

STUDENTS' RIGHTS AND RESPONSIBILITIES HANDBOOK 2023 - 2024



"Pursuit Of Nothing But The Best"

Last updated 09.27.23

**PROVISO TOWNSHIP HIGH SCHOOLS
DISTRICT 209**

District Organization



"Nothing But The Best"

The seal of Proviso Township High Schools is a circle, the outer limits of which enclose the name of the district. At the entrance to the circle, an open textbook symbolizes learning. The Latin words, "NIHIL NISI OPTIMUM", meaning "ONLY THE BEST", define the type of learning experiences that Proviso Township High Schools strives to provide for all of its students. The year 1910, found below the book, is the year that the bond issue that provided for the establishment of a municipal high school was carried out.

Board of Education

Board of Education



District Leadership

Dr. Bessie Karvelas, Acting Superintendent of Schools
Mr. Luke Pavone, Deputy Superintendent for Operational Services
Dr. Sharon Williams, Deputy Superintendent of Educational Services
Dr. Deborah Watson-Hill, Chief School Business Officer

Board of Education

8601 W. Roosevelt Rd.
Forest Park, Illinois 60130
(708) 338-5913

Proviso East High School

807 South First Avenue
Maywood, IL 60153
(708) 344-7000
Principal:
Mr. Rodney Hull

Proviso West High School

4701 Harrison
Hillside, IL 60162
(708) 449-6400
Principal:
Ms. Elizabeth Martinez

Proviso Math and Science Academy (PMSA)

8601 W. Roosevelt Road
Forest Park, IL 60130
(708) 338-4100
Interim Principal:
Ms. Cristin Chiganos

District 209 offers programs in which admission cannot be denied on the basis of a student's race, color, creed, religion, gender, national origin, disability, or social or economic status.

The Students' Rights and Responsibilities Handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The contents of this handbook are subject to change based on COVID-19 guidelines and restrictions from the Center for Disease Control (CDC), Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE). The Board's comprehensive policy manual is available for public inspection through the District 209 website at www.pths209.org.

MISSION

Pursuit of Nothing but the Best!

VISION

Equity. Excellence. Relevance for ALL

GOALS AND OBJECTIVES

1. Systemic Alignment/Culture of Excellence

Objective: Build a culture of continuous improvement and design equitable systems for school-based and district-wide improvement.

2. Academic Achievement/Student Support

Objective: All students will have access to engaging, high-quality, equitable, and relevant instruction.

3. Technology

Objective: Design, implement, and sustain a technology plan that with secure network allowing for integration of technology into teaching and learning.

4. Talent Development

Objective: To hire and retain the best and brightest employees who are collaborative and engage in a growth mindset.

5. Financial Health and Strategic Resource Allocation

Objective: To develop and maintain fiscal equity, responsibility, and efficient operations that support the instruction core across the entire district.

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SECTION 1: Student Supports For Academic Success

Introduction

Under the leadership of the Board of Education, Proviso Township High Schools District 209 is committed to graduating all students to be college and/or career ready. This is achieved through fostering positive, nurturing, and engaging learning environments. We aim to equip our students with the knowledge, skills, and resources to compete on a global level. We are also committed to maintaining a safe school environment for students and teachers.

Good behavior is essential to academic success. However, good behavior is not something that just happens. Behavior, like mathematics and reading, must be taught. We believe that it is possible to maintain disciplined, productive learning environments without excluding students from school except in the most severe instances. Utilizing a common sense, appropriate, leveled discipline approach, school environments will thrive, and as behavior improves, academic performance improves.

This handbook provides a framework for academic standards and positive student behavior. Its content promotes positive, supportive, and inclusive learning environments that maximize students' academic achievement and minimize students' behavior issues. It explains the expectations, rights, and responsibilities of all members of the school community. The handbook creates a structure where students, parents and teachers can forge educational partnerships and relationships critical to students' success.

Enrollment Information

Proviso Township supports all families who enroll in the district. Parents are required to bring a birth certificate for each child they are enrolling. They must also provide a to or from transfer form if they are located within the state. (Board Policy 7:50) This is for the protection of all students.

