



# Perspectives

*We live a Disciplined Life.®*

## SY25-26 Handbook



## **Perspectives Rodney D. Joslin Campus**

**Principal:** Dorienne 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 Schools - 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 Schools - Perspectives/IIT Math & 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 reflection, 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 2025-2026

## 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 have a nexus to Perspectives and 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](http://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.

- **Positive Self-Perception:** accept only quality work from yourself, take responsibility for your actions, seek wisdom, be open-minded, think critically and be inquisitive, love who you are, demonstrate honesty and integrity, be generous, be a lifelong learner, and live a healthy lifestyle.
- **Positive Relationships:** communicate effectively, challenge each other intellectually, show gratitude, solve conflicts peacefully, respect differences, be positive and supportive, and show compassion.
- **Tools for Productivity:** demonstrate a strong work ethic, use your time wisely, listen actively, be punctual and prepared, be organized, be reflective, be reliable, take initiative, and demonstrate perseverance.

### 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.

### 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, boys' soccer, girls' 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 Commitment to Equity and Guiding Principles

**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 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. Pacing plans and additional network-provided resources will 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** shall sign the **Perspectives** Staff-Student-Parent/Guardian Agreement and Handbook Acknowledgment electronically or on paper, to acknowledge receipt and agree to the terms. The Handbook sets 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 2025-2026

**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.

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- 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 learning. 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

Being present in school increases a child's academic success and improves their future post-secondary outcomes. All students must attend school each day and **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 valid reasons for absence may be sufficient cause for an excused absence:

- student illness, including the mental or behavioral health of the student (mental health days – 5 days per year)
- family emergency
- observance of a religious holiday
- death in the immediate family or family emergency
- inclement weather which would be dangerous to the life or health of the student
- legal quarantine
- court appearances
- mental health days (5 maximum days per year)
- engage in a civic event (1 day per year)

This list shall include such other situations beyond the control of the student as determined by the school administration as well as such other circumstances that cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.

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. In addition, for unexcused absences, the school may utilize the following procedures to better understand the cause for absenteeism: interviews with the student, their parent or guardian, and any school officials who may have information about the reasons for the student's attendance struggles.

If a student is absent due to an underlying medical condition for a period of 2 or more consecutive weeks or on an ongoing intermittent basis totaling at least 10 days or more of

absences they qualify for home or hospital instruction upon submission of an appropriate medical note that the absence is a result of an underlying medical condition and 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. **Perspectives** will, on an ongoing basis, collect and review its chronic absentee data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. Any student who falls into the category of chronic or habitual student during the school year will be provided truancy support and interventions that may include: parent conferences, student counseling, family counseling, and information about existing community services that are available to truant and chronically truant students and relevant to their needs. Attendance may be considered for grade promotion should it have a direct correlation to credits needed to advance.

## 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 your 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 for a sufficient cause

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 unauthorized 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.

## 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 5% or more of the previous 180 regular attendance days, and will begin truancy supports.

The following supports 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 prior to 2:15 p.m. on regular dismissal days and by 12:30 p.m. on early dismissal days.

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 18 and older may sign themselves out.

All parents/guardians and authorized and emergency contacts who 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 their emergency list, they 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, local radio stations, or [www.pcsedu.org](http://www.pcsedu.org) for **Perspectives** Charter Schools closings. Schools will also contact parents/guardians through School Messenger, 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 self-carry medical documentation, on file with the main office or School Nurse. Students may self-carry and self-administer certain medication with additional documentation. All medication other than self-carry medication will be stored in a secure location by either the nurse or pursuant to direction of the administration.

### 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 by the student's health care provider and 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 and prescription label.

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

Students with an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, a Section 504 plan or an IEP may self-carry certain authorized 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. The parents or guardians of the pupil must sign a statement acknowledging that **Perspectives** and its agents are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the self-administration of medication regardless of whether authorization was given.

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

**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 student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse. Parents/guardians must sign and return an acknowledgment of this policy prior 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 by October 15<sup>th</sup> or an earlier time 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. Vision exams are required by October 15 for students entering an Illinois school for the first time.

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 School Leaders.

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

**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 students who require transportation due to a disability or a chronic health condition, as documented in their IEP or Section 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 Section 504 plan; participation 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.

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 9<sup>th</sup> grade and thereafter off of a waitlist. The lottery will occur on a predetermined date in February, or otherwise allowed by law.

All rising 9<sup>th</sup> 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 offered a seat 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 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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 within thirty days of 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 2025-2026 school year during the spring and summer months of the prior school year. 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**. 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 into the school office prior to the 2025-2026 Annual Lottery, held in February each year. This year's lottery date was scheduled for Friday, February 14, 2025. Families will be notified by the Vice President 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 2025-2026 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 reflections 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.

Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals. 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 is limited to alleviate unnecessary interruption of classroom instruction, and 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.

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

## Search Policy

All Perspectives students at all campuses participate in daily security screening upon entry and any re-entry to school. Lockers and other storage areas and parking lots are the property of **Perspectives**. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. School authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by Perspectives, as well as personal effects left in those places and areas by students, without notice to or the consent of the student, and without a search warrant

## 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 the following school uniforms daily:

- Perspectives branded shirt (t-shirt, long sleeve shirt, or polo)
- Black or khaki jeans or pants
- Joslin Campus- Khaki only

Prior to the start of the school year, each school leader will communicate uniform specifics with families.

