



Perspectives Charter Schools
Educating for College, Preparing for Life
pcsedu.org

Student Handbook

2016-2017

Living A Disciplined Life®

Perspectives Charter Schools Campuses

Perspectives Rodney D. Joslin	Perspectives Middle Academy (the middle school for Perspectives Leadership Academy)	Perspectives Leadership Academy (the high school)	Perspectives High School of Technology	Perspectives IIT Math and Science Academy
1930 S. Archer Chicago, IL 60616	8131 S. May Street 1st Floor Chicago, IL 60620	8131 S. May Street 3rd Floor Chicago, IL 60620	8131 S. May Street 2nd Floor Chicago, IL 60620	3663 S. Wabash Chicago, IL 60653
Ph: (312) 225-7400 Fax: (312) 225-7411	Ph: (773) 358-6300 Fax: (773) 358-6399	Ph: (773) 358-6100 Fax: (773) 358-6199	Ph: (773) 358-6120 Fax: (773) 358-6129	Ph: (773) 358-6800 Fax: (773) 358-6055
Principal: Stephen Todd	Principal: Victoria Jackson	Principal: Sarah Severson	Principal: Eron Powell	Principal: Brandy Woodard

Support Sites of Perspectives

<p>Support Hub of Perspectives (SHOP) Central Office 1530 South State St., Suite 200 Chicago, IL 60605 Ph: (773) 358-6105 Fax: (773) 358-6398</p> <p>Chief Executive Officer: Rhonda Hopps Founder, Chief Education Officer: Kim Day Founder, President: Diana Schulla-Cose Chief Operating Officer: Doresah Ford-Bey</p>
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Student Handbook 2016 – 2017

The following policies and administrative procedures apply to actions of students during school hours, while on school property, at all Perspectives events, field studies, internships, and community action projects, and at all programs held at Perspectives Charter Schools, and when the actions affect the mission and/or operation of Perspectives Charter Schools. Students may be subject to appropriate disciplinary actions for acts of misconduct that occur off-campus during non-school hours when the misconduct has a substantial likelihood of disrupting the educational process of the school. Disciplinary procedures that are unique to Students with Disabilities are found on page 35.

Our Mission

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

A Disciplined Life[®] Education Model

The Perspectives Charter Schools staff and students live within a special framework called A Disciplined Life[®]. This simple, yet important, code of living provides guidelines that keep our minds and actions disciplined. It is by living within this code that we learn to live a life of peace and productivity. The principles of **A Disciplined Life** are found on page 3.

Perspectives Staff-Student-Parent Agreement

Each family at Perspectives must sign the Perspectives Staff-Student-Parent Agreement and Handbook Acknowledgment, setting forth the parental and student commitment to working with Perspectives Charter Schools to achieve maximum student results and success. Likewise, Perspectives Charter Schools sets forth its commitment in the agreement to assist and support student development to the fullest potential. The complete agreement and Acknowledgement is found on pages 4-5.



A Disciplined Life[®] Education Model

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, integrity, and decency

Be generous

Be a lifelong learner

Live a healthy lifestyle

RELATIONSHIPS

Communicate effectively

Challenge each other intellectually

Show gratitude

Solve conflicts peacefully

Respect each other's differences

Be positive and supportive of each other

Show compassion

PRODUCTIVITY

Demonstrate a strong work ethic

Use your time wisely

Listen actively

Be punctual and prepared

Be organized

Be reflective

Be reliable Take initiative

Demonstrate perseverance

Perspectives Staff-Student-Parent Agreement 2016-2017

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 solve conflicts peacefully.
- I understand my responsibility is not only to teach academic content, but to teach scholars the tools needed to live A Disciplined Life.
- I will communicate clearly and openly with students and families
- I will remain positive about all scholars and the school environment, even during challenging times.
- I will be solution-oriented in all conversations and strive to assume positive intent.
- I will never, ever give up on a scholar.
- I will do whatever it takes to help a scholar learn.
- I will communicate effectively with scholars by providing positive encouragement and by disciplining with dignity.
- I will consistently inform parents about their children's performance.
- I will have conversations with colleagues or scholars that will help improve the school in a respectful, timely manner.
- I will create relevant, rigorous, differentiated and interactive learning experiences that prepare scholars to be college ready.
- I will communicate effectively with scholars by providing positive encouragement and by disciplining with dignity.
- I will consistently inform parents about their children's performance.
- I will have conversations with colleagues or scholars that will help improve the school in a respectful, timely manner.
- I will provide scholars with consistent and fair feedback and update grades weekly in PowerSchool.
- I will give parents attempted notification before F's are finalized
- I will maintain confidentiality of students and parents within legal parameters

Student Commitment

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

- I will strive to live and lead the 26 principles of A Disciplined Life.
- I am a Peacemaker. I commit to solving conflicts peacefully.
- I will be a life-long learner and constantly seek ways to improve myself and others.
- I will actively participate in Perspectives activities and learning opportunities, including Field Studies, College Tours, After School Programs (at least two yearly), and Summer Programs.
- I will accept only quality classwork and homework from myself, and I will challenge my peers and myself intellectually. I will ask and answer questions in class.
- I will be prepared and punctual each day to school and classes.
- I will wear a clean, neat, and proper school uniform each day.
- I will take responsibility for my learning, asking for HELP on homework when I am confused and seeking TUTORING when I need additional academic support.
- I will build healthy and positive relationships with my peers and teachers.
- I will greet members of our Perspectives community and guests with a smile, and welcome them to our community.

- I will take responsibilities for all of my actions and not make excuse for my behavior and the choices I have made. I will accept and learn from the appropriate consequences, as defined by the PCS Discipline Code, **if I choose to not live A Disciplined Life**[®]

Parent/Guardian Commitment

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

- I will live and lead the 26 principles of A Disciplined Life.
- I will attend three (3) mandatory Parent-Student conferences.
- I will communicate appropriately and respectfully with Perspectives staff via phone, notes, email and/or frequent visits to the school.
- I will review my child’s homework each night, and logging on to PowerSchool to check his or her weekly progress
- I will send my child to school on time, in the proper uniform, and prepared for the day. In the rare case that my scholar is absent, I Will call the school that day and notify the school of the absence.
- I will play an active role my child’s education through volunteering and attending parent meetings, family nights, and other family events.
- I will support the school and its decision to provide consequences to my child, as defined by the PCS Discipline Code, if my child chooses to not lead A Disciplined Life[®]
- I understand that Perspectives Field Studies and extended trips (including camping, trips to the State Capitol, and college tours) are mandatory, as they are educational and promote academic success
- I will ensure and support school consequences for failures and lack of homework completion
- I will require my scholar to receive extended day support when s/he is struggling or failing academically.
- I will respond to requests from school teachers and/or administration within two (2) days
- I will maintain updated contact and emergency information with the school
- I understand that if I do not uphold my commitment as a Perspectives Parent/Guardian, I may be required to meet with the Perspectives Parent Council or School Administration

Student Signature

Date

Parent Signature

Date

School Hours

School Day: 8:00 AM – 4:15 PM

- o Perspectives Rodney D. Joslin Campus
- o Perspectives Middle Academy (the middle school of Perspectives Leadership Academy)
- o Perspectives Leadership Academy (the high school)
- o Perspectives High School of Technology
- o Perspectives/IIT Math & Science Academy

After-School Opportunities (All Campuses): 4:15 pm - 5:45 p.m.

After-School Detention (All Campuses): 3:45 pm – 5:00 pm (Middle School & High School)

Perspectives Attendance Policy

All students must attend school each day. If a student is going to be late or absent, the parent/guardian must call the school before 8:00 a.m. to let the school office know of their child's tardiness or absence. Upon arrival/return to school, students must bring a note to the school office from his or her parent/guardian. **The Administration reserves the right to determine whether a tardy or absence* will be excused or unexcused.**

***Absences due to the student's illness, family emergency, observance of a religious holiday and death in the immediate family will be considered excused.**

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 (but not limited to) the homecoming dance, junior and senior prom, drivers education, and sporting events. Students planning to participate in such events and activities must be in their scheduled classes the day of the event or activity.

