code for special events. Students will receive their schools 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 stated otherwise by school administrators, uniforms are to be worn on field studies.

Student ID Cards

Student ID cards are part of the students' uniform and must be worn at all times when students are in the building or at events representing **Perspectives**. If a student forgets 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 Enrichment Fees for the 2022-2023 School Year

The Student Enrichment Fee for each grade level at **Perspectives** is \$265 per student. This fee covers, but is not limited to, the items and events listed below

- annual fees
- field studies
- out-of-area trips
- college tours
- select after-school programs
- 8th and 12th grade graduation and luncheon tickets for the student
- first school ID
- First 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. These are at an additional cost.

Breakfast and lunch are free for all.

Student enrichment fees must be paid or settlement arrangements must be 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. Families who are encountering hardship related to the payment of enrichment fees should contact Sonia Cantres scantres@pcsedu.org regarding payment plan options and fee waivers.

Refunds or partial adjustments are not given if the student does not participate in their grade-specific activities for any reason, or if the student enrolls in another non-**Perspectives** school for any reason during the school year. 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/guardian 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 field studies each year.

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. 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/guardians 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.

EDUCATIONAL TECHNOLOGY

Technology

Perspectives has a technology-rich curriculum in which students use computer labs or mobile computing devices for math and literacy instruction. This instruction 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

Technology Replacement Fees

Per the Acceptable Use of Electronics Agreement found at the end 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: \$75
- Replacement Keyboard: \$35
- Replacement Hinge Cover: \$25

Replacement Power Adapter: \$35

Costs of repairs or replacement may vary over time.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

In general, schools may not request or require a student to provide a password or other related account information to gain access to the student's account or profile on a social networking website. However, state law requires **Perspectives** to notify students and their parents/guardians that the school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's social medial account that violates a school disciplinary rule or policy. As part of the school's investigation, a student may be required to share the content that is reported in order to make a factual determination.

PowerSchool

Log In to PowerSchool Parent/Guardian Portal

Before you can log in to PowerSchool Parent/Guardian Portal, you will need your school's PowerSchool Parent/Guardian 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/Guardian Portal using the following URL:
<https://ps.pcsedu.org/public>

How to Login to PowerSchool Parent/Guardian Portal

1. Open your Web browser to your school's PowerSchool Parent/Guardian 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/Guardian Portal start page will appear.

PowerSchool Parent/Guardian Portal Start Page

When you log in to the PowerSchool Parent/Guardian Portal, the start page will appear. This page serves as the central point from which you begin your PowerSchool Parent/Guardian Portal session. The PowerSchool Parent/Guardian 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/Guardian 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/Guardian Portal
[Main Menu]	Contains links to PowerSchool Parent/Guardian 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/Guardian 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.

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 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

- GPA Weights: An unweighted GPA is scored on a 4.0 scale. An unweighted GPA does not consider your classes' difficulty when assigning grades. Weighted GPA is scored on a 5.0 scale. The weighted GPA is calculated after adding extra points for honors, Advanced Placement, Dual Enrollment, Dual Credit, Genesys Works or Chicago Builds courses. In this case the GPA can exceed 4.0.
- 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. It must be turned in no later than the last day of each quarter.

Absent Work: Students have the opportunity to complete work missed due to absences, either excused or unexcused. Teachers and students should make every effort to provide/complete/grade makeup work. The amount of time for the completion will be at the discretion of the school and should weigh in the favor of the student.

F Reports for Diverse Learners: At **Perspectives** Charter Schools, teachers are required to formally document all modifications and accommodations given, communication dates to

parents/guardians, and rationalization for 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	50%	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

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®.

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 or higher 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. National Honor Society may not be available at all campuses.

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, including civics, and A Disciplined Life® class to graduate from the 8th grade. Additionally, students will be given the opportunity to take and pass the US Constitution Assessment/Project/Performance Task (a state HS graduation requirement). While passing this assessment will not be a requirement for promotion to 9th grade, it is strongly encouraged in order to be best prepared for high school and high school graduation

High School

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

Notes:

- English I-IV and/or English Literature I-IV are credit bearing courses towards PCS graduation requirements. English Composition I-IV are considered writing-intensive electives.
- Beginning SY2223, with graduating class SY26, students must have a Computers Applications elective as one of their 8.

High School Credit Graduation Requirements by Grade Level :

Grade	Credits Required: On Track to Graduation	Minimum Credits Required for Promotion
9th	8 credits	6 credits
10th	16 credits	14 credits
11th	24 credits	22 credits
12th	30 credits	30 credits

High School Course + Credit Sequence

Perspectives Charter School Course + Credit Sequence					
	Level 1/9th Grade 8 Credits Minimum	Level 2/10th Grade 16 Credits Minimum	Level 3/11th Grade 23 Credits Minimum	Level 4/12th Grade 30 Credits Minimum	Level +*,**
English Language Arts* <i>English Credit Bearing: Eng I-IV, Eng Lit I-IV</i>	English I English Literature I English Composition I [^]	English II English Literature II English Composition II [^]	English III English Literature III English Composition III [^]	English IV English Literature IV English Composition IV [^]	AP Literature and Composition AP Language and Composition
Math	Algebra I	Geometry	Algebra II Trigonometry	Pre-Calculus Statistics and Probability Algebra III	Calculus AP Calculus
Life and Physical Science*	Physics Biology	Chemistry	Biology Physics	Environmental Science	AP Environmental Science AP Biology AP Physics
Social Science and History	World History	US History/ Civics	Civics	n/a	AP US History
Foreign Language	Spanish I and Spanish II: Students may take these courses at any point during their High School career--offerings vary by campus.				AP Spanish Language
ADL	ADL I	ADL II	ADL III	ADL IV	N/a
Electives*, ** <i>SY2223: Must Include Computer Applications</i>	Electives	Electives	Electives	Electives	Electives
Extracurricular**	<i>Students are required to complete 2 prior to graduation.</i>	<i>Students are required to complete 2 prior to graduation.</i>	<i>Students are required to complete 2 prior to graduation.</i>	<i>Students are required to complete 2 prior to graduation.</i>	<i>Students are required to complete 2 prior to graduation.</i>
Note: Course sequence varies by campus; this document serves as a general rule but students may experience varying sequences. *: Course selection varies by campus. **: Not a core course ^: Credit bearing as (writing intensive) elective, not for ELA credit.					