At our Perspectives Leadership Academy and Perspectives High School of Technology campus only, students will wear khaki pants with their uniform shirts.



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 2025-2026 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 books.

**Perspectives** waives school fees and fines for the loss of school property for families who meet the free lunch eligibility, homeless children and military families at or under the 200% poverty

level. School fees or fees means any monetary charge collected from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school

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 offered daily and 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 through the Students in Transition Living Situations program. If you feel that your child falls into this category, please reach out to your school leader. 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 school activities without penalty for inability to pay. Families who are encountering hardship related to the payment of enrichment fees should contact Sonia Cantres at [scantres@pcsedu.org](mailto: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 re-enroll at any **Perspectives** campus.

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: \$5

School Leaders may have limited supplies of uniform replacement items 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 a payment arrangement if a family demonstrates an inability to pay. Required documents must be submitted to the business office Attn: Sonia Cantres, Assistant Director of Compliance at (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, 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: \$210
- Replacement Screen: \$50
- Replacement Keyboard: \$20
- Replacement Power Adapter: \$15

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 media 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.

## Student Email

Students will be given a **Perspectives** email and are encouraged to check it daily. Principals and staff will communicate with students via email frequently. Students' emails provided by Perspectives should NOT be used for personal purposes and are for educational purposes only. Students will maintain access to this email throughout their time at Perspectives Charter Schools. Upon graduation, their access will be revoked on September 1st.

Should alumni need access to their school email after the deadline, they can be granted temporary access by emailing [data@pcsedu.org](mailto:data@pcsedu.org).

## Connecting to Wi-Fi

Since **Perspectives** offers a technology-rich curriculum, students are provided with chromebooks to participate in it. Only school-provided technology should connect to the Wi-Fi. Personal devices are not permitted to connect to **Perspectives** Wi-Fi.

## 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 Access ID, and your Access 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.

### How to Login to PowerSchool Parent/Guardian Portal

1. Open your Web browser to your school's PowerSchool Parent/Guardian Portal URL: <https://ps.pcsedu.org/public>
2. Select "Create Account"
3. Fill out the Parent Account Details fields with your personal information
4. Enter your Access ID and Access Password in the Link Students to Account fields
5. Click Enter
6. Check the email you used in the Parent Account Details section to verify your account
7. Now you can use the username and password you created to log into PowerSchool Parent/Guardian portal

# 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 and families support for students who are struggling academically with 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%.

- This does not apply to dual-credit courses.
- If the student makes no attempt at all, they will be issued a 40%. Examples of non-attempt include only writing name on paper, absence, assignment/assessment not turned in, assignment/assessment plagiarism.
  - This does not apply to dual-credit courses.

**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 with 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, homework, 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

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Students earning a 4.0 GPA and earning a Pass in ADL.

### Perspectives Dean's List

Students earning a 3.5 GPA and earning a Pass in ADL.

### 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 earning a Pass in ADL.

### 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 cumulative 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 and membership is reviewed regularly.

## 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. Promotion for students failing three or more classes will be considered and the student 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
Electives	8 credits
Total credits required for graduation	26 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.
- English I-IV and/or English Literature I-IV include intensive instruction in computer literacy.
- Beginning SY2223, with graduating class SY26, students must have a Computers Science/Applications elective as one of their 8.
- Please see our Transfer Policy regarding transfer students.

### High School Credit Graduation Requirements by Grade Level:

Grade	Credits Required: On Track to Graduation	Minimum Credits Required for Promotion
9th	6 credits	4 credits
10th	12 credits	10 credits
11th	18 credits	16 credits
12th	26 credits	26 credits

On Track to Graduate vs. Promotion

- On-Track: Students are on track to graduate if they have earned the number of credits to allow them to graduate at the end of their senior year without having to make-up any additional credits outside of the standard course sequence.
- Promotion: Students have earned a minimum number of credits to be promoted to the next grade level but will have to make-up missing credits in order to graduate at the end of their senior year. Credits can be made up during summer school and/or during the school year if the students' schedule allows. The school will do everything in its power to support students towards success AND it is also a shared responsibility that students should monitor and actively work towards.
- Students, regardless of promotion status, will not be required to repeat any course for which they have already earned credit.

### High School Course + Credit Sequence:

<b>Course + Credit Sequence</b> <i>Students must complete each level of each core subject. AP, dual credit, and transfer credit equivalents may qualify</i>					
	Level I/9th Grade	Level II/10th Grade	Level III/11th Grade	Level IV/12th Grade	Advanced Placement
<b>English Language Arts*</b> <b>4 Credits</b> ELA credit bearing: Eng I-IV and Eng Lit I-IV	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 English Literature AP English Language
<b>Mathematics</b> <b>4 Credits</b>	Algebra I	Geometry	Algebra II/Trigonometry	Pre-Calculus Statistics & Probability Algebra III	AP Calculus
<b>Lab Sciences*</b> <b>3 Credits</b>	Physics Biology	Chemistry	Biology Physics	Environmental Science Anatomy & Physiology	AP Env. Science AP Biology AP Physics
<b>Social Sciences and History</b> <b>3 Credits</b>	World History	US History	Civics	n/a	AP US History AP World History AP US Government
<b>Foreign Language</b> <b>2 Credits</b>	Spanish I and Spanish II - course completion timing varies by campus				AP Spanish Language
<b>Electives</b> <b>8 credits</b>	Students must earn 8 elective credits. Any surplus credits from other subjects count toward the total elective credits				Any non-core AP course
<b>A Disciplined Life**</b> These are non-credit-bearing courses	ADL Freshman Academy	ADL Social Justice	ADL College Prep I	ADL College Prep II	N/A
<b>Note: Course sequence varies by campus; this document serves as a general rule by students may experience varying sequences.</b> <b>*Course sequence varies by campus</b> <b>**Not a credit bearing course</b>					