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

Tardiness

Excessive tardiness shows a lack of commitment to living A Disciplined Life® and remaining a student at Perspectives Charter

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

Tardy to School

If a student is tardy (unexcused) to school ten (10) or more times within a quarter, he or she may be placed on **Tardy Probation** at the beginning of the next quarter. It is possible that students who are on **Tardy Probation** may lose opportunities to be on the Honor Roll, nor participate in reward days (dress-down days, school dances, etc.) or in after-school sports or activities for the length of his or her probation. Students will remain on Tardy Probation until the quarter has ended and his or her attendance is revisited. **The Administration reserves the right to determine whether a tardy will be excused or unexcused.**

The following reasons are sufficient cause for late arrival:

- Doctor's appointment (student should return to school with a release/return notice from his or her doctor),
- Inclement weather, which would be dangerous to the life or health of the child,
- Religious observance,
- Student illness and
- Emergency conditions, as determined by the school administration

Tardy to Class

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

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

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

Absences

Absences (Excused Absences)

Parents should contact the school's main office by phone whenever his or her child is going to be absent, and send a written excuse to the office when the child returns to school. **The Administration reserves the right to determine whether an absence will be excused or unexcused.**

The following reasons may be sufficient cause for an excused absence:

- Illness
- Death in the family
- Inclement weather, which would be dangerous to the life or health of the child
- Legal quarantine
- Observance of a religious holiday

- Emergency conditions, as determined by the school administration

If a parent/guardian note of explanation is not received by the school office within 72 hours, the absence will automatically be considered unexcused. Students who are absent for three (3) consecutive days or more are required to submit written doctor's notes upon their return to school. Students will be given the opportunity to make up assignments for excused absences, subject to the 18-day absence rule set forth below.

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

In the absence of such plan, any student who misses more than 18 total days of school during the school year, for any reason, may be required to attend and successfully complete summer school prior to the start of the subsequent school year. In such a situation, the school also reserves the right to have the student repeat his or her current grade.

Truancy (Unexcused Absences)

Parents are reminded that it is their legal obligation to make certain their child is in school and on time. Perspectives Charter Schools will consider a student truant, and will begin truancy procedures, once a student receives five (5) unexcused absences within a single school year.

The following steps will be taken in response to truancy:

One through nine (1-9) Unexcused Absences

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

Ten (10) Unexcused Absences

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

Dropouts

Perspectives Charter Schools and all of its employees are prohibited from encouraging students to drop out.

Early Dismissal

If it is necessary for a student to be dismissed from school before the end of the school day, parents/guardians must notify the school's main office of the early dismissal. Parents may inform the school in person, or by phone, of the specific time of the dismissal, and the name of the person who will be picking up the student from school. Students under the age of 18 must be picked up and signed out from the main school office. They are not allowed to sign themselves out or leave without a parent/guardian present.

Students over the age of 18 will be allowed to sign themselves out once the early dismissal is confirmed with a parent/guardian. Only adults who are listed on the student's emergency contact form as authorized adults will be allowed to confirm, sign out, and pick up students from the school's main office. All authorized adults should be listed on the emergency contact form filled out during registrations. Everyone picking up students from school will be asked to provide the school's main office with a photo ID at the time of dismissal. Should a parent/guardian need to make changes to his or her emergency list, he or she should contact the school's main office to update the Emergency Contract form. **School administrators will deny the dismissal of a student to any person(s) not listed as authorized, or if additional confirmation is needed.**

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. 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.

Inclement Weather

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

Medication Policy

Perspectives staff (e.g., school principal, assistant principal, dedicated care aid) and the school appointed nurse, where applicable, must be informed of any prescription medication that is required to be taken during school hours, or carried on the student at all times.

To supervise the dispensing of the medication, the school must receive:

- a signed authorization from the student's parent/guardian
- for any self-administered medication, a written doctor's note explaining how and when the student will self-administer.
- for self-carry medications (asthma medication and EpiPens) information regarding if the student will self-carry.
- 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.
- inhalers, EpiPens, nebulizers, and prescription medications marked with the student's name.
- for diabetes management, information from the treating physician regarding guidelines for insulin

- dosing.
- the original prescription label, provided by the parent to the school, with the student's name, the name of the medication, the dosage, the frequency of administration, the expiration date (medication must not be expired), and the medication's side effects, as well as the student's physician's name and telephone number.

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

Physicals and Immunization Records

All 6th and 9th grade students must submit proof of a health examination and immunizations at the beginning of the school year. In addition to 6th and 9th grade students, any student entering Perspectives Charter Schools out of medical compliance, or from an out-of-state educational site, is required to submit current health examination and immunization records prior to starting school. Last year, a new Illinois State Law altered the requirements for Meningococcal vaccinations. The new law states that "Beginning with the school year 2015-2016 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.

Dental and Vision Requirements

Illinois law requires that all students in Grade 6 have a dental examination and present proof of such examination by May 15th each year. Additionally, all new PCS students must submit proof of an eye examination by October 15th. Students who fail to provide proof of a dental or eye examination or to establish that they are otherwise exempt from those requirements may have their report cards withheld until the student complies. All documentation must be submitted to the school's main office.

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

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

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

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

Intent to Return and High School Selection Forms

Once a student enrolls in Perspectives Charter Schools, he or she is guaranteed a space for the following year **as long as** the Intent to Return Form (Grades 6, 7, 9, 10, 11) or the High School Selection Form (Grade 8) is completed. To secure a student's place in the Perspectives Charter School Network, the parent/guardian must complete the Intent to Return Form or High Selection Form by February 3, 2017, unless otherwise posted. Students who do not complete the required forms by the requested due date may be added to 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

The annual registration process takes place over the summer months. Families are required to come to their student's campus to complete registration paperwork before the start of the new school year. **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 will forfeit their seat.** If the student should decide he or she wants to return to Perspectives Charter Schools, his or her name will be added to the current wait list, with re-admittance if space becomes available. Ninth-grade students that do not register prior to the first day of school will be projected to his or her neighborhood high school unless otherwise notified by the parent/guardian.

Transfer Policy

Transferring out of Perspectives

Parents/guardians may transfer their student from the Perspectives Charter Schools Network for any reason. Proper notification (e.g., at least two days in advance) is requested and allows Perspectives the time to process the necessary transfer paperwork and prepare the student's records for transition.

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

- Acceptance letter from the school to which the child will be transferring
- Complete address, unit number, phone number, and fax number for the new school

- Make settlement of all outstanding instructional fees and meal balances
- Return all books, athletic uniforms, and equipment to Perspectives
- Signed transfer form, completed at the school's main office

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 internally to another campus if he or she is on track to graduate, meets the requested school's academic and discipline requirements, and if space is available. Unfortunately, Perspectives cannot guarantee that internal transfers will be readily available for all interested students due to space restrictions within its programs.

Internal Student Transfers should be completed and turned in to the school office prior to the 2017-2018 Annual Lottery, held in February each year. Next year's lottery date is scheduled for Friday, February 17, 2017. Families will be notified by the Director of Student Recruitment 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 2017-2018 Annual Lottery will be placed on the pending wait list, and reviewed once offers have been made to lottery participants.

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

Cell Phone and Electronic Device Policy

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 on school grounds, as long as the following rules are strictly adhered to:

- The use of cell phones and other personal electronic devices (including, but not limited to tablets, digital cameras, laptops, and pagers) in the school building, between 8:00 a.m. and 4:00 p.m. (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. Cell phones and personal electronic devices should be turned off and put away as long as the student is in the building or attending a school-level event. If a student is found using a cell phone or personal electronic device between the aforementioned hours, teachers, disciplinarians, and/or school administrators will confiscate the cell phone or personal electronic device and lock it up in the school office for the remainder of the day. A parent or guardian must be present to retrieve cell phones and personal electronic devices after school. Continued abuse of this privilege will result in disciplinary action and privileges will be revoked.
- Students serving detentions or in-school suspensions are prohibited from using a cell phone or personal electronic device while serving his or her detention or in-school suspension. Cell phones and personal electronic devices should be turned off and put away during detention or in-school suspension. If a student is found using a cell phone or electronic device while serving a detention

or in-school suspension, teachers, disciplinarians and/or a school administrator will confiscate the cell phone or electronic device and additional consequences will be issued. Students can retrieve cell phones and personal electronic devices after detention or in-school suspension. Continued abuse of this privilege will result in disciplinary action and privileges will be revoked.