Application of the Students' Rights and Responsibilities Handbook

This handbook and its contents are in effect during regularly scheduled school hours, as well as at other times and places, including school-sponsored events, field trips and athletic functions where school administrators have authority over students or the behavior has a direct effect upon the school, including and not limited to the use of social media outside of school hours.

Purpose of the Students' Rights and Responsibilities Handbook

- Share policies, procedures, and best practices to ensure that students and parents understand and support our goal of academic excellence and a high-quality education for all students.
- Share expectations of respectful and responsible behaviors based on age, developmental level, and needs of the student and school community.
- Share school and community resources for students, parents, and families.
- Identify levels of responses and interventions regarding student behavior.
- Provide the student appeals process and procedures.

College and Career Ready

The State of Illinois submitted its Every Student Succeeds Act (ESSA) state plan to the U.S. Department of Education as a school accountability framework, which is a College and Career Readiness Indicator (CCRI). This is a multiple-factor approach to measuring student readiness upon high school graduation. This approach to measuring student readiness has been noted by the U.S. Department of Education as an innovative practice, and the CCRI holds great promise for promoting an increased focus on readiness in the state.

Included in this document is an overview of the Educational Systems' process and outlines of final recommendations of all aspects of College and Career Readiness Indicators as per the Illinois State Board of Education:

Career Ready Indicators

1. Career Development Experience
2. Industry Credential
3. Military Service or an ASVAB Score of 31 or Higher
4. Dual Credit Career Pathway Course (College Credit Earned)
5. Completion of Program of Study
6. Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
7. Consecutive Summer Employment
8. 40 Hours of Community Service
9. Two or More Organized Co-Curricular Activities

College and Career Ready Indicator Data Points

The College and Career Ready Indicator (CCRI) is composed of multiple points of data. These data points are combined and become 6.25% of the Student Success/School Quality Indicator within the Illinois Accountability System in a given school year, and are reported on the Report Card. Many data points are currently collected (e.g., SAT composite score and course assignments entered the Student Information System known as SIS. This is continually updated to include new data points.

Information gathered for CCRI is used to guide students, families, schools, and communities.

¹ CCRI should not be used as the sole basis to advise individual students on postsecondary opportunities. Rather, CCRI should serve as one part of a comprehensive approach to identifying next steps for a student in terms of identifying interests and experiences upon which a student can build.

General Readiness Indicators

Grade Point Average (GPA)

Grade point average is determined by our district. The district will enter one of three codes into a new indicator file that will specify if the student meets the "distinguished scholar" standard with a GPA of 3.75 or higher on a 4.0 scale, meets the "College and Career Ready" definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard. This is based on Illinois State College and Career Readiness.

The purpose of weighted grades is to enhance the class rank of students who do satisfactory work in the most challenging courses. The weight of individual courses is determined by the points assigned to the grade a student earns in a course.

Proviso's current system of grade weighting divides courses into eight categories. The nature of these categories, the courses within each category, and the points awarded to grades in each category are explained below.

Category 1

This category includes the vast majority of course offerings. These courses are generally entry level courses and regular level courses that are required for graduation. They provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

Category 2

This category includes honors courses deemed more challenging due to complexity of academic concepts, accelerated pace of instruction, and advanced level of instruction. The following points are awarded to grades in this category:

A = 5.0 B = 4.0 C = 3.0 D = 1.0 F = 0

Category 3

This category includes Advanced Placement (AP) courses that are designed to be the equivalent of courses taken the first year of college. Students participating in AP courses are strongly encouraged to take the examination provided by the College Board. Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded to grades in this category:

A = 5.5 B = 4.5 C = 3.5 D = 1.5 F = 0

Category 4

This category includes International Baccalaureate (IB) courses that are designed to be the equivalent of courses taken the first year of college around the globe. Students participating in IB courses are strongly encouraged to take the examinations provided by the International Baccalaureate Organization (IBO). Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded for this category.