### Notes:

A Disciplined Life: A Disciplined Life is intended to provide mentoring towards student development in the 26 principles of living a disciplined life. As such, this course is not credit bearing, nor do students earn quarterly/semester/yearly grades.

## Walking at High School Graduation

A student can walk across the stage at graduation so long as the student has met all of the school's graduation requirements with regards to classes and credits. 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
- 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.

## 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.

## Character Support: Code of Conduct

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.

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 Support. A Multi-tiered System of Support (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources” (Adopted from National Center on Response to Intervention, 2010).

At Perspectives, we are dedicated to ensuring that all students achieve their fullest potential. MTSS improves learning opportunities and behavioral outcomes for many students by proactively providing supportive evidence-based instruction to students who are not responding to the core education curriculum.

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.

## 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"> <li>• Uniform non-compliance</li> <li>• Repeated defiance</li> <li>• Disruptive or unsafe hallway behavior</li> <li>• Disrupting learning</li> <li>• Failing to attend class without a valid excuse</li> <li>• Tardy to school/class</li> <li>• Food/beverages outside of approved areas</li> <li>• Loitering in authorized spaces</li> <li>• Misuse of <b>Perspectives</b> network (Technology)</li> <li>• Unauthorized use of electronic devices</li> <li>• Disruptive behavior on a Field Study/while representing PCS</li> </ul>	<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"> <li>• Teacher-issued least invasive interventions, including demerits</li> <li>• Referral to social worker/dean</li> <li>• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privileges</li> <li>• Reflection</li> <li>• Parent/guardian meeting/phone call</li> <li>• Behavior contract</li> </ul>
Running and/or making excessive noise in the hall or building	Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
Leaving the classroom without permission	Recommended instructive, corrective, or restorative response



<p>Engaging in any behavior that is disruptive to the orderly process of classroom instruction</p> <p>Loitering, or occupying an unauthorized space in the school or on school grounds</p> <p>Failing to attend class without a valid excuse</p> <p>Persistent tardiness to school or class (3 or more incidents per semester)</p> <p>Use of the PCS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials</p> <p>Unauthorized use or possession of cellular telephones or other information technology devices</p>	<p>Detention - lunch, before school, after school, or Saturday</p>
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Group 2	
Disruptive Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> <li>• <b>Leaving</b> the school building without permission</li> <li>• <b>Flagrant disregard</b> for instructions/redirection</li> <li>• <b>Obscene</b> or profane behavior</li> <li>• <b>Failure to provide proper identification</b></li> <li>• <b>Interference with</b> school operations</li> <li>• <b>Interfering with school authorities</b> and programs through walkouts or sit-ins</li> <li>• <b>Misuse of technology</b> via unauthorized posting or dissemination of student/staff information/images</li> <li>• <b>Selling/mass distribution of food</b> or other products</li> <li>• <b>Posting or distributing unauthorized written</b> materials on school grounds</li> <li>• <b>Initiating or participating</b> in any unacceptable minor physical actions</li> <li>• <b>Failing to abide by school rules</b> and regulations not otherwise listed in the handbook</li> <li>• <b>Exhibiting or publishing</b> any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures</li> <li>• <b>Possession</b> (Physical control over, such as contained in clothing, locker, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer</li> </ul>	<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"> <li>• Teacher issued least invasive interventions, including demerits</li> <li>• Referral to social worker/dean</li> <li>• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privileges</li> <li>• Reflection</li> <li>• Parent/guardian meeting/phone call</li> <li>• Behavior contract</li> <li>• In-school suspension</li> <li>• Check-in Check-out</li> <li>• Community Service</li> <li>• Mentoring</li> <li>• Detention</li> <li>• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior and strategy to prevent recurrence</li> </ul>