Phone Messages to Students

To alleviate unnecessary interruption of classroom instruction, only messages that are of an **EMERGENCY** nature will be accepted and delivered to students. Parents/guardians should continue to call the school for any emergency situation, and Perspectives staff will contact your child. **Do not try to contact them by cell phone during school hours.** Any evidence showing that a student is acting on or replying to phone calls or messages received during school hours is a violation of school policy and may result in disciplinary actions.

It is strongly recommended that students **NOT** bring any valuable, portable electronic devices to school, such as iPods, MP3 players, CD players, tablets, laptops, digital cameras or handheld games. Perspectives is not responsible for the theft, loss, or damage of cell phones or any other personal electronic devices brought into the school.

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

- **Infraction:**– demerits will be issued and/or detention may be served. The device will be confiscated and turned over to the school’s main office. Students can retrieve the device from the school office at the end of the day.

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

Locker Search Policy

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

Student Uniforms

Perspectives students are most concerned with academic rigor. Fashion is great – on the weekend! Every student is required to come to school in full uniform starting the first day of school.

For students at our Auburn Gresham campuses (Middle Academy, Leadership Academy, and Tech), parents will have the opportunity to purchase their uniform shirt from the school’s main office prior to the students’ first day.

For students at our Joslin and IIT/Math and Science Academy campuses, parents will have the opportunity

to purchase their first uniform shirt from our school uniform vendor. All uniform shirts can be purchased at Zemsky's (4187 S Archer). <http://www.zemskys.com/>

The school uniform consists of:

Perspectives Rodney D. Joslin Campus

Uniform shirt tucked in, black dress pants or black knee-length skirt (no denim, skinny cut pants or jeans, spandex, or Capri pants), plain black belt (cannot be adorned with jewels, metal, graphics, or oversized) and black casual shoes or all black gym shoes (including sole of shoe, stitching, and shoestrings.) Students may wear either solid black or solid white T-shirts under their uniform shirts. All students may unbutton their shirts to the second button. A Perspectives fleece may be worn in class during the cold weather months – no hoodies or sweatshirts. Students may also wear Perspectives T-shirts or spirit gear when specified by the Administration. Tasteful jewelry may be worn by scholars.

Perspectives Leadership Academy

Uniform shirt tucked in, khaki uniform pants or khaki knee-length skirt, plain black belt (cannot be adorned with any non-black jewels, metal, or graphics) and all black shoes (including sole of shoe, stitching, and shoestrings.) Students may wear a white or gray t-shirt under their uniform shirts. A Perspectives fleece may be work as well. Students may also wear Perspectives t-shirts, sweatshirts or spirit gear when specified by the Administration. Jewelry and headbands may be worn by scholar and all necklaces must be tucked into their uniform shirts.

Perspectives High School of Technology

Uniform shirt tucked in, khaki uniform pants or khaki knee length skirt (no denim, skinny cut pants or jeans, spandex or Capri pants), plain black belt (cannot be adorned with jewels, metal, graphics or oversized) and black casual shoes or all black gym shoes (including sole of shoe, stitching and shoestrings) Students may wear solid white or gray T-shirt under their uniform shirts. All students may unbutton their shirts to the second button. A Perspectives fleece may be worn in class during the cold weather months – no hoodies, cardigans or sweatshirts. Students may also wear Perspectives T-shirts or spirit gear when specified by the Administration. Tasteful jewelry may be worn by scholars. All necklaces must be tucked into uniform shirts.

Perspectives Middle Academy

Uniform shirt tucked in, khaki uniform pants or khaki knee-length skirt (no denim, skinny cut pants or jeans, spandex, cargo or capri pants), plain black belt (cannot be adorned with jewels, metal, graphics, or oversized) and black casual shoes or all black gym shoes (including sole of shoe, stitching, and shoestrings.) Students may wear a solid black or white T-shirt under their uniform shirts. A Perspectives fleece or all black sweater may be worn in class during the cold weather months – no hoodies or sweatshirts. Students may also wear Perspectives T-shirts or spirit gear when specified by the Administration. Student accounts will be charged for all rental uniform items not returned to the main office. No makeup may be worn by any student.

Perspectives IIT/Math & Science Academy

Uniform polo shirt with school logo or long sleeve uniform t-shirt with school logo tucked in, khaki uniform pants or khaki knee-length skirt (no denim, cargo or cell phone pants, skinny cut pants or jeans, spandex, shorts or Capri pants), plain black belt (cannot be adorned with jewels, metal, graphics, or oversized) and black casual shoes or all black gym shoes (including sole of shoe, stitching, and shoestrings.) Students may wear either solid black or solid white T-shirts under their uniform shirts. All students may unbutton their shirts to the second button. A Perspectives fleece or Perspectives black cardigan may be worn in class during the cold weather months – no hoodies or sweatshirts. Students may also wear Perspectives T-shirts or spirit gear when specified by the Administration. Tasteful jewelry may be worn by scholars. All necklaces must be tucked into uniform shirts.

If the student is in school without the proper uniform he or she may receive a demerit, detention, in-school suspension (ISS), or loss of Scholar Dollars, as defined by the PCS Discipline Code. The student may also be requested to:

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

Exceptions are made only if a student brings a note from his or her parent/guardian **OR** the parent/guardian calls the school (before 8:15 AM) indicating specifically why the child is out of uniform and stating specifically when the child will be in full uniform again.

Dress-Down Days

Students may dress down based on the school's dress-down day code that all students receive prior to the first dress-down day of the school year.

Field Study Days

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

Student ID Cards

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

Student Fee for the 2015-2016 School Year

The Student Fee for each grade level at Perspectives will be \$265 per student. This fee covers the annual instructional fees, field studies, out-of-area trips, college tours, selected after-school programs, 8th and

12th grade graduation and luncheon tickets for the student, first school ID, locker lock, first student planner, and much more. Perspectives Middle Academy will also include one new school uniform shirt for each student at the beginning of the school year. **Students with outstanding instructional or meal balances will not be able to participate in special school-level events or activities that are not covered by instructional fees.** Please note that student uniforms, gym uniforms, athletic/spirit gear, drivers education courses, prom tickets, school pictures, special school-level events, summer school and meal charges (for students qualifying for full- or reduced-priced meals) are not included in these fees. Breakfast is free for all, regardless of the student's meal status.

Field Studies

Using the city as an extended classroom, students will have the opportunity to participate in several field trips per semester, visiting cultural centers, museums, colleges, etc.

Technology

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

Internships

Perspectives provides internships for all juniors, placing them within companies and other organizations to allow them to participate in real-world work environments related to their career interests. 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 participate in an overnight camping trip.
- 8th Grade: students participate in an extended-day class trip, usually to Springfield, Illinois, to visit historical or state government sites.
- 9th, 10th, and 11th Grade: students will participate in a minimum of two (2) college tours, visiting colleges and universities in Illinois and surrounding states, as part of the Perspectives "College-for-Certain" program. To minimize costs, these are two (2) separate day trips.

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 and return to the school the same evening.

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, particularly for the 8th, 9th, 10th, and 11th grades. All fundraising activities should

be decided early on in the school year, and be completed by the end of the first semester. The budgets for these trips will be increased once all mandatory instructional fees have been paid and additional funds have been secured, but in no case will parents or guardians be asked for additional fees.

Student fees must be paid or settlement arrangements made before the first day of school. All payments and payment arrangements are handled by your school Office Manager.

Refunds or partial adjustments are not given if the student does not participate in their grade-specific activities for any reason, nor are they given if the student decides to leave Perspectives during the school year, or is asked to leave for disciplinary reasons. All fees are non-refundable and non-transferable to another student.

Fees may be applied for the following:

- Temporary ID - \$1
- Missing/Damaged School Property & Equipment \$TBD
- Replacement Lanyard - \$3
- Missing/Damaged Sports Uniform & Equipment \$TBD
- Replacement ID - \$3
- Damaged/Vandalism to Property While Representing Perspectives \$TBD
- Replacement Planner - \$3
- Lost Books or Equipment \$TBD
- Replacement Lock - \$3

Perspectives provides fee waivers and other payment arrangements if a family demonstrates an inability to pay. Required documents must be submitted to your school's Office Manager.