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.

Verification Form: <https://forms.gle/JrRqAmTFwogXXRgm9>

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.

Senior Events and Milestones

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

- Passing all core classes
- Completion of all projects
- No more than 18 days of unexcused absences in an academic school year
- 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. may be asked to appeal for their events.

Academic Integrity

Academic integrity is important at **Perspectives**. . Students who do not adhere to academic integrity and engage in behaviors such as copying 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 may be subject to consequences from our Character Support Code.

Character Support: Code of Conduct

Our Approach to School Culture:

Our approach to culture 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 every child is safe physically, emotionally, mentally, and intellectually. Every child has the chance to learn without needless disruptions. Our philosophy is holistic, and inclusive of multiple, diverse Perspectives. We use a restorative practice approach emphasizing relationships and community.

Using restorative practices, whether through conversation or action, is always imperative in shaping our students' social-emotional development. Restorative practices help our students to understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently to situations in the future.

Through the use of restorative practices we:

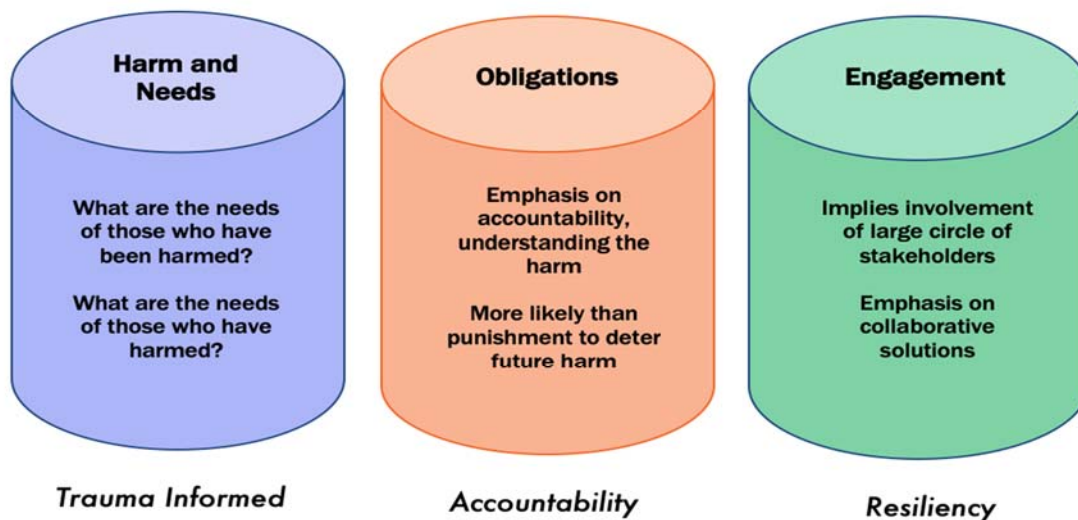
- solve conflicts peacefully
- continue to build community
- explore the needs of all community members
- take responsibility for our actions
- communicate effectively (build common vocabulary)
- respect each other's differences
- exemplify equity
- repair any harm done
- restore relationships

The Restorative Practice Principles we strive to uphold include:

1. We acknowledge that relationships are central to building a school community.
2. We focus on harm and repair rather than rules broken.

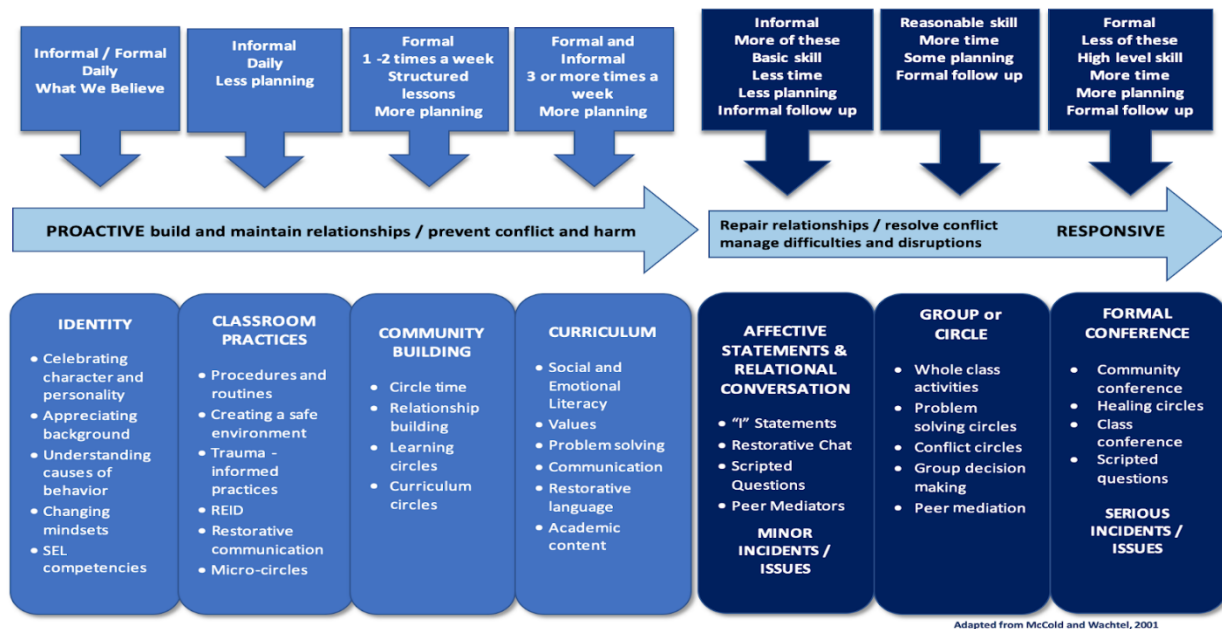
3. We honor choice and voice, and do not require participation in the process without first receiving consent.
4. We give voice to the person that has been harmed, as well as the harm-doer, honoring that all Perspectives are critically important to repairing harm.
5. We address obligations of the harm-doer resulting from those harms, as well as the community's obligations to both those who cause harm and those who are harmed.
6. We use inclusive, collaborative processes for problem solving.
7. We involve all individuals who have a legitimate stake in a given situation and empower change and growth for all--students, staff, and parents/guardians.
8. We seek to put right the wrongs that have been done, so that all those who experience harm feel safe and valued, and those who cause harm feel connected and supported by the school community.