<p>devices that contain nicotine products or vaporizer components that do not contain substances</p> <ul style="list-style-type: none"> <li>• <b>Disregard for the instructions</b> or direction of school personnel causing interruption to other students' participation in school activities</li> </ul>	
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Group 3	
Significantly Disruptive Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> <li>• <b>Bullying/intimidation/cyber-bullying</b></li> <li>• <b>Bullying behaviors</b> - conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can reasonably predicted to cause fear of physical/ or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Addressing, Bullying and Bias-Based Behavior Policy for full definition before assigning an intervention or consequence.)</li> <li>• Violence/threatening staff or students</li> <li>• <b>Fighting</b> - physical contact between two people with intent to harm, but no injuries result</li> <li>• <b>Destruction</b> of PCS property</li> <li>• <b>Gang promotion</b></li> <li>• <b>Overt Display of Gang Affiliation</b></li> <li>• <b>Stealing</b> under \$500</li> <li>• <b>Possession</b> of Drugs or Alcohol</li> <li>• <b>Disruptive behavior</b> on the school bus</li> <li>• <b>Gambling</b> - participating in games of chance or skill for money or things of value</li> <li>• <b>Use of bias-based or discriminatory</b> language, gestures, slurs, or other behaviors involving race, color, national origin, immigration status, sex, gender, sexual orientation, age,</li> </ul>	<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"> <li>• Referral to social worker/dean</li> <li>• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privileges</li> <li>• Reflection</li> <li>• Parent/guardian meeting/phone call</li> <li>• Behavior contract</li> <li>• Community Service</li> <li>• Mentoring</li> <li>• Check-in/Check-Out</li> <li>• In-school suspension (ISS)</li> <li>• Out-of-school suspension (1-4 days) may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.</li> <li>• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Recommended instructive, corrective, or restorative response</li> <li>• Detention - lunch, before school, after school, or Saturday School</li> <li>• Skill-building</li> <li>• In-school suspension up to three days.</li> </ul>



<p>religion, gender identity, gender expression, disability or other protected categories. For bias-based behavior</p> <ul style="list-style-type: none"> <li>• Second or more documented violations from Group 1 or Group 2.</li> <li>• Any behavior not otherwise listed in Groups 1 through 3 of this Handbook that seriously disrupts the educational process</li> <li>• False and fraudulent making or altering of a document or the use of such a document</li> <li>• <b>Plagiarizing</b>, cheating and/or copying the work of another student or other source</li> <li>• <b>Use of cellular telephones</b> or other information technology device to harass, incite violence, or interrupt other students participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature</li> <li>• <b>Use of the PCS network</b> for a seriously disruptive purpose not otherwise listed in this Perspectives Student Handbook</li> </ul>	
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Group 4	
Gross Misconduct	Examples of Interventions and Consequences
<ul style="list-style-type: none"> <li>• Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function</li> <li>• <b>Gambling</b> in/to/from/representing PCS</li> <li>• Mob action</li> <li>• Stealing over \$500</li> <li>• <b>Fighting</b> - Physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury</li> <li>• <b>Inappropriate physical contact</b> - Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</li> <li>• <b>Voluntary sex acts</b> or voluntary sexual conversations between students that occur on PCS property or during PCS-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual</li> </ul>	<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"> <li>• Referral to social worker/dean</li> <li>• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privilege</li> <li>• Reflection</li> <li>• Behavior contract</li> <li>• Community Service</li> <li>• Mentoring</li> <li>• Check-in/Check-out</li> <li>• Other consequences as appropriate</li> <li>• Expulsion</li> <li>• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Detention - lunch, before school, after school or Saturday</li> <li>• Skill Building in school suspension, out of school suspension or combination in-school an out-of-school suspension 1-10 Days</li> </ul>



<p>intercourse, oral sex, or sending sexually explicit messages or emails</p> <ul style="list-style-type: none"> <li>• <b>False activation of a fire alarm</b> that does not cause a school facility to be evacuated or does not cause emergency services to be notified</li> <li>• <b>Taking or</b> obtaining money or information from another by coercion or intimidation</li> <li>• <b>Threat</b> - An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification</li> <li>• <b>Destruction of Property</b> -Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than \$500</li> <li>• <b>Unwanted bodily contact</b> with another person without legal justification or aiding or abetting in the commission of this behavior which does not result in a physical injury</li> <li>• <b>Theft</b> - (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) or stolen property that costs less than &amp;150</li> <li>• <b>FIREWORKS</b> Possession, use, sale, or distribution of fireworks</li> <li>• Any behavior not otherwise listed in Groups 1-4 of this student handbook that very seriously disrupts the educational process</li> </ul>	
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<ul style="list-style-type: none"> <li>• <b>Trespassing</b> on PCS property - Entering PCS property when previously prohibited or remaining on school grounds after receiving a request to depart</li> <li>• <b>Spreading Viruses</b> - Knowingly or intentionally using PCS network or information technology devices to spread viruses to the PCS Network</li> <li>• Possession of any dangerous object</li> </ul>	
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Group 5	
Most Seriously Disruptive Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> <li>• An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification committed with a deadly weapon, by a person who conceals their identity, or against school personnel</li> <li>• Knowingly and without authority entering or remaining in a building or vehicle with intent to commit a theft therein</li> <li>• Theft (obtaining or exerting unauthorized control over) or possession (physical control over,</li> </ul>	<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"> <li>• Referral to social worker/dean</li> <li>• Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privilege</li> <li>• Reflection</li> <li>• Parent/guardian meeting/phone call</li> <li>• Behavior contract</li> <li>• In-school suspension (ISS)</li> <li>• Community Service</li> <li>• Mentoring</li> <li>• Check-in/Check-out</li> <li>• Other consequences as appropriate</li> </ul>