Perspectives Charter Schools Academic Policy

Purpose

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

This structure is called *Academic Probation*, and will allow a student to identify the cause(s) of his or her poor academic performance, and attempt to provide him or her with the resources to improve.

Academic Probation

Any high school student who earns lower than a 2.0 GPA on a quarterly report card will automatically be placed on *Academic Probation* (does not apply to cumulative or semester GPAs) for a minimum of one quarter.

High school students must earn a higher GPA on the next quarterly report card and show improved academic progress. In addition to the loss of privileges associated with Academic Probation, such as being prohibited from attending student events and participating in athletics, the student may not earn sufficient credits to be advanced to the next grade. Normal progression, through the Perspectives grades with the student's cohort, is an essential part of the Perspectives experience.

Middle school students must successfully pass all core classes, content classes, including A Disciplined Life and Passages (taken in 8th grade), to be promoted to the next grade. If the student fails one or more classes for two (2) quarters, the student will be required to attend summer school. At that time, the student must pass all summer classes to be promoted at the end of summer school into the next grade.

Homework Policy

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

PCS students who do not complete homework on time will, at the discretion of the teacher, receive reduced points on the assignment, directly affecting their grade. In addition to loss of grade, students may be required to attend homework club or detention. If students do not attend homework club or detention, a parent conference may be required.



Special Honors

Perspectives Principal's List

Students earning all A's on their report card.

Perspectives Honor Roll

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

Perfect Attendance Awards

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

***A Disciplined Life*® Awards**

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

Peace Prize

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

End-of-Year Athletic and Organization Awards

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

National Honor Society

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

Perspectives Director's Society

High School students earning a cumulative GPA of 3.5 and an A or B in *A Disciplined Life*[®].

Graduation and Promotion Requirements

Middle School

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

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

NWEA shall be used as the district-wide assessment to evaluate middle-school students in addition to their grades and attendance for promotion eligibility at the end of the school year. Students not meeting MAP growth in 2/3 assessments (Math, Reading, Science) will be required to attend summer school for promotion to the next grade.

High School

Grade Promotion: If a student is missing 2 or more core credits than the student may not be promoted to the next grade. Students may make up credits during summer school but they must complete enough credits to meet the grade promotion requirements.

High School Graduation Requirements: Credit¹ Requirements

Leadership Academy		High School of Technology	
<u>Required Classes</u>	<u>Required Credits</u>	<u>Required Classes</u>	<u>Required Credits</u>
Math*	4 Credits	Math*	4 Credits
English*	4 Credits	English*	4 Credits
Science*	3 Credits	Science*	3 Credits
Social Science*	3 Credits	Social Science*	3 Credits
Foreign Language	2 Credits	Foreign Language	2 Credits
A Disciplined Life © (ADL)	4 Credits	A Disciplined Life © (ADL)	4 Credits
<u>Additional Required Credits</u>		<u>Additional Required Credits</u>	
Healthy Lifestyles	2 Credits	Healthy Lifestyles	2 Credits
Extracurricular Activities	2 Credits	Extracurricular Activities	2 Credits
Literacy Elective ²	2 Credits	Literacy Elective	2 Credits
Electives	3 Credits	Electives	3 Credits
* Core Class		* Core Class	
<u>Total Credits Required for Graduation</u>	<u>29 Credits</u>	<u>Total Credits Required for Graduation</u>	<u>29 Credits</u>

Joslin Campus

Math and Science Academy

¹ In most cases, 1 credit is equivalent to 1 year in a particular course. However, there are courses in which 1 credit may be earned in a single semester. These courses include, but are not limited to: Healthy Lifestyles, Literacy Elective, and some Electives.

² Literacy Elective: An elective that integrates students reading and writing into its central structure i.e. Journalism, Drama, Newspaper, Yearbook, Creative Writing, etc.

<u>Required Classes</u>	<u>Required Credits</u>	<u>Required Classes</u>	<u>Required Credits</u>
Math*	4 Credits	Math*	4 Credits
English*	4 Credits	English*	4 Credits
Science*	3 Credits	Science*	3 Credits
Social Science*	3 Credits	Social Science*	3 Credits
Foreign Language	2 Credits	Foreign Language	2 Credits
A Disciplined Life © (ADL)	4 Credits	A Disciplined Life © (ADL)	4 Credits
<u>Additional Required Credits</u>		<u>Additional Required Credits</u>	
Healthy Lifestyles	2 Credits	Healthy Lifestyles	2 Credits
Extracurricular Activities	2 Credits	Extracurricular Activities	2 Credits
Literacy Elective	2 Credits	Literacy Elective	2 Credits
Electives	3 Credits	Electives	3 Credits
* Core Class		* Core Class	
<u>Total Credits Required for Graduation</u>	<u>29 Credits</u>	<u>Total Credits Required for Graduation</u>	<u>29 Credits</u>

High School Graduation Requirements: Extracurricular Activities

All students are required to participate in at least two (2) credits for Extracurricular Activities. Students earn a half-credit of Extracurricular Activities when they participate in a semester-long after-school program. A student must attend 80% of the sessions to earn the credit. Extracurricular Activities take place from 4 p.m. to 6 p.m. on one or two days, between Monday and Thursday.

Examples of Extracurricular Activities include:

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

Participation in athletics counts for one (1) credit of the Extracurricular Activities requirement. One season earns a half-credit. PCS will grant up to one credit for students who hold an after-school job and work ten or more hours a week. A verification form must be completed by the employee. The student

can earn a half-credit per semester worked. Students may also submit a request to receive a credit for extracurricular activities that are non-school sponsored (e.g., church youth groups or clubs or teams sponsored by other organizations). Request forms can be retrieved from the school office. All requests must be approved by the principal. Students may also earn Extracurricular Activities credits by participating in a meaningful summer program. Each summer program can earn the student a half-credit. Students must submit the summer program verification form to receive credit.

High School Graduation Requirements: Healthy Lifestyles Activities

All students are required to work toward living a healthy lifestyle as part of their commitment to living A Disciplined Life®. To graduate, students must earn two (2) Healthy Lifestyle credits. Students may earn a half credit in the following ways:

- One season of participation on an athletic team.
- One semester of participation on the Dance or Step team.
- Attending ten (10) after-school healthy lifestyle classes.
- Participation in a 5K (student must submit verification form).

PCS offers weekly healthy lifestyle classes that students can attend unscheduled. Examples of these classes may include:

- Zumba
- Yoga
- Pilates
- Weightlifting

Students may also submit a request to receive a credit for Healthy Lifestyles Activities that are non-school sponsored (e.g., non-school sponsored sports leagues or dance teams). Students with medical conditions prohibiting participation in physical activity may appeal for an alternative earning of credits.

High School Graduation Requirements: 11th Grade Internship

All Perspectives juniors participate in an internship. Students must complete the attendance and project requirements in order to graduate.

These requirements include:

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

Students who do not pass the internship program during their junior year will be required to submit a request for alternative internship credit.

Walking at High School Graduation

A student can walk across the stage at graduation only if the following is true:

- The student has met all of the school's graduation requirements with regards to classes, credits, and extracurricular activities.

Discipline Code at Perspectives Charter Schools Overview

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

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

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

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

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

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

The following pages outline the consequences of negative behaviors by Perspectives students, concluding with the additional procedures applicable to students with disabilities.