Three Pillars of Restorative Justice



Lindsay Jean Baker (2020), Adapted from Howard Zehr (2015)

At Perspectives we are committed to providing 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 a positive school climate.



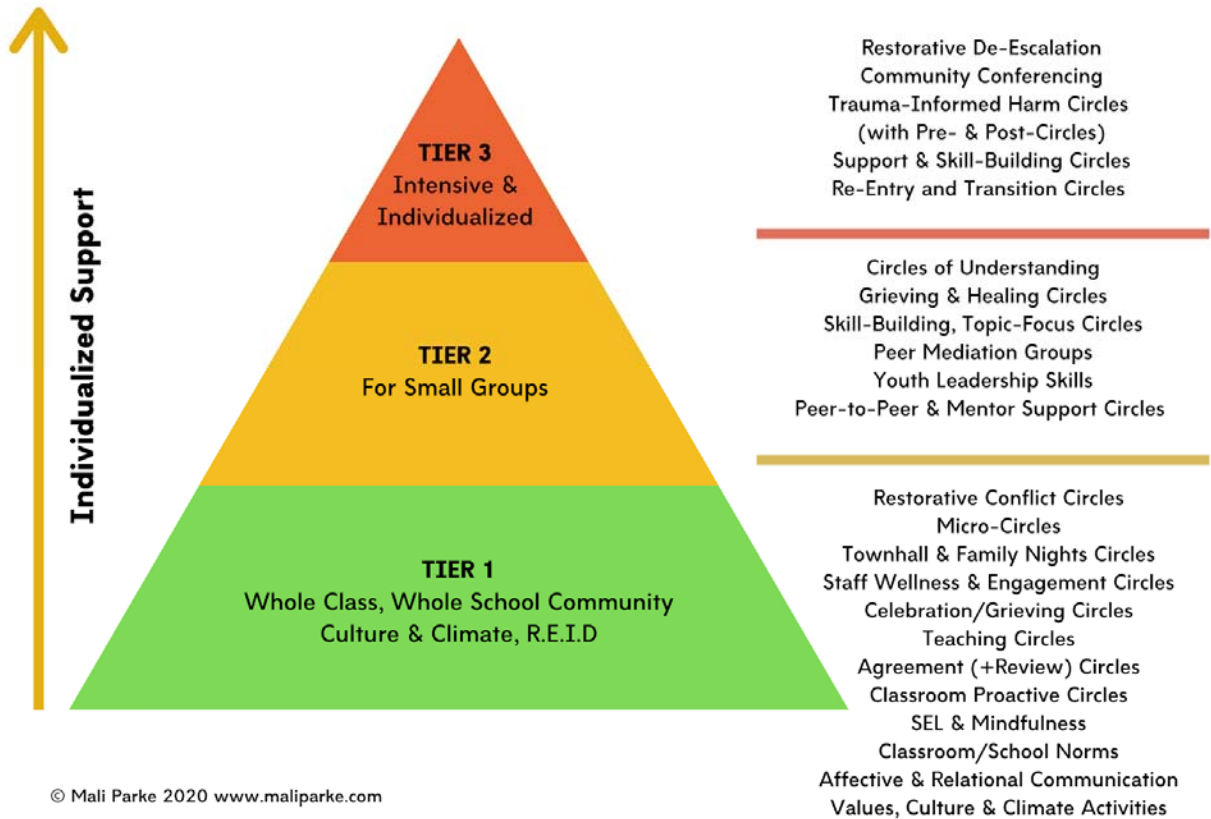
The following pages outline interventions, supports, and when necessary, the consequences of negative behaviors by Perspectives students, concluding with the additional procedures applicable to students with disabilities. Notwithstanding the chart outlined below, PCS reserves the right to impose other 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.

Interventions + Supports:

At Perspectives, we believe in teaching the whole child, with an emphasis on social emotional learning. Our 26 principles of A Disciplined Life® guide our actions and performance while building a culture of trust, curiosity and achievement to create caring, ethical leaders. To best support our students, we embed interventions in our SEL Multi-tiered Systems of Supports. Our goal is to provide support to promote positive behavior change because we want every child to succeed. A major component of our ADL framework is to use the restorative justice practices to create a more equitable and respectful alternative for dealing with disciplinary infractions, it is also a proactive strategy to create a culture of connectivity where all members of the school community feels valued and successful.

Apart of our ADL framework emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to the relationship as much as possible. Universal supports we provide to students may include restorative mindsets/language, community building circles, norm-setting, check ins + relationship builders, self-awareness, empathetic listening, and SEL skill building.

MTSS RESTORATIVE PRACTICES CONTINUUM



Targeted supports may include talking circles, restorative chats, restorative conversations, and SEL groups/circles.