<p>including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <ul style="list-style-type: none"> <li>• Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, Bias-based behavior, bullying and/or dating violence or domestic violence. Intimidation is behavior that prevents or discourages another student from exercising their right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, Bias-based behavior, or bullying.</li> <li>• Gang activity or overt displays of gang affiliation</li> <li>• Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through any device or medium</li> <li>• Engaging in or attempting any allegedly illegal behavior which interferes with the school's educational process and is not otherwise listed in Group 5 or 6</li> <li>• Persistent or severe acts of sex-based harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Recommended instructive, corrective, or restorative response (see Guidelines for Effective Discipline)</li> <li>• Detention – lunch, before school, after school, or Saturday</li> <li>• Skill-Building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.</li> <li>• Out-of-school suspension (1-10 days) <ul style="list-style-type: none"> <li>○ A student may be suspended for up to ten days with written justification submitted for approval to CEO and VP of Culture. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.</li> <li>○ Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learn</li> <li>○ Out-of-school suspensions of four days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to the learning environment</li> </ul> </li> </ul>
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<p>retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, pervasive, objectively offensive, and/or persistent pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment</p> <ul style="list-style-type: none"> <li>• False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</li> <li>• Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which results in a physical injury</li> <li>• Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking into the PCS network to access student records or other unauthorized information, or to otherwise circumvent the information security system</li> <li>• Repeated violations of Level 4 behaviors</li> </ul>	
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Group 6	
Most Seriously Disruptive or Illegal Behavior	Examples of Interventions and Consequences
<ul style="list-style-type: none"> <li>• Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the PCS network to access student records or other unauthorized information, or to otherwise circumvent the information security system</li> <li>• Willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</li> <li>• Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</li> <li>• Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes,” or use or intent</li> </ul>	<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"> <li>• Referral to social worker/dean</li> <li>• Documented Restorative practices (including but not limited to) conversation, peer mediation, community service, etc.</li> <li>• Loss of privilege</li> <li>• Reflection</li> <li>• Parent/guardian meeting/phone call</li> <li>• Behavior contract</li> <li>• Skill-building In-school suspension (ISS)</li> <li>• Community Service</li> <li>• Mentoring</li> <li>• Check-in/Check-out</li> <li>• Other consequences as appropriate</li> <li>• Expulsion</li> <li>• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Combination in-school and out-of school suspension for up to five days.</li> <li>• Out-of-school suspension (1-10 days) <ul style="list-style-type: none"> <li>◦ A student may be suspended for up to ten days with written justification submitted for approval to CEO and VP of Culture. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.</li> </ul> </li> </ul>



<p>to use any other object to inflict bodily harm</p> <ul style="list-style-type: none"> <li>• Intentionally causing or attempting to cause all or a portion of the PCS network to become inoperable</li> <li>• Arson</li> <li>• Bomb threat</li> <li>• Robbery</li> <li>• Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</li> <li>• Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against the person’s will. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily</li> <li>• Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity, or the use of physical force against school personnel. This includes or aiding and abetting in the commission this behavior</li> </ul>	<ul style="list-style-type: none"> <li>○ Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to school safety or a disruption to other students’ learn</li> </ul>
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<ul style="list-style-type: none"> <li>• Murder/Attempted Murder – killing an individual without legal justification OR an act that constitutes a substantial step toward intended commission of murder</li> <li>• Kidnapping</li> </ul>	
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**Perspectives** reserves the right to implement interventions or consequences for any behavior not otherwise listed in Groups 1 through 6 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.



## Drugs or Alcohol on School Grounds:

A student under the suspicion of 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) demonstrates continued disregard for school safety and threatens the operation of the school and therefore may warrant more serious consequences and/or more intensive interventions.

## Reflection

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

Students who have not served all reflections prior to the end of the semester may be required to engage in a restorative service project.

## Exclusionary Discipline

### IN SCHOOL REFLECTION

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 Reflection, 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. The student will



be provided with the opportunity to respond to allegations via a pre-suspension conference prior to a suspension unless there is an immediate danger.

During a suspension, students will be provided access to their educational curriculum and an opportunity to make up any work missed for equivalent academic credit. It is the student's responsibility to make arrangements to make up missed work. Parents/Guardians must honor out of school 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 student's needs and 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 SB100 factors – if the student's continuing presence is a threat to school safety; or disruption to other students' learning opportunities or threat to the safety of other students, staff, or the school community; or substantially disrupts, impedes, or interferes with the operation of the school

Additionally, staff will consider:

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. Has the student previously violated the school code?
4. Is suspension appropriate given the student's grade?

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 and behavioral and disciplinary interventions attempted or if none were available.

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 and notify the parent/guardian of the determination. If a suspension appeal is not made within two school days the right is waived.



## Re-Engagement 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 check-ins 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.



4-10 Days	<p>Suspensions of 5-10 days may be issued only if other appropriate and available behavioral and disciplinary interventions have been exhausted or not appropriate and available 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 <b>Perspectives</b>. For these suspensions <b>Perspectives</b> 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 <b>Perspectives</b> 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</p>
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Students suspended three 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 do makeup classwork.

Consequences for disciplinary infractions may not be progressive. Perspectives does not allow corporal punishment.

## 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 exclusion, 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) or Section 504 plan. 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

### Schools must support the behavioral needs of students with disabilities/impairments.

When the behavior of a student with a disability/impairment impedes their learning or the learning of other students, federal law requires schools to consider using positive behavioral interventions and to implement appropriate supports and other strategies to address the behavior.