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

Behavior Issues & Responses

Level of Infraction	Infraction Behaviors	Possible Consequences
Level 1	<ul style="list-style-type: none"> ● Major and minor uniform offenses ● Repeated Defiance ● Inappropriate touching/display of affection ● Hallway without pass ● Disrespect to classmates ● Throwing any objects ● Possession of non-school approved electronics ● Food/beverages outside of approved areas ● Gum chewing ● Interrupting class ● Tardy to school/class ● Off-task behavior in class ● Inattentiveness/lack of urgency ● Out of seat ● Sleeping in class ● Disorganized/unprepared to class ● Missing or incomplete assignments ● Inappropriate use of locker ● Rowdy hallway ● Inappropriate voice volume 	<ul style="list-style-type: none"> ● Demerits ● Loss of privileges ● Restorative Conversation (staff) ● Peer Mediation ● Talking Circle ● Private/Public Apology ● Community Service ● ADL Presentation ● Parent Meeting
Level 2	<ul style="list-style-type: none"> ● Cutting class or leaving without permission ● Disrupting class ● Disrespect to staff ● Cheating or plagiarism ● Using profanity ● Food fight or throwing food ● Forging parent signature ● Lying or dishonesty ● Acts that adversely influence safety, i.e. play-fighting, poor sportsmanship ● Possession of gambling paraphernalia ● Possession of illegal drug paraphernalia ● Violation of Cell Phones and Electronic 	<ul style="list-style-type: none"> ● Demerits ● Loss of privileges ● Discipline Intervention Process ● Restorative Conversation (staff) ● Parent Meeting ● Peer Mediation ● Talking Circle ● Private/Public Apology ● Community Service ● ADL Presentation <p>Repeated and/or intensity of the infractions may result in Detention or Suspension 1-3 days</p>

	<ul style="list-style-type: none"> Device Policy Loitering/failure to leave school property when requested Instigating level 2 infractions (any of above) 	
Level 3	<ul style="list-style-type: none"> Possessions of drugs or weapons in/on/to/from/representing PCS Bullying/intimidation/cyber-bullying Cursing at a teacher/staff Defiance/Flagrant/Disrespectful Destruction of any PCS property Inappropriate/disruptive behavior while on field study or representing PCS in front of guests Endangering safety of others Fighting/behavior in/to/from/representing PCS Gambling in/to/from/representing PCS Gang promotion Leaving school without permission Malicious slurs Mob action Viewing pornography or possession of pornography items on school grounds Sexual acts Trespassing on school grounds Smoking in/to/from/representing PCS Soliciting non-PCS student for assault Thievery Threat against/threaten staff or school Under influence of drugs/alcohol Violating sexual harassment policy Violence against staff Unauthorized use of any audio or visual equipment/devices Violation of Aggressive Behavior, Bullying, Cyberbullying and Harassment Policy Instigating any of the above level 3 behaviors 	<ul style="list-style-type: none"> Additional detentions Loss of privileges Restorative Conversation (staff) Parent Meeting Meeting with Assistant Principal or Principal Peer Mediation Talking Circle Private/Public Apology Community Service ADL Presentation <p>Repeated infractions and/or intensity of the infractions may result in Suspension 1-10 days or Expulsion</p>

Discipline Intervention Process

Perspectives Charter Schools is a place with high expectations and many scholars need additional support to meet our expectations. We provide this support through our Discipline Intervention Process (DIP), it

begins once (1) we notice a scholar consistently struggling to adhere to the discipline code or (2) the scholar is suspended for a level 3 infraction behavior. We require that everyone involved in a child's success participate in consequences assigned to their child in order to gain their support and understanding of the problems that continue to arise. Our goal is to provide additional support and interventions to promote positive behavior change because we want every child to succeed. We recognize that some of our scholars may need a different and specialized approach, and we provide this with DIP. The DIP follows these steps:

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

-If goals were met, the DIP ends.

-If goals were not met, but progress is made, the H2H continues.

-If goals were not met, DIP proceeds to a Roundtable.

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

-If goals were met, the DIP ends.

-If goals were not met, but progress is made, the Roundtable continues.

-If goals were not met, DIP may proceed to expulsion.

Expulsion Hearing: When a scholar is recommended for expulsion, s/he has an Expulsion Hearing before the Board of Perspectives or an appointed Hearing Officer. 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. 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.

Disciplinary Code

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

- Redirect
- Demerits
- Counseling
- Restorative Practices
- Discipline Intervention Process

Detention

Students who choose not to adhere to the ADL principles may be required to serve one (or more) of the following types of detention during non-instructional times:

1. Morning Detention: served between 7:30 a.m. and the start of the school day.
2. Lunch Detention: served during his or her regularly scheduled lunch period.
3. After School Detention: served after school, usually two half an hour sessions are available daily. Please contact your school administration for further details.
4. Friday Detention: participation and duration may vary. Please contact your school administration for further details.
5. Saturday Detention: participation and duration may vary. Please contact your school administration for further details.

In detention, students will abide by the following rules:

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

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

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

Suspension

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

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

Parents will be notified immediately of the suspension. Parents will have the right to review a suspension. Upon a parent's request to review a suspension, the Board or appointed Hearing Officer for Perspectives will review the suspension at an in-person meeting with the parents.

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

Students who are suspended will be provided with a re-engagement plan to assist them in transitioning back to school after the suspension.

Duration of Suspension

Suspensions of 1-3 Days

Suspensions of 1-3 days may be issued only if the student's presence poses a threat to school safety OR a disruption to other's learning opportunities. Such suspensions will be determined on a case-by-case basis. For these suspensions the school will provide notice to the family which will include:

(1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension and 5) the parent's right to review the suspension decision.

Suspensions of 4 Days

Suspensions of 4 days may be issued only if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community OR (2) substantially disrupts, impedes, or interferes with the operation of Perspectives. For these suspensions Perspectives will provide notice to the family which will include

(1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension (5) documentation of

whether any behavioral or disciplinary interventions were attempted or whether Perspectives determined there were no appropriate or available interventions and (6) the parent's right to review the suspension decision

Suspensions of 5-10 Days

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

(1) The reason for the suspension, (2) the specific act of gross disobedience or misconduct, (3) the length of the suspension (4) the rationale for the specific duration of the suspension (5) documentation of whether any behavioral or disciplinary interventions were attempted or whether the school determined there were no appropriate or available interventions (6) whether appropriate and available support services are to be provided or whether Perspectives determined that there were are no appropriate or available supports for the student and (7) the parent's right to review the suspension decision

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

- Persistent refusal to follow the stated school procedures (*i.e., a student has had several } incidents requiring suspension; or, the student is consistently in violation of school consequences such as detention or homework class; or the student is a consistent disruption to the educational process, even after having a Heart-to-Heart or Roundtable, and a 30-day probationary time period*)
- Assault and/or battery of a student or school employee
- Arson
- False fire alarm
- Possession of weapons, look alike weapons, or another object if used or attempted to be used to create bodily harm.
- Destruction of school property
- Endangering or threatening the lives of students or school employees
- Theft
- Involvement in gang activity
- Sex violation
- Use, possession, sale or delivery of alcohol, illegal drug narcotics, and controlled substances, contraband or look-alike contraband/drug
- Repeated Level 3 violation
- Mob action (bringing others onto school property with the intent of harming PCS students
- Violation of the Aggressive Behavior, Bullying, and Harassment Policy (includes sexual harassment)

**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 objectives to school: firearm, look alike firearm, knife, brass knuckles or other knuckle weapon, billy club, and/or any object used to attempted to be used to cause bodily harm.*

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

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

Expulsion from Perspectives Charter Schools

There may be times when a student's behavior is so severe and detrimental 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 limited to two calendar years.

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

1. **Timely Notice.** The student must be provided timely notice of the expulsion hearing so that the student may prepare a defense.
2. **Parent Notification.** Notice to the student's parents (or guardian, if applicable) 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.** The proceeding must be before an impartial tribunal. The school board or a hearing officer appointed by the Board conducts the expulsion hearing. The administration may submit evidence to support the alleged student misconduct including, but not limited to, misconduct reports, written statements by witnesses, admissions and evidence as deemed appropriate. As a general rule, the student must be allowed an opportunity to present evidence and cross-examine the witnesses presented by the school administration or who provide witness statements. The hearing will be recorded. The formal rules of evidence do not apply. School officials must provide (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate or available interventions were available for the student, and (2) evidence of the threat or substantial disruption posed by the student. The student and his or her parent or guardian may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled.

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

Suspension and Expulsion of Students with Disabilities

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

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS^[1]

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

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

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

The school must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

The IEP team must:

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

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

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

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

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

Parent-Teacher Advisory Committee

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



Perspectives Charter Schools Healthy Meals Program

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

Each year all families must complete the Illinois State Board of Education Free and Reduced Meal Application 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 first of each school year. Families impacted by change in income or household status need to provide documentation to your school Office Manager so a review of their application can be conducted and new benefits issued. Lunch applications 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 bring a bag lunch to school as long as it follows the healthy choice guidelines (no soda, candy, chips, or unhealthy snacks of any kind).