Intensive supports may include peace circles, healing circles, restorative mediation or reconnection interventions.

This list of interventions is not exhaustive and may include other universal, targeted, or intensive interventions on a school by school basis, including Heart to Hearts, Roundtables, Check-in Check-out, Commitments, Parent/Guardian meetings, Mentors, reflections, or social work sessions. All students participate in community building circles that provide opportunities for relationship building.

Behavioral Descriptions & Responses

SOLVING CONFLICTS PEACEFULLY

The chart below outlines tiers of behaviors and corresponding interventions or consequences that may occur in response to those behaviors. To the extent possible and practical, **Perspectives** will attempt to engage both staff and students in restorative practices to repair harm before engaging in exclusionary discipline measures.

Group 1	
Inappropriate Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none">• Uniform non-compliance• Repeated defiance• Disruptive or unsafe hallway behavior• Disrupting learning• Failing to attend class without a valid excuse• Tardy to school/class• Food/beverages outside of approved areas• Loitering in authorized spaces• Misuse of Perspectives network (Technology)• Unauthorized use of electronic devices• Disruptive behavior on a Field Study/while representing PCS	<p>Staff will attempt to use redirection strategies prior to our restorative justice framework and before engaging in additional interventions and consequences that may include:</p> <ul style="list-style-type: none">• Teacher-issued least invasive interventions, including demerits• Referral to social worker/dean• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.• Loss of privileges• Detention• Parent/guardian meeting/phone call• Behavior contract
Group 2	

Disruptive Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> Leaving the school building without permission Flagrant disregard for instructions/redirection Obscene or profane behavior Failure to provide proper identification Interference with school operations Misuse of technology via unauthorized posting or dissemination of student/staff information/images Selling/mass distribution of food or other products 	<p>Staff will attempt to use our restorative justice framework before engaging in additional interventions and consequences that may include:</p> <ul style="list-style-type: none"> Teacher issued least invasive interventions, including demerits Referral to social worker/dean Restorative practices (including but not limited to) conversation, peer mediation, community service, etc. Loss of privileges Detention Parent/guardian meeting/phone call Behavior contract In-school suspension

Group 3	
Significantly Disruptive Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> Engaging in physical altercations Bullying/intimidation/cyber-bullying Violence/threatening staff or students Destruction of PCS property Gang promotion Theft under \$500 	<p>Staff will attempt to use our restorative justice framework before engaging in additional interventions and consequences that may include:</p> <ul style="list-style-type: none"> Referral to social worker/dean Restorative practices (including but not limited to) conversation, peer mediation, community service, etc. Loss of privileges Detention Parent/guardian meeting/phone call Behavior contract In-school suspension (ISS) Out-of-school suspension (1-4 days)

Group 4	
Gross Misconduct	Examples of Interventions and Consequences
<ul style="list-style-type: none"> • Possessions of drugs or weapons (including look alike weapons) in/on/to/from/representing PCS • Gambling in/to/from/representing PCS • Mob action • Sexual acts • Robbery/Theft over \$500 • Criminal bodily injury/attempted criminal bodily injury • Arson • Misuse of technology that results in the inoperability of the PCS Network 	<p>Staff will attempt to use our restorative justice framework before engaging in additional interventions and consequences that may include:</p> <ul style="list-style-type: none"> • Referral to social worker/dean • Restorative practices (including but not limited to) conversation, peer mediation, community service, etc. • Loss of privilege • Detention • Parent/guardian meeting/phone call • Behavior contract • In-school suspension (ISS) • Out-of-school suspension • Other consequences as appropriate • Expulsion

Perspectives reserves the right to implement interventions or consequences for any behavior not otherwise listed in Groups 1 through 4 of this SCC that seriously disrupts the educational process.

Second or more documented violations of a Group 1 or 2 behavior will result in a transitioning to Group 3 interventions or consequences.

Level

Drugs or Alcohol on School Grounds:

A student under the influence of drugs or alcohol; in possession of legal or illegal drugs, alcohol or look-alike substances; acting with intent to distribute drugs, alcohol or look-alike substances; or distributing drugs, alcohol or look-alike substances on school grounds may be provided an intervention or suspended, depending on the specifics of the situation. Upon return to school, the student may be referred for 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.

Detention

Students may be required to serve detention during non-instructional times. The goal of detention is to provide a space for students engage in restorative practices and reflect on their impact. Detention may vary based on the circumstances of the behavior. Please contact your school administration for further details and hours for detentions.

Students who have not served all detentions prior to the end of the semester may be required to engage in a restorative service project in order to earn credit for their A Disciplined Life class.

Exclusionary Discipline

IN SCHOOL SUSPENSION

There may be times when a student is removed from their regular educational programming for more than 60 minutes of the school day to an alternative supervised setting inside of the school building, in accordance with the Behaviors and Consequences chart outlined above. While in this setting, the student will engage in skill building practices to repair harm done to self and community. During an In School Suspension, students will be given a chance to self-reflect, and may engage in restorative conversations. Students will be provided time to complete their work and will receive social emotional support as needed. Students with disabilities will receive the supports and services as outlined in their 504 or IEP.

OUT OF SCHOOL SUSPENSION

An out of school suspension may be used if a student demonstrates gross disobedience or substantially disruptive behavior that results in the student's presence at school posing a continuing danger to persons or property or an ongoing threat of disruption to the educational process. Suspensions will be limited to the greatest extent practicable, will be determined on a case-by-case basis, and administered in compliance with Illinois School Code. When the

school determines that a suspension is the most appropriate consequence, parents/guardians will be notified immediately of the suspension decision in person, through a phone call, or via email. Parents/guardians have the right to review or appeal a suspension.