**Students with disabilities/impairments who violate the SCC can be disciplined**, consistent with the procedural safeguards<sup>1</sup> outlined under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School officials can suspend students with disabilities/impairments for up to 10 consecutive or 10 cumulative school days in one school year (inclusive of Extended School Year (ESY) days). Educational services do not have to be provided to students with disabilities/impairments during these short-term removals unless services are provided to general education students under similar circumstances.

**Calculating the 10 school-days of suspension.**<sup>2</sup> When a student with a disability/impairment is removed from school for a full or partial day without receiving the instruction/services in their IEP/504 Plan, this can contribute to the 10 school-days of suspension. This can include:

- In-school suspensions;
- Out-of-school suspensions;
- Bus suspensions; and
- Informal removals (e.g., requesting that a parent pick a student up early or keep a student home from school following a disciplinary incident).

The following removals do not count toward the 10 school-days:

- Saturday, before-, and after-school detentions; and
- In-school suspensions and lunch detentions if, during the suspension or detention, the student continues to participate in the general education curriculum, continues to receive their IEP services, and continues to participate with non-disabled peers to the same extent as specified in the IEPs.

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<sup>1</sup> See the ISBE *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities* for additional information about procedural safeguards for discipline of students with disabilities/impairments.

<sup>2</sup> For additional information about disciplinary removals for students with disabilities/impairments, what contributes to the 10 school-days of suspension, and informal removals, see the *Office of Diverse Learner Supports and Services IDEA Procedural Manual* which is available at [cps.edu/odlss](https://cps.edu/odlss). See also the *ISBE Position Statement on Informal Removals of Illinois Students* at <https://www.isbe.net/Documents/ISBE-Position-Statement-Informal-Removals-of-Students.pdf>.



Administrators are not required to suspend students with disabilities/impairments for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has discretion to suspend students with disabilities/impairments for fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities/impairments in excess of 10 school days in one 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 Office of Diverse Learner Supports and Services (773 553-1800) is required. **Without approval from the Office of Diverse Learner Supports and Services, students with disabilities/impairments cannot be suspended in excess of 10 school days.** A school may not suspend a student with a disability/impairment for more than 10 consecutive or cumulative school days in one school year without providing appropriate educational services per the Student's IEP/504 Plan.

When school officials anticipate a referral for expulsion, including referrals requesting emergency placement pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of a Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing or emergency placement. School must also provide parent/guardian/surrogate parent with a written copy of Illinois State Board of Education's *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities*.
2. At the MDR, the IEP/504 team must:
  - A. Determine whether the misconduct is a manifestation of the student's disability by reviewing all current and relevant information in the student's file, including the student's IEP/504 Plan, evaluation and diagnostic results, information from the parent/guardian, and teacher/staff observations of the student. The behavior is a manifestation of the student's disability if the team finds either or both of the following:
    - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability;
    - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan (which includes if the student did not consistently receive all services/supports in their IEP/504 Plan)
  - B. Review, and revise if necessary, the student's existing behavior intervention plan (BIP) or develop a functional behavior assessment (FBA/BIP) and BIP to address the behavior- for which the student is being disciplined.

If the behavior is not a manifestation of the student's disability, school officials may apply the SCC to the extent they would for students without disabilities, but must continue to provide the student with educational services per their IEP/504 Plan if the removal exceeds 10 school days in one school year. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.



If the behavior is a manifestation of the student's disability, a disciplinary change in placement (e.g., expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

While MDRs must be held within 10 school days of a request for emergency placement, students with disabilities/impairments can be emergency placed immediately upon approval of the emergency placement, even if this occurs prior to the MDR. Emergency placements for students with disabilities/impairments can be approved for up to 45 school days regardless of the results of the MDR.

All MDRs are subject to review by the Office of Diverse Learner Supports and Services (ODLSS) and CPS Legal Department.

## 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

## 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 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 when 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. 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 nor is it a student record unless otherwise designated. Further, student social security numbers or student identification 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 official recruiting representatives of the armed forces of Illinois and the United States and State public institutions of higher education upon their request unless the parent/guardian or student over 18 advises **Perspectives** to the contrary in writing prior to default end of the student's sophomore year.

## 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

### 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 to 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 believes 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 in 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, and parents/families should first address concerns with the school.

School leadership contact information is as follows:

**Perspectives Rodney D. Joslin Campus:** Dorienne Canada-Pendleton

**Email:** dpendleton@pcsedu.org

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

**Perspectives Middle Academy:** Jasmine Morales

**Email:** jmorales@pcsedu.org

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

**Perspectives Leadership Academy & High School of Technology:** Eron Powell

**Email:** epowell@pcsedu.org

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

**Perspectives/IIT Math & Science Academy:** TyNeisha Banks

**Email:** tbanks@pcsedu.org

**Phone:** (773) 358-6800

Should a complaint or concern fail to be addressed at the school level, parents and families are encouraged to follow the uniform grievance procedure outlined below and contact the

**Perspectives** Complaint Manager:

Complaint Manager:

Amy Gambrel



Vice President of Student Supports | Title IX Coordinator

**Perspectives** Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

agambrel@pcsedu.org

Parents and families also have the option to share their concerns with the **Perspectives** CEO by reaching out to Deborah Stevens at [ceo@pcsedu.org](mailto:ceo@pcsedu.org) or our Board of Directors at [boardofdirectors@pcsedu.org](mailto:boardofdirectors@pcsedu.org).