For questions, or to report concerns, please contact:

Daisy Vazquez or Sonia Cantres
(773) 358- 6105

Perspectives Charter Schools

1530 South State Street
Suite 200
Chicago, IL 60605

Communicating with PowerSchool

Log In to PowerSchool Parent Portal

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

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

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

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

How to Log In to PowerSchool Parent Portal

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

PowerSchool Parent Portal Start Page

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

- Navigation bar
- Main menu
- Printer icon

Navigation Bar

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

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

Main Menu

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

Field	Description
Grades and Attendance	Click to view student grades and attendance for the current term.
Grades History	Click to view attendance history for the current term.
Email Notification	Click to set the email notifications you can receive on a regular basis.

Teacher Comments	Click to view any teacher comments.
School Bulletin	Click to view the current school bulletin.
Class Registration	Click to register for classes and view course requests.
Balance	Click to view the current lunch balance and fee transactions.
My Calendars	Click to subscribe to specific homework and event calendars.

Printer Icon

Several pages in the PowerSchool Parent Portal display a Printer icon at the bottom of the page. Click this icon and a printer-friendly version of the page will display in a secondary browser window.

Should you have any problems with logging in or accessing information, please call your school office and they will assist you in any way possible.

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

Perspectives Leadership Academy: (773) 358–6100

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

Perspectives Middle Academy: (773) 358–6300

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

Athletic Policies & Procedures

Perspectives Charter Schools
 Athletic Office
 8131 South May
 Office: 312-604-2116 Fax: 773-783-9505

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

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

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

Philosophy

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

Student-Athlete Academic Eligibility Policy

High School Student-Athlete Eligibility

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

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

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

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

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

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

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

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

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

Middle School Student-Athlete Eligibility

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

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

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

Student-athletes on athletic-academic probation with more than two (2) grades below a “C” will have their athletic eligibility reviewed after 5 weeks once progress reports or quarter grades are released.

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

Student-Athlete Expectations

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

- ***Demonstrate honesty, integrity, and decency*** by adherence to all rules set forth by the coach, Student Handbook, Chicago Public High Schools Athletic Association Constitution and By-Laws, and the Illinois High School Association (IHSA) By-Laws.
- ***Take responsibility for your actions*** by understanding that athletic participation is a privilege, and as a student-athlete, you become a representative of Perspectives Charter Schools. As such, you are expected to behave in an appropriate manner, both on and off the field.
- ***Accept only quality work from yourself*** by realizing the importance of academic excellence and proper behavior. This includes:
 - Making up any missed work
 - Attending study tables or tutoring
 - Serving any detentions or other school discipline
 - Being a positive role model to all students in the school

- **Live a healthy lifestyle** by not using or possessing tobacco, alcohol, steroids, or other illegal drugs.
- **Be positive and supportive of each other** by encouraging your teammates and respecting all other participants including opponents, fans, coaches, and referees.
- **Respect each other's differences by refraining from hazing, defined as any act of humiliation, or a rite of passage which causes or is likely to cause physical or mental harm or personal degradation of another student.**

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

Expectations of Coaches

Coaches are responsible for:

- Maintaining, enforcing, and modeling the principles of *A Disciplined Life*
- Informing parents/guardians and students in writing of the location and time of all practices and contests, team requirements, team fees, special equipment needs, and any summer program information
- Playing only eligible student-athletes
- Distributing, cataloging, and the collection of uniforms
- Being respectful to parents/guardians, student-athletes, and the student-athletes and coaches from other teams, and referees
- Their team being respectful to parents/guardians, student-athletes, and the student-athletes and coaches from other teams, and referees
- Other duties as determined by the athletic director or principal

Expectations of Parents/Guardians

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

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

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

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

Parent/Coach Communication

Sportsmanship starts with effective communication.

Communication to expect from your coach:

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

Communication expected from a parent/guardian:

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

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

Topics left to the discretion of the coach:

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

Reporting a Concern

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

Physical Exam and Emergency Cards

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

Per Illinois High School Association (IHSA) rules, the student-athlete's physical examination must be performed by a licensed physician, physician's assistant, or nurse practitioner as set forth in the Illinois State Statutes no more than 395 days prior to participation in any such practice, contest, or activity. Perspectives strongly encourages all individuals who plan to participate in interscholastic athletics to complete their physical exam between late June and early August. Completing the exam during this time will avoid ineligibility issues.

Athletic Injuries & Health Insurance

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

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

Cut Policy

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

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

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

Equipment

Student-athletes are responsible for each item of equipment that is issued to him or her. Lost or stolen equipment must be paid for at the replacement cost. A student-athlete will not be allowed to receive awards, participate in a subsequent sport, or receive his or her diploma until the equipment record has

been cleared. Student-athletes are strongly encouraged to not abuse the equipment. Much money is spent to supply the best equipment for their use and safety: please treat all equipment with respect.

Transportation

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

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

Awards

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

Performance-Enhancing Substance Testing Policy

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

IHSA PES Testing Program

<http://www.ihsa.org/documents/sportsMedicine/2015-16/2015-16%20PES%20policy%20final.pdf>

IHSA Banned Drug Classes

<http://www.ihsa.org/documents/sportsMedicine/2015-16/2015-16%20IHSA%20Banned%20Drugs.pdf>

Concussion Protocol

Any student-athlete who is suspected of sustaining a concussion or head injury shall be removed from participation or competition at that time. When so removed from participation or competition the

student-athlete is then subject to the Perspectives Charter Schools Post-Concussion Return-To-Learn and Return-To-Play Guidelines. Student-athletes must adhere to these guidelines to ensure their return to learning and athletic participation is completed in a medically recommended and structured manner. (reference to procedures of RTL and RTP elsewhere)

Concussion Information for Parents

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

Symptoms may include one or more of the following:

<ul style="list-style-type: none"> ● Headaches ● “Pressure in head” ● Nausea or vomiting ● Neck pain ● Balance problems or dizziness ● Blurred, double, or fuzzy vision ● Sensitivity to light or noise ● Feeling sluggish or slowed down ● Feeling foggy or groggy ● Drowsiness ● Change in sleep patterns 	<ul style="list-style-type: none"> ● Amnesia ● “Don’t feel right” ● Fatigue or low energy ● Sadness ● Nervousness or anxiety ● Irritability ● More emotional ● Confusion ● Concentration or memory problems (forgetting game plays) ● Repeating the same question/comment
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Signs observed by teammate, parents, and coaches include:

<ul style="list-style-type: none"> ● Appears dazed ● Vacant facial expression ● Confused about assignment ● Forgets plays ● Is unsure of game, score, or opponent ● Moves clumsily or displays incoordination ● Answers questions slowly 	<ul style="list-style-type: none"> ● Slurred speech ● Shows behavior or personality changes ● Cannot recall events prior to hit ● Cannot recall events after hit ● Seizures or convulsions ● Any change in typical behavior or personality
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- | | |
|--|---|
| | <ul style="list-style-type: none">• Loses consciousness |
|--|---|

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

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

If you think your child has suffered a concussion

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

Parents/guardians should also inform their child's coach if they think their child may have a concussion. Remember: it is better to miss one game than miss the whole season. When in doubt, the athlete sits out. For current and up-to-date information on concussions you can go to:
<http://www.cdc.gov/ConcussionInYouthSports/>

Athletic Consent and Waiver

Consent for Participation

- I have read and understand the Athletic Policies and Procedures in this Handbook and hereby consent/give consent for the student-athlete, to try out for and to participate in athletics at PCS.
- I understand that I/the student-athlete must comply with the provisions of the Handbook and other rules of conduct established by Perspectives Charter Schools while participating in these activities.
- I understand the student-athlete be subject to Constitution and By-Laws of both the Chicago Public High Schools Athletic Association and the Illinois High School Association (IHSA).
- I have read and understand Perspectives Charter Schools Concussion Protocol.
- I have been provided information regarding concussions and the IHSA Performance-Enhancing Testing Policy and provide consent for the student-athlete to be tested in accordance with the procedures outlined in the IHSA Performance-Enhancing Testing Policy.