During a suspension, students will be provided an opportunity to make up any work missed for equivalent academic credit. Parents/Guardians must honor suspensions and ensure that their student does not come to school or be present on school grounds while serving an out-of-school suspension. This includes participation in athletics and extracurricular activities. After the term of a suspension, as part of the student's re-engagement after a suspension, the parent/guardian will be requested to accompany the student 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-engagement plan back to school depending on the length of the time the student is excluded from school. Further information regarding re-engagement is detailed below.

Determining Suspension Eligibility

When determining whether or not a suspension is the most appropriate consequence, **Perspectives** staff will consider the following:

1. Is the offense eligible for suspension according to the PCS Student Code of Conduct?
2. Can the behavior be handled through in-school interventions and consequences?
3. Would the student's continuing presence in school cause a threat to school safety or a disruption to other students' learning opportunities?
 - a. Short term suspensions (3 days or less) are only allowed if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities
 - b. Long term suspensions (4 or more days) are only allowed if the students continuing presence in school would:
 - i. Pose a threat to the safety of other students, staff, or members of school community OR
 - ii. Substantially disrupt, impede, or interfere with the operations of the school.
4. Has the school exhausted other alternatives to suspension through interventions?
5. Has the student previously violated the school code?
 - a. A suspension of more than three days cannot be imposed for a first-time offense without first implementing other behavioral interventions unless there is an emergency circumstance involving school safety.
6. Is suspension appropriate given the student's grade?
7. Has the school considered whether the student has a disability and whether the behavior in question is a result of the student's disability or the school's failure to implement a 504 or IEP?

As a part of the suspension eligibility process, the student will be involved and given the opportunity to tell their side of the story. When the school has determined that a suspension is the most appropriate consequence, the student and parent will be notified immediately the behavior and recommendation for suspension. The student will have the opportunity to respond to the recommendation for suspension. In the event that the student's continued presence at school poses an ongoing danger or threat of disruption, the conference regarding the suspension decision will be held as soon as practicable.

The parent and student will receive a written notice of the suspension, including: a description of the student's misconduct; notice of the right to a review of the suspension; rationale for the length of the suspension; and opportunities to make up missed work.

Upon request, parents/guardians are entitled to a review of the suspension and will be provided with information regarding this right.

Upon a parent/guardian 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/guardians. To review or appeal a suspension, the parent/guardian 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/guardian of the determination. Any appeals received on or after the third school day of the determination will not be honored.

Reengagement Meetings

Re-engagement meetings occur after a student has served their suspension. In these meetings, the student and parent/guardian will conference with a school administrator or designated student support team member to ensure post-suspension success. During these meetings, school staff will work together with the student and their parent/guardian to ensure the student has all necessary support at school to prevent future school exclusions, and, if deemed necessary, develop a re-engagement plan.

The overall purpose of a re-engagement plan is to: ensure student safety, ensure that the behavior in question is not repeated, ensure access to education for the student, rebuild the connection between the parent, scholar, school, staff, and other students; and provide additional academic and social support for the scholar when necessary.

Perspectives strives to create reengagement plans that are culturally sensitive and culturally responsive, which means to consider the students background, traditions, strengths, and needs. The plan will also include steps to support the student's continued academic progress and keep the student on track to graduate. Plans are tailored to the individual circumstances of the student and take into account the incident that led to the suspension while helping the student to identify and take steps to remedy the situation caused by the student's behavior.

Support in the plan may include consideration of restorative actions and/or supportive interventions including academic and behavioral support services. For students who have been suspended for four or more days cumulatively or consecutively, re-engagement plans will include check-ins with a designated staff member. During these checkins the designated staff member will review weekly progress reports with the student and their parent/guardian to see if the student is having difficulty readjusting socially or academically. The term of the check in meetings will vary on a case by case basis based on individual student needs.

Duration of Suspension

Determining the length of a suspension will take place on a case by case basis after consideration of the questions outlined above, under Determining Suspension Eligibility. Below is a further breakdown of suspension length criteria.

Suspension Length	Criteria
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/guardian's right to review the suspension decision. Students are not allowed to attend school-sponsored events while on suspension.
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/guardian's right to review the suspension decision. Students are no
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/guardian's right to review the suspension decision. Students are not allowed to attend school-sponsored events while on suspension

Students suspended four days or longer will be provided with appropriate and available support services during the period of suspension, as determined by **Perspectives**. All suspended students will have the opportunity to makeup classwork.

Suspensions of 5-10 Days

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;
- 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;
- Involvement in gang activity;
- Sexual violence;
- Use, possession, sale or delivery of alcohol, illegal drug narcotics, and controlled substances, contraband or look-alike contraband/drug;

Mob action, defined as: engaging in the knowing or reckless use of force or violence by two or more persons acting together for the purpose of engaging in violence to a person or property.

Expulsions:

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 other 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 or 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:

1. **Request for Hearing:** Before a student may be expelled, the 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.
2. **Timely Notice:** The student and parent/guardian will be provided timely notice of the expulsion hearing so that the student may prepare a defense. **Perspectives** constitutes timely notice as three business days.

Notice to the student's parents/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.

3. **Orderly Hearing and Right to Confront and Cross-Examine Witnesses:** A hearing will proceed unless the student and parent/guardian indicate that they do not want a hearing. The proceeding must be before an impartial tribunal. The school board or a hearing officer appointed by the Board conducts the expulsion hearing.

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. They may also 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. The student and his or her parent/guardian may be represented by counsel, and will have the opportunity to offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. The formal rules of evidence do not apply. The hearing will be recorded.

4. **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.