Finally, parents and families may also bring their concerns to the attention of the Chicago Public Schools Office of Innovation and Incubation 773-553-1530 or [contacti&i@cps.edu](mailto:contacti&i@cps.edu).

## 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 received for services to improve educational opportunities for educationally disadvantaged or deprived children;
- Curriculum, instructional materials, and/or programs;
- Victims’ Economic Security and Safety Act;
- Illinois Equal Pay Act of 2003;
- Provision of services to homeless students.
- Illinois Whistleblower Act;
- Misuse of genetic information (Illinois Genetic Information Privacy Act and Titles I and II of the Genetic Information Nondiscrimination Act); and
- Employee Credit Privacy Act.



**Perspectives** will endeavor to respond to and resolve complaints without the need to resort to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forgo 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 parties have opportunity to present evidence during an investigation. 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 is sexual harassment the complaint will be managed consistent with Title IX mandates and as required by law. 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 decisions 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.

Complaint Manager:

Amy Gambrel Vice President of Student Supports | Title IX Coordinator

**Perspectives** Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

agambrel@pcsedu.org

## 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. Retaliation to students, parents/guardians and employees is prohibited. Further, **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 should 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 The 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. Quid pro quo harassment -A **Perspectives** employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Hostile environment harassment 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. Specific offenses: *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  
Earnestine Williams  
Vice President of Human Resources  
**Perspectives** Charter Schools  
1530 S. State St. 2nd Floor  
Chicago, IL 60605  
312-604-2200



ewilliams2@pcsedu.org

Complaint Manager:

Amy Gambrel

Vice President of Student Supports | Title IX Coordinator

**Perspectives** Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

agambrel@pcsedu.org

## 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 4/16/24)

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 in 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.

The School Principal shall post this policy on the **Perspectives** website. It will be distributed annually to parents/guardians, students, and school employees. This policy is consistent with the policies of **Perspectives**.

This policy shall be reviewed and evaluated using a process that considers the outcomes and effectiveness. Factors that may be considered in review include the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. Data collected for other purposes will be used in the policy evaluation. Any data or information developed as a result of the policy evaluation will be made available on the **Perspectives** website.

### **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. This list is meant to be illustrative and non-exhaustive.

## 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

This bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians. 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 will make diligent efforts to notify parents/guardians of alleged bullying within 24 hours after the school administration is made aware of the student's involvement and provide, as appropriate, support.

Nothing in this section is intended to infringe upon any right to exercise free expression or 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.

**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. However, knowingly making a false accusation or providing knowingly false information, as a means of retaliation or as a means of bullying, 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**

**Managing Principal:** Dorianne Canada-Pendleton

**Address:** 1930 S. Archer Chicago, IL 60616

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

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

### **Perspectives Middle Academy**

**Managing 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 | Title IX Coordinator

**Perspectives** Charter Schools

1530 S. State St. 2nd Floor

Chicago, IL 60605

312-604-2200

agambrel@pcsedu.org





# Waivers and Forms





# Perspectives

## 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.

<b>Student Name:</b>
<b>Grade:</b>
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy
<b>Student Signature:</b>
<b>Parent/Guardian Name:</b>
<b>Parent/Guardian Signature:</b>

Date: \_\_\_\_\_





# Perspectives

## 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 child to and from the activities or meetings outlined below:

--

<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	



**Campus:**

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

**Parent/Guardian Name:****Parent/Guardian Signature:**



# Perspectives

## 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, or 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 can 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 safely.
- I promise to remember and live by this pledge.

<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy	
<b>Student Signature:</b>	
<b>Parent/Guardian Name:</b>	
<b>Parent/Guardian Signature:</b>	





# Perspectives

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

Throughout your child's educational and athletic experiences with Perspectives Charter Schools, they will be visiting historic centers and attending school events representing the Perspectives Charter Schools Network. They will appear in Perspectives photographs, digitized images, social media sites, video 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 or guardian of this student, I hereby consent to the use of photographs/videotapes taken directly 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 waiver all claims for compensation for use or for damages.*

I consent to Perspectives Charter Schools to photograph or videotape my child for school purposes or events:

- Yes
- No

Date: \_\_\_\_\_

<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy	
<b>Parent/Guardian Name:</b>	
<b>Parent/Guardian Signature:</b>	





# Perspectives

## 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 their 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 2025-2026 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 emergency care if needed.
- I assume full responsibility for the behavior and actions of my child while they are 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, from, 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.
- Parent agrees to hold harmless and indemnify Perspectives and its agents, and each and every one of them, and their respective predecessors, successors, heirs, and assigns from any and all liability for any action or inaction of any kind for and by any experimental education provider suffered by the Parent, the Student, or a third party.



<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy	
<b>Parent/Guardian Name:</b>	
<b>Parent/Guardian Signature:</b>	







# Perspectives

## Career Shadowing Consent and Waiver

I understand that during the course of the school year my student may 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 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 they are 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 internships/mentorships.
- 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.