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

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

List insurance company and address: _____

Waiver and Release of All Claims

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

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

Print Name of Parent/Guardian

Date

Signature of Parent/Guardian

Date

Print Student-Athlete Name

Grade

Signature of Student-Athlete

Date

Field Trip/Community Experience Consent and Waiver

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

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

- I give my permission for my child to participate in all such activities provided by the school during the 2014-2015 school year.
- In the event of my child's illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.
- List any of your child's special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies)

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

- I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys' fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in field trips or community service experiences.
- I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Name of Student

Signature of Student

Name of Parent/Guardian

Date:

Signature of Parent/Guardian

Extra-Curricular Activities Consent and Waiver

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

- I give my permission for my child to participate in all such activities provided by the school during the 2014-2015 school year.
- In the event of my child’s illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.
- List any of your child’s special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies): _____

Doctor’s Name: _____ Doctor’s Phone #: _____

- I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys’ fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in extra-curricular activities.
- I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Name of Student

Signature of Student

Name of Parent/Guardian

Signature of Parent/Guardian

Date: _____

Student Record Information

NOTICE CONCERNING STUDENT RECORDS

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

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

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

A parent, or any person designated as a representative by a parent, has the right to inspect and copy the student’s permanent and temporary records except as limited by the Policy or state or federal law. A student has the right to inspect or copy his or her permanent record. (All rights of the parent become the exclusive rights of the student upon the student’s 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever comes first.) In order to review the student’s record, a parent must make a written request to Perspectives. The request will be granted within fifteen (15) school days after the date of receipt of the request. Perspectives may charge a fee **[not to exceed \$0.35 per page]** for copies of the record. This fee will be waived when the parent is unable to pay.

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

- 1) to a Perspectives or State Board of Education employee or official with a demonstrable educational or administrative interest in the student. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for with the school would otherwise use its own employees and who is under the direct

control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

- 2) to any person for the purpose of anonymous research, statistical reporting or planning;
- 3) in an emergency situation, if necessary to people's health and safety;
- 4) in connection with a student's application for or receipt of financial aid;
- 5) during an audit or evaluation of federally-supported education programs;
- 6) as allowed under the Serious Habitual Offender's Compensation Action Program;
- 7) to a governmental agency for the investigation of a student's school attendance;
- 8) if the information is directory information, as explained below, and the parent has not informed the District that such information is not to be released;
- 9) to accrediting organizations in order to carry out their accrediting functions,
- 10) to the Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs; or
- 11) pursuant to a court order where a parent of a student is named in the court order.

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

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

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

Perspectives prohibits the disclosure by school employees to any person against whom the District has received a certified copy of an order of protection the location or address of the petitioner for the order of protection or the identity of the schools in the District in which the petitioner's child or children are enrolled. Perspectives shall maintain the copy of any order of protection in the record of the child or children enrolled in the District whose parent is the petitioner of an order of protection. In addition, no person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the *Illinois Domestic Violence Act of 1986* shall have any right of access to, or inspection of, the school records of that student.

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

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

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

The law allows school districts to designate certain information as "Directory Information," which consists of identifying information. Perspectives has designated the following as Directory Information: ***[Note: PCS may choose to designate all, some or none of the following as directory information]*** the student's name, address, gender, grade level, birth date and place, and his/her parents' names, mailing addresses, electronic addresses, and telephone numbers; academic awards, degrees and honors received; information relating to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance in the school. Directory Information also includes photograph, videos, or digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications. However, photographs highlighting individual faces and used for commercial purposes require prior, specific, dated, and written consent of the parent or student, as applicable. An image on a school security videotape recording is not Directory Information. Further, student social security numbers or student identification or unique student identifiers are not Directory Information.

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

Finally, no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a

student's temporary record which such individual may obtain through the exercise of any right secured under the ISSRA or regulations.

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

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

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

Check One:

_____ I hereby grant Perspectives Charter Schools the right to obtain and/or use my child’s photograph, digitized image, video image, and/or voice for educational and informational purposes in conjunction with Perspectives Charter Schools in whole or in part, individually or in conjunction with other photographs, in any medium for unlimited time. I understand that there will be no compensation for the use of any photograph, digitized image, video image, and/or voice taken from, for, or by Perspectives Charter Schools. I hereby release and discharge Perspectives from any and all claims and demands arising out of, or in connection with the use of such content, including any and all claims for libel and invasion of privacy. I further consent to Perspectives’ release of such information to outside media outlets.

_____ I only grant consent to Perspectives to publish my child’s photo in school yearbooks. I understand that my child will not be able to participate in school activities/events which are photographed or video/audio recorded by outside media, or by Perspectives for later release to outside media, or for use in Perspectives materials, with the exception of the school yearbook.

Student’s Name: _____

Parent/Guardian’s Signature: _____

Student Signature (if over 18): _____

Date: _____

Mentor/Internship Waiver (11th Grade)

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

- I recognize and accept responsibility for my child on the dates when my child will participate in the internship/mentor program. I understand that my child will go directly to the internship/mentor program from home and return home following the program. I understand that my child will not be at the school on those dates.
- In the event of my child’s illness or injury, I hereby authorize school personnel to provide emergency first aid and, if necessary, to take my child to a nearby hospital or emergency care facility. My signature below indicates that I agree to assume all responsibility and expenses incurred as a result of any emergency care needed.
- List any of your child’s special medical conditions of which we should be aware in the event of an emergency (e.g., seizures, allergies): ____

Doctor’s Name: _____ Doctor’s Phone #: _____

- I assume full responsibility for the behavior and actions of my child while he or she is participating in such activities. I irrevocably and unconditionally release Perspectives Charter Schools, its board members, administrators, officials, insurers, employees, agents, and volunteers from any and all claims, demands, suits, liability and causes of actions, whether known or unknown, past, present or future, including, but not limited to, any and all costs, expenses, and attorneys’ fees, by reason of injury, allergic reaction, loss, or death, arising out of, in connection with, or in any manner related to the traveling to and participation in the internship/mentor program.
- I have carefully read this Waiver and fully understand its contents. I am aware that by signing this document, I am waiving my right to sue Perspectives Charter Schools, its board members, administrators, officials, agents, insurers, volunteers, and employees. This Release is complete and signed of my own free will. I further certify that I have the legal authority to sign on behalf of my child(ren) and family.

Student’s Name: _____

Parent/Guardian’s Signature: _____

Student Signature (if over 18): _____

Date: _____

Cheating Notification

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

Perspectives Charter Schools seeks to promote academic integrity. Neither cheating nor plagiarism is tolerated. If a student cheats or plagiarizes, he or she will receive a zero on that assignment, may be suspended for one day, and will be requested to return to school accompanied by a parent. A second offense will result in a roundtable meeting with Perspectives' faculty and staff, the student, and a parent.

Firearm Concealed Carry Act (430 ILCS 66)

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

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

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

Policy #1: Equal Educational Opportunities

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

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

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

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

Policy #2: Harassment Policy

I. Harassment of Students Prohibited

Bullying, Intimidation and Harassment Prohibited

No person, including a Perspectives employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Perspectives will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing

physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services or treatment; or that makes such conduct a condition of the student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

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

Making a Complaint and Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building 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 with a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

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

regard to employees or suspension and expulsion with regard to students.

Non-Discrimination Coordinator and Complaint Manager:

Non-Discrimination Coordinator

Ann Chan | Director of Human Resources
Perspectives Charter Schools
1530 S. State St. 2nd Floor
Chicago, IL 60605
312-604-2200

Complaint Manager

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

Aggressive Behavior

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

Policy #3: Prevention of and Response to Bullying, Intimidation and Harassment

Prevention of and Response to Bullying, Intimidation and Harassment

Introduction

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

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

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

Bullying Defined

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

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

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

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

Cyberbullying Defined

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

Response to Bullying

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

Perspectives Charter Schools works to prevent bullying of all kinds and provide a safe space for students. All Perspectives Employees who witness bullying or school violence, or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must:

1. Intervene immediately in a manner that is appropriate to the context and ensures the safety of all persons involved.
2. Report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours via a Bullying Complaint form and
3. Cooperate fully in an investigation of the incident and implementation of a safety plan developed by the Principal/Designee.

Parents and students should report Perspectives Charter Schools Employees who are contributing to, commenting on and engaging in fighting, bullying, and in appropriate activities via social media.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Complaint Manager or any staff member. Anonymous reports are also accepted.