5. **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/guardian 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

Perspectives will comply with the *Individuals with Disabilities Education Act*, Section 504 of the *Rehabilitation Act of 1973*, and the Illinois State Board of Education’s regulations when disciplining students with disabilities. A student with a disability may be suspended up to 10 school days in one school year. Prior to the 11th cumulative day of 70, a Manifestation Determination Review (MDR) will be convened. A student with a disability may not be suspended for more than 10 days, or expelled, for misconduct which was caused by, or had a

direct and substantial relationship to, the student's disability; or was the direct result of Perspective's failure to implement the individual education plan (IEP). Consequences for students with disabilities 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

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/guardian 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/guardians 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/guardian-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/guardians within 15 days of the start of school and students shall be informed of contents as well.

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

ATHLETICS

Perspectives Charter Schools offers a robust Athletics program to eligible students. The overall philosophy of **Perspectives** Charter Schools Athletic Department is consistent with our 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** reinforces the principles of A Disciplined Life® on and off the playing field. Athletic Policies and Procedures have been

prepared to make information readily available to coaches, student-athletes, and parents/guardians, as well as make athletics at **Perspectives** Charter Schools successful. These policies and procedures can be accessed in our Athletic Handbook, found [here](#).

Network Policies

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 the minimal personal information necessary to a school in the education of the student. Such information includes the student’s basic identifying information, including the student’s name, birth date, address; academic transcripts, including grades, grade levels, and graduation date; parents’ names and addresses; attendance record; health record; record of release of permanent record information; and such other entries as ISBE may require or authorize. Permanent records are maintained for at least 60 years from the date of transfer, graduation, or permanent withdrawal from school.

The **temporary record** consists of all contains all information included in a school student record, but not contained in the student permanent record. The temporary record must include state assessment test scores, a home language survey, information provided under the Abused and Neglected Child Reporting Act, health-related information, accident reports, related service logs, record of release of temporary record information, and information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction. It may also include family background information, intelligence/aptitude test scores, psychological and personality test results, teacher evaluations, achievement test scores, participating in extracurricular activities, honors and awards received, teacher anecdotal records, special education records, records associated with Section 504 of the *Rehabilitation Act of 1973*, and/or other information relevant to the education of the student that is not required to be in the permanent record. Temporary records must be maintained for at least five years after the date of transfer, graduation, or permanent withdrawal from school.

A parent/guardian, or any person designated as a legal designee by a parent/guardian, 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/guardian 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/guardian 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/guardian is unable to pay.

Pursuant to State law, **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, including but not limited 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- The official records custodian of another school within Illinois or an official with similar responsibilities of a school outside of Illinois, in which the student has enrolled, or intends to enroll, at the request of such official or student;
- Any person for the purpose of anonymous research, statistical reporting or planning, provided that no student or parent can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records;
- A governmental agent or social service agency contracted by a governmental agent in furtherance of an investigation of the student's attendance pursuant to the compulsory attendance laws of the State;
- Juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court;
- In an emergency situation, if necessary to protect the health and safety of the student or other persons. However, notice shall be provided to parent/guardian the next school day after the release.
- In connection with a student's application for or receipt of financial aid;
- A governmental agency for the investigation of a student's school attendance;
- 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/guardian of a student is named in the court order.

Perspectives may also be required to release student records without parent/guardian consent to the following individuals or in the following circumstances, as long as parent/guardian 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 has enrolled or intends to enroll, upon the request of such official or student;
- Pursuant to a 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/guardian. The parent/guardian has the right to request a copy of any released records.

Perspectives prohibits the disclosure by school employees to any person against whom the school 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 charter network 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 school whose parent/guardian 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.

Challenge Procedures

A parent/guardian may request a hearing to challenge any entry in their student's school records on the basis of accuracy, relevancy, or propriety, except for academic grades and the contact information of the records custodian. If the challenge is made at the time of the student's school records are being forwarded to another school to which the student is transferring, then parents shall not have the right to challenge references in those records to expulsions or out-of-school suspensions or to academic grades.

A parent/guardian 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/guardians may challenge or seek amendment to a student's school record by claiming that the record is inaccurate, irrelevant, improper, misleading, or a 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/guardian must contact the Official Records Custodian [INSERT CONTACT INFORMATION].

Parents/guardians may obtain a copy of **Perspectives'** Student Records Policy by contacting their school Office Manager.

A parent/guardian 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/guardian 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.

Destruction of Records

Upon graduation, transfer, or permanent withdrawal of a student from school, **Perspectives** shall notify the parent/guardian and student, if the rights and privileges accorded to the parents under ISSRA have transferred to the student, of the destruction schedule for the student's permanent and temporary records and their right to request a copy of the student's records at any time prior to their destruction. The notification must contain the following information: date of notification; names of the student, parents, and the official records custodian; and the scheduled destruction date of the temporary and permanent records. **Perspectives** may provide reasonable prior notice to the parents or student through: (i) notice of the school's parent or student handbook; (ii) publication in a newspaper published in the school or, if no newspaper is published in the school, in a newspaper of general circulation within the charter network; (iii) U.S. mail delivered to the last known address of the parents or student; or (iv) other means provided the notice is confirmed to have been received.

Directory Information

Throughout the school year, **Perspectives** may release directory information to the general public. **Perspectives** has designated the following as Directory Information: the student's name, address, grade level, birth date and place, and his/her parents'/guardians' 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/guardian 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/guardian 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/guardian 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 the parent/guardian advises **Perspectives** to the contrary in writing.

Transfer of Student Records

Perspectives may release a student's records without parent/guardian consent to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student. This information can be released without parent consent provided prior written notice is given to the parent of the nature and substance of the records, as well as notice of the parent's right to inspect, copy, or challenge the records. Where a student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an unofficial record of the student's grades in lieu of the student's official transcript of scholastic records may be provided until payment is received.

Student Data Privacy; Notice to Parents about Educational Technology Vendors—

Perspectives contracts with different educational technology vendors for beneficial K-12 purposes, such as providing personalized learning and innovative educational technologies and increasing efficiency in school operations.