<b>Student Name:</b>	<b>Date:</b>
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<b>Parent/Guardian Name:</b>	
<b>Parent/Guardian Signature:</b>	





# Perspectives

## Important Medical Information and Medication Authorization

<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy	
<b>Does your child require medication during school hours:</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	
<b>Does your child need to carry medication to school due to a medical condition?</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	
<b>Does your child need to self-administer medication in school due to a medical condition?</b> <ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	

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 medication (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 house including frequency and dosage
- Necessary prescription medications (including inhalers, epinephrine auto-injectors, nebulizers, ect) marked with the student’s name, including the original prescription label which includes the students’ 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 certified or registered school nurse, and I explicitly consent to this. To the extent permissible by law, I further waive any claims against Perspectives Charter Schools, 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, charges or causes of action or injuries, costs, 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

In the event of an emergency, where my child is unable to self-administer their 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 their 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 restrictions, 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:



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<b>Parent/Guardian Name:</b>
<b>Parent/Guardian Signature:</b>
<b>Date:</b>





# Perspectives

## Acceptable Use Policy for Perspectives Electronic Networks

### Scope and Definition of the 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 device use 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 expectations 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, they 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 to be inappropriate.

- Using the Network in a manner that violates any provision of Perspectives' Discipline Code;
- Criminal activities that can be punished under the 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 others user 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 led 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-governmental related fundraising or public relations activities, such as solicitation for religious purposes, lobbying for personal political purposes.

### **Student Internet Safety**

- Students under the age of eighteen should only access Perspectives accounts outside of school if a parent/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 only met 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, discipline measures, and monetary and/or legal consequences.



## Acknowledgement of Policy

<b>Student Name:</b>
<b>Student Signature:</b>
<b>Date:</b>
<b>Parent/Guardian Name:</b>
<b>Parent/Guardian Signature:</b>
<b>Date:</b>





# Perspectives

## Emergency Contact Information

<b>Student Name:</b>	<b>Date:</b>
<b>Grade:</b>	
<b>Campus:</b> Perspectives Rodney D. Joslin Perspectives Leadership Academy Perspectives High School of Technology Perspectives Middle Academy Perspectives Math and Science Academy	
<b>Parent/Guardian 1</b>	
<b>Relationship to Student</b>	
<b>Full Address</b>	
<b>Home Phone</b>	
<b>Cell Phone</b>	
<b>Email</b>	
<b>Parent/Guardian 2</b>	
<b>Relationship to Student</b>	
<b>Full Address</b>	
<b>Home Phone</b>	
<b>Cell Phone</b>	
<b>Email</b>	
<b>Emergency Contact 1</b>	





<b>Relationship to Student</b>
<b>Full Address</b>
<b>Home Phone</b>
<b>Cell Phone</b>
<b>Email</b>
<b>Emergency Contact 2</b>
<b>Relationship to Student</b>
<b>Full Address</b>
<b>Home Phone</b>
<b>Cell phone</b>
<b>Email</b>
<b>Emergency Contact 3</b>
<b>Relationship to Student</b>
<b>Full Address</b>
<b>Home Phone</b>
<b>Cell Phone</b>
<b>Email</b>

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





School Fee Waiver - School Year 2025-2026
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Campus : \_\_\_\_\_

Student Full Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Parents, please complete this entire form and return it to the business office.

I \_\_\_\_\_ (parent or legal guardian)

Of the student \_\_\_\_\_ Date of Birth \_\_\_\_\_

hereby request a waiver of fees for the current school for the period from \_\_\_\_\_

to \_\_\_\_\_ because I am unable to afford to pay said fees.

Family Information
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Family Size:	Adults (over 18)	Children (under 18)
Family Income from all sources	Source:	Income:
	Souce:	Income:
	Source:	Income:



Number of Children currently in school:	_____	
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Any factors or expenses temporarily affecting family income: (Please explain) >	Answer:
Other (explain inability to pay fees):	

I certify that the above statements are true and correct:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Phone no. \_\_\_\_\_

Deadline for submitting waiver & documentation is: November 1st, 2025. Please see the reverse side for required documentation when submitting the waiver. Application and necessary forms are to be submitted to: [scantres@pcsedu.org](mailto:scantres@pcsedu.org).



Application and necessary forms are to be submitted to: [scantres@pcsedu.org](mailto:scantres@pcsedu.org).

### Acceptable Forms of Documentation:

#### 1. Employment:

- Paycheck stub or pay envelope showing the amount and frequency of pay.
- Letter from employer stating gross wages and how often they are paid.

#### 2. Social Security, Pensions, or Retirement:

- Social Security or retirement benefit letter.
- Statement of benefits received.
- Pension award notice.

#### 3. Unemployment, Disability, or Worker's Compensation:

- Notice of eligibility from the state employment security office.
- Check stub.
- Letter from Worker's Compensation.

#### 4. IDHS Benefits:

- Benefit letter from the Illinois Department of Human Services (IDHS).

#### 5. Child Support or Alimony:

- Court decree, written agreement, or copies of checks received.

#### 6. Other Income (e.g., Rental Income):

- Documentation showing the amount, frequency, and dates of income received.

#### 7. No Income:

- A brief written explanation of how your household meets its needs for food, clothing, and housing, along with an estimate of when you expect to receive income.

### Important Note:

After your application is reviewed, a written response will be mailed to the address provided, indicating whether the enrichment fees have been waived. For any questions, please contact our Sr. Director of Compliance, Ms. Sonia Cantres, at [scantres@pcsedu.org](mailto:scantres@pcsedu.org).