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

The Chief Operating Officer or designee shall promptly investigate and address reports of bullying by, among other things:

1. 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;
2. Involving appropriate school support personnel and other staff persons with knowledge, experience and training on bullying prevention, as deemed appropriate, in the investigation process;
3. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
4. 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 Building 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 Chief Operating Officer 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 Chief Operating Officer or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, and social emotional skill building, counseling, school psychological services, and community based services.

A reprisal or retaliation who reports an act of bullying is prohibited. A student’s act or reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

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

II. Discipline for Policy Violation

Aggressive behavior, bullying, cyberbullying, or harassment, constitutes negative behaviors that are aligned to Perspectives Charter Schools Student Code of Conduct. Students, who engage in aggressive behavior, bullying, or harassment, will be subject to discipline in accordance with the Student Code of Conduct. If bullying is found to be based on a student’s status or protected characteristic, the matter may be treated as an act of discrimination or harassment.

III. Reporting Behaviors

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

Amy Gambrel | Director of Student Supports
Perspectives Charter Schools
1530 South State Street
Chicago, IL 60605
312-604-2200 | studentcomplaints@pcsedu.org

Print Parent/Guardian Name

Signature of Parent/Guardian

Date

Print Student Name

Grade

Signature of Student

Date

Uniform Grievance Procedure

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

I. Scope of Policy

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

1. Title II of the *Americans with Disabilities Act* ("ADA")
2. Section 504 of the *Rehabilitation Act of 1973*;
3. Title IX of the Education Amendments of 1972;
4. Title VI of the *Civil Rights Act*;
5. *Equal Employment Opportunities Act* (Title VII of the *Civil Rights Act*);
6. Sexual harassment (Illinois *Human Rights Act*, Title VII of the *Civil Rights Act of 1964*, and Title IX of the Education Amendments of 1972);
7. Bullying;
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, and/or programs;
10. *Victims' Economic Security and Safety Act*;
11. Illinois *Equal Pay Act of 2003*;
12. Provision of services to homeless students.
13. Illinois *Whistleblower Act*;
14. Misuse of genetic information (Illinois *Genetic Information Privacy Act* and Titles I and II of the *Genetic Information Nondiscrimination Act*); and
15. *Employee Credit Privacy Act*.

Perspectives will endeavor to respond to and resolve complaints without the need to resort to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent guardian filing a complaint under this procedure may forego any informal 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.

II. 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.

III. 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.

IV. 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.

V. Investigation

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

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

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

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

VI. Decision and Appeal

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

Within ten school business days after receiving the Chief Operating 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 Operating Officer's decision or direct the Chief Operating Officer to gather additional information.

Within five school business days of the Board's decision, the Chief Operating 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 Operating Officer or the Board. The failure to strictly follow timelines in this grievance procedure shall not prejudice any party.

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

Complaint Manager:

Amy Gambrel | Director of Student Supports
Perspectives Charter Schools
1530 S. State St. 2nd Floor
Chicago, IL 60605
312-640-2200

Acceptable Use Policy for Perspectives' Electronic Networks

This Policy governs students' use of Perspectives' electronic networks ("Network"), which includes Perspectives' computers, Perspectives' local and/or wide area network, and access to the Internet through Perspectives' computers or its local and/or wide area network. Use of the Perspectives electronic network

also includes any use of computers outside Perspectives' electronic network that are used to access Perspectives' electronic network. Additionally, use of Perspectives' electronic network shall include use devices used to access the Perspectives electronic network, including, but not limited to cellular or mobile phones, smart phones, and text messaging devices. Any electronic communications or files created on, stored on, or sent to, from, or via the Network are the property of Perspectives. Consequently, students do not have any expectation of privacy with respect to such messages and files.

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

Unacceptable Uses of the Computer Network or Internet

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

- **Using the Network in a manner that violates any provision of Perspectives' Discipline Code;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. 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;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. 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;
 4. Using any Perspectives computer to pursue "hacking," internal or external, or attempting to access information protected by privacy laws; or
 5. Accessing, transmitting, or downloading large files, including "chain letters" or any type of "pyramid schemes."
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another person's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing anyone's password to others or allowing them to use another person's account(s).
- **Using the Network for commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or

3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities, such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access Perspectives accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. 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;
3. Students should not meet in person anyone they have met only on the Internet; and
4. 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.

Print Parent/Guardian Name

Signature of Parent/Guardian

Date

Print Student Name

Grade

Signature of Student

Date

Emergency Contact Information 2016-2017

<p style="text-align: center;">Campus</p> <p style="text-align: center;">___ Rodney D. Joslin ___ Leadership Academy ___ High School of Technology ___ Middle Academy ___ Math and Science Academy</p>

Student Name: _____ Grade: _____

Parent/Guardian 1 Relationship to Student: _____

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____

E-mail Address: _____

Parent/Guardian 2 Relationship to Student: _____

First Name: _____ Middle: _____ Last Name: _____

Address: _____ Apt#: _____

City: _____ State: _____ Zip: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

E-mail Address: _____

****If Parent/Guardian CANNOT be reached, please provide us with the following emergency contact information:**

Emergency Contact 1

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only) Cell Work Home

Relationship to Student: _____

Emergency Contact 2

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only) Cell Work Home

Relationship to Student: _____

Emergency Contact 3

First Name: _____ Last Name: _____

Emergency Phone Number: _____

This is (Check One Only) Cell Work Home

Relationship to Student: _____

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

Business Office Use Only

Entry Date /__ / _____

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Entered By: _____

Important Medical Information and Medication Authorization

2016-17

Please complete the following:

Does your child carry an inhaler or EpiPen or diabetes medication to school?

- Yes
- No

Does your child require medication during school hours?

- Yes
- No

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

1. A written doctor’s note explaining how and when the student will self-administer inhaler medicine (e.g., an inhaler or nebulizer), an EpiPen or a written doctor’s note explaining the type of prescription medication the student will need to take during school hours, frequency, and dosage.
2. Inhalers, nebulizers, and prescription medications must be marked with the student’s name.
3. Parent/guardian must provide the school with the original prescription label which includes student’s name, name of medication, dosage, frequency of administration, expiration date, and side effects, as well as their physician’s name and telephone number.

I hereby request and grant permission for Perspectives Charter Schools personnel to [*check one*]

administer or

permit the self-administration of medication to my child according to the instructions of my child’s doctor.

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

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

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

Signed _____ Phone # _____ Date _____

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

- Yes
- No

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

1. A written doctor’s note explaining the specific allergy, known reactions, or special procedures that need to be followed.
2. 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.
3. Explanation of allergy or condition: _____

I have read and completed the above information.

Student Name (Print)

Grade

Parent/Guardian Signature

Date

Office Use Only 73
Entry Date ____/____/____
____ Entered By: _____



Perspectives Charter Schools Handbook Acknowledgment Sheet 2016-2017

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.

Campus:

- Perspectives Rodney D. Joslin
- Perspectives Leadership Academy
- Perspectives High School of Technology
- Perspectives Middle Academy
- Perspectives/IIT Math & Science Academy

Grade:

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

Print Student Name: _____

Student Signature: _____

Print Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Dear Parent/Guardian:

You are receiving this letter regarding the concussion prevention and management tool the Perspectives

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

Regards,

Vinay Mullick
Vinay Mullick
Athletic Director
Office: 312-604-2116
vmullick@pcsedu.org

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

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

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

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

ImPACT is NOT

- ImPACT is not: A diagnostic test, ImPACT is one tool that can be used by medical professionals to help measure an individual's recovery from a concussion
- ImPACT is not: A one step solution to concussions
- ImPACT is not: A preventative tool, nothing can prevent concussions
- ImPACT is not: A substitute for medical treatment or management
- ImPACT is not: A replacement for a cat scan, MRI or other medical technology
- ImPACT is not: A home-based test, ImPACT should always be administered in the presences of a trained supervisor

CONSENT FOR COGNITIVE TESTING and RELEASE OF INFORMATION

I give my permission for (name of child) _____

(child's date of birth) _____

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

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

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

Print Name of parent or guardian: _____

Signature of parent or guardian: _____

Date: _____

PLEASE PRINT THE FOLLOWING INFORMATION:

Name of doctor: _____

Name of practice or group: _____

Phone number: _____

Student's home address: _____

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

_____ (H)

_____ (W)

_____ (C)

Updated: June 10, 2016