Under the Illinois *Student Online Personal Protection Act* (SOPPA), 106 ILCS 85/, educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred as *operators*. SOPPA is intended to ensure that student data collected by operators is protected and requires those vendors, as well as school districts and ISBE, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, **Perspectives** may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as, but not limited to: basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number; demographic information; enrollment information; assessment data, grades, and transcripts; attendance and class schedule; academic/extracurricular activities; special indicators (e.g., disability information, English language learner, free/reduced meals, or homeless/foster case status); conduct/behavioral data; health information; food purchases; transportation information; in-application performance data; student-generated work; online communications; application

metadata and application use statistics; and permanent and temporary school student record information.

Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose and collect data for K-12 school purposes (which are purposes that aid in the administration of school activities, such as: instruction in the classroom or at home (including remote learning); administrative activities; collaboration between student, school personnel, and/or parents/guardians; and other activities that are for the use and benefit of **Perspectives**) and other limited purposes permitted under the law.

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 a parent/guardian or student believe that **Perspectives** has violated or is violating this policy, the individual has the right to file a complaint with the United States Department of Education concerning **Perspectives'** alleged violation of rights.

Uniform Grievance Procedure

Perspectives uniform grievance procedure is evaluated annually accordance with district and state regulations and is based on the engagement of a range of stakeholders, including students and parent/guardians through our annual handbook review process.

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; excluding Title IX sexual harassment complaints governed by 34 C.F.R. Part 106.
- 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, 105 ILCS 5/27-23.7;
- Misuse of funds receives 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 parent/guardian status, immigration status, order of protection status, including pregnancy, or any other protected category. Further, the **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 parent/guardian 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.

Title IX Sexual Harassment Prohibited

Sexual harassment of students is prohibited. This includes any person, including a **Perspectives** employee, agent, or student, who engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A **Perspectives** employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to **Perspectives'** educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).
 - a. Examples of sexual harassment include: making sexual advances, requesting sexual favors, and/or engaging in other verbal or physical conduct, including sexual violence, or any action that of a sexual nature, such as touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, 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.

In accordance with the memorandum of understanding with Chicago Public Schools, **Perspectives** will report all allegations of student to student sexual harassment to the Office of Student Protections, and allegations of staff to student sexual harassment to the Office of the Inspector General. Additional agencies, such as DCFS, may also be contacted. **Perspectives** will work with Chicago Public Schools to implement the Title IX Procedure Manual,

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 (revised 3/14/23)

Bullying is contrary to State law and the policy of **Perspectives**. The policy outlined below is consistent with the policies of the charter school network. Nothing in this section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution.

As a part of our uniform grievance procedure, the prevention and response to bullying, intimidation, and harassment is evaluated annually accordance with district and state regulations and is based on the engagement of a range of stakeholders, including students and

parent/guardians through our annual handbook review process. This process involves a review of current policies and their effectiveness that includes, but is not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized' and bystander intervention or participation. Information developed as a result of policy evaluation is provided to school administrators, school board members, school personnel, parents, guardians, and students.

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 perceive 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 actual or potential marital or parent/guardian 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:

1. During any school sponsored education program or activity;
2. 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;
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment;
4. 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 **Perspectives** 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: a) intervene immediately in a manner that is appropriate to the context and ensures the safety of all persons involved; and 2) report the incident of bullying or retaliation to the Principal/Designee as soon as possible after the report is received 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/guardians and students should report **Perspectives** Charter Schools employees or students who are contributing to, commenting on and engaging in fighting, bullying, and/or inappropriate 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. Anonymous reports shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

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. "Restorative measures" means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, and (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of student' behavioral health needs in order to keep students in school, (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

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 **Perspectives'** 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.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and develop the student's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of

Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Discipline for Policy Violation

Aggressive behavior, bullying, cyberbullying, or harassment, constitutes negative behaviors that are not 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. The Principal of each Perspectives Charter Schools campus is as follows:

Perspectives Rodney D. Joslin Campus

Principal: Dorianne Canada-Pendleton

Address: 1930 S. Archer Chicago, IL 60616

Phone: (312) 225-7400

Fax: (312) 225-7411

Perspectives Middle Academy

Principal: Jasmine Morales

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6300

Fax: (773) 358-6399

Perspectives Leadership Academy & High School of Technology

Vice President of School - Perspectives Leadership Academy / Perspectives High School of Technology: Eron Powell

Address: 8522 S. Lafayette Chicago, IL 60620

Phone: (773) 358-6100

Fax: (773) 358-6199

Perspectives/IIT Math & Science Academy

Vice President of School - Perspectives Math and Science Academy TyNeisha Banks

Address: 3663 S. Wabash Chicago, IL 60653

Phone: (773) 358-6800

Fax: (773) 358-6055

If the issue hasn't been resolved, contact:

Amy Gambrel

Vice President of Student Supports

Perspectives Charter Schools

1530 South State Street

Chicago, IL 60605

312-604-2200 | studentcomplaints@pcsedu.org

Waivers and Forms

HANDBOOK ACKNOWLEDGEMENT



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 Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Grade

<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>
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Campus

☐

Perspectives Rodney D. Joslin

☐

Perspectives Leadership Academy

☐

Perspectives Math and Science Academy

☐

Perspectives Middle Academy

☐

Perspectives High School of Technology

Student Name

:

Signature

:

Date

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Parent/Guardian Name

:

Signature

:

Date

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D	D	M	M	Y

TRANSPORTATION CONSENT AND WAIVER



Perspectives Transportation Policy

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.
- 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.
- 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 adult.
- The principal must retain a photocopy of the driver's license and insurance documentation

Perspectives abides by rideshare policies outlined by companies such as Uber and Lyft and will not utilize such services for students.

I give my permission for the staff member listed below to transport my ☐ Yes ☐ No
child to and from the activities or meetings listed below

Student Name:

Date :

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Grade

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12

Campus

Perspectives Rodney D. Joslin

Perspectives Leadership Academy

Perspectives Math and Science Academy

Perspectives Middle Academy

Perspectives High School of Technology

Parent/Guardian Name

:

Signature

:

Date :

D

D

M

M

Y

FIREARM CONCEALED CARRY ACT (430 ILSC 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.

Student Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Grade

<input type="text"/>	6	<input type="text"/>	7	<input type="text"/>	8	<input type="text"/>	9	<input type="text"/>	10	<input type="text"/>	11	<input type="text"/>	12	<input type="text"/>
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Campus

<input type="checkbox"/>	Perspectives Rodney D. Joslin	<input type="checkbox"/>	Perspectives Leadership Academy
<input type="checkbox"/>	Perspectives Math and Science Academy	<input type="checkbox"/>	Perspectives Middle Academy
<input type="checkbox"/>	Perspectives High School of Technology		

Student Name

:

Signature

:

Date

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Parent/Guardian Name

:

Signature

:

Date

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

TRANSPORTATION CONSENT AND WAIVER



Perspectives Transportation Policy

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.
- 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.
- 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 adult.
- The principal must retain a photocopy of the driver's license and insurance documentation

Perspectives abides by rideshare policies outlined by companies such as Uber and Lyft and will not utilize such services for students.

I give my permission for the staff member listed below to transport my ☐ Yes ☐ No
child to and from the activities or meetings listed below

Student Name:

Date :

D D M M Y

Grade

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Campus

Perspectives Rodney D. Joslin

Perspectives Leadership Academy

Perspectives Math and Science Academy

Perspectives Middle Academy

Perspectives High School of Technology

Parent/Guardian Name

:

Signature

:

Date :
D D M M Y

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 themselves working to attain his or her future goals.

As a parent/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.

I consent to Perspectives Charter Schools to photograph my child for school purposes and/or events

☐ Yes ☐ No

Student Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Grade ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

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

Parent/Guardian Name :

Signature : **Date**
D D M M Y

EXPERIENTIAL OPPORTUNITIES CONSENT AND WAIVER



I understand that during the course of the school year, my student 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 2022-2023 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.

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.

Student Name:

Date :

D D M M Y

Grade 6 7 8 9 10 11 12

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

Parent/Guardian Name :

Signature : Date

D D M M Y

CAREER SHADOWING CONSENT AND WAIVER



I understand that during the course of the school year my student 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.

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.

Student Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y

Grade 6 7 8 9 10 11 12

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

Parent/Guardian Name :

Signature : Date
D D M M Y

IMPORTANT MEDICAL INFORMATION AND MEDICATION AUTHORIZATION



Perspectives

Student Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y	Y

Grade 6 7 8 9 10 11 12

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

Does your child require medication during school hours? ☐ Yes ☐ No

Does your child need to carry medication to school due to a medical condition? ☐ Yes ☐ No

Does your child need to self-administer medication in school due to a medical condition? ☐ Yes ☐ No

If you answered "yes" to any of these questions, sign the authorization below and please supply the school with:

- A written permission and release of liability form from the parent/guardian to allow the student to self-administer medication
- A written healthcare provider's note authorizing the student's self-administration, in addition to an explanation of how and when the student will self-administer inhaler medicine (e.g., an inhaler or nebulizer),
- A written healthcare provider'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, including 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 healthcare provider's name and telephone number.

I hereby request and grant permission for Perspectives Charter Schools personnel to

☐ Administer ☐ Permit the self-administration of medication to my child according to the instructions of my child's doctor.

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 students with medical authorization to self-administer medication:

I consent to my child's possession and unsupervised self-administration of medication ☐ Yes ☐ No

IMPORTANT MEDICAL INFORMATION AND MEDICATION AUTHORIZATION



Perspectives

In the event of an emergency, where my child is unable to self-administer his/her medication, the following will occur:

Food Allergies

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 Name :

Signature : Date
D D M M Y Y

ACCEPTABLE USE POLICY FOR PERSPECTIVES ELECTRONIC NETWORKS



SCOPE AND DEFINITION OF POLICY

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 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.

ACCEPTABLE USE POLICY FOR PERSPECTIVES ELECTRONIC NETWORKS



SCOPE AND DEFINITION OF POLICY CONTINUED

Student Internet Safety

- Students under the age of eighteen should only access Perspectives accounts outside of school if a parent /guardian supervises their usage at all times. The student's parent/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.

ACKNOWLEDGEMENT OF POLICY

Student Name	:											
Signature	:					Date						
							D	D	M	M	Y	Y
Parent/Guardian Name	:											
Signature	:					Date						
							D	D	M	M	Y	Y
Staff Name	:											
Signature	:					Date						
							D	D	M	M	Y	Y

EMERGENCY CONTACT INFORMATION



Student Name:

Date :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	D	M	M	Y	Y

Grade

<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
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Campus

<input type="checkbox"/>	Perspectives Rodney D. Joslin	<input type="checkbox"/>	Perspectives Leadership Academy
<input type="checkbox"/>	Perspectives Math and Science Academy	<input type="checkbox"/>	Perspectives Middle Academy
<input type="checkbox"/>	Perspectives High School of Technology		

Parent/Guardian 1

Relationship To Student

Full Address

Home Phone

Cell Phone

E-Mail

Parent/Guardian 2

Relationship To Student

Full Address

Home Phone

Cell Phone

E-Mail

Emergency Contact 1

Relationship To Student

Full Address

Home Phone

Cell Phone

E-Mail

EMERGENCY CONTACT INFORMATION



Perspectives

Emergency Contact 2

Relationship To Student

Full Address

Home Phone Cell Phone

E-Mail

Emergency Contact 3

Relationship To Student

Full Address

Home Phone Cell Phone

E-Mail

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.