A = 5.5 B = 4.5 C = 3.5 D = 1.5 F = 0

Category 5

This category includes Dual Credit and Dual Enrollment courses that are designed to be the equivalent of courses taken the first year of college. Students participating in Dual Credit and Dual Enrollment courses are strongly encouraged to take the examinations associated with those courses. Colleges and universities may award college credit if specified minimum scores are achieved on the exam. The following points are awarded to grades in this category:

A = 5.5 B = 4.5 C = 3.5 D = 1.5 F = 0

Category 6

This category includes Elective courses that do not fulfill the graduation required coursework in the content area. These courses serve as elective credit only and will earn their respective credit per the corresponding department. The following points are awarded to grades in this category:

A = 4.0 or 5.0 B = 3.0 or 4.0 C = 2.0 or 3.0 D = 1.0 F = 0

Category 7

This category is exclusively for Life Skills courses as part of the Special Education Department that are required for graduation. These courses provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

Category 8

This category is exclusively for EL courses as part of the English Learners Department. These courses provide college and career readiness for postsecondary opportunities. The following points are awarded in this category:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

Implementation Guidance: The district will continue to determine the calculation of the GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA. The district will collect and compile the initial data prior to submitting aggregate data.

95% Attendance Junior and Senior Years

As specified in 105 ILCS 5/19.05, “a day of attendance shall be counted only for sessions of not less than five (5) clock hours of schoolwork per day.” Activities outlined in 105 ILCS 5/19.05 (k), including Dual Credit, Supervised Career Development Experience, Youth Apprenticeship, and Blended Learning, count toward the calculation of clock hours of schoolwork per day.

Implementation Guidance: Local School Boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05. For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a) “... as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education and ISBE, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” ISBE uses attendance data currently entered SIS by District 209 to calculate the average attendance of junior and senior years for each student.

Identify a career area of interest by the end of the Sophomore year

A student may indicate a career area of interest by participating in pathways as defined by a local Board of Education, creating an individualized plan as part of the College and Career Pathway Endorsement program, or engaging in activities as part of Career Pathways Dictionary (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).

Implementation Guidance: The identification of a career area of interest by a student will be determined by school district within a range of career exploration activities, such as those suggested in the Postsecondary and Career Expectations framework. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

College and Career Pathway Endorsement

The Postsecondary and Workforce Readiness Act includes a voluntary process for school districts to award College and Career Pathway Endorsements to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Students earning a College and Career Pathway Endorsement 4 will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.

Implementation Guidance: The eligible school district shall complete an application for awarding pathway endorsements to students within their school or district. The eligible school district shall certify:

- (A) An individualized planning process spans grades 9-12 and includes an annual process for updating the plan
- (B) The career-focused instructional sequence is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement.
- (C) Completion of a minimum of two career exploration activities or one intensive career exploration experience, a minimum of two team-based challenges, and at least 60 cumulative hours of participation in one or more supervised career development experience.
- (D) Readiness for non-remedial coursework in reading and mathematics by high school graduation through criteria certified by the eligible school district and a local community college.

After completion of an application that meets ISBE criteria, districts will submit aggregate “yes” or “no” to ISBE through a new file in SIS that shows the student has been awarded a pathway endorsement.

Academic Indicators

Transitional Math and English

District 209 counts “Transitional Math” courses as our college course offering; these options are indicated in the Course Catalog. Additional information may be found on the ISBE Transitional Math webpage. Additionally, District 209 has adopted the Integrated Math course progressions for our students. These course codes designate that a student has completed the equivalent of Algebra II, therefore meeting the Math Academic Indicator.

Transitional English information from ISBE is forthcoming.

Career Development Experience

This is supervised work experience related to a student’s area of interest that meets all the following:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills Framework and Self-Assessment;
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6. It takes place for a minimum of 60 total hours.
7. Career Development Experience may not consist solely of technical training by an education provider.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or Youth Apprenticeship. The Illinois Essential Employability Skills and Self-Assessment framework, developed by a collaborative of state agencies and organizations, includes personal ethic, work ethic, teamwork, and communication. A Professional Skills Assessment is a tool-based observational assessment of a participant's performance in a Career Development Experience administered by an adult supervisor addressing foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills and Self-Assessment framework. The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination. Illinois WorkNet's Observational Assessment and Worksite Evaluation tools may be used as a Professional Skills Assessment.

² Youth Apprenticeship is a program for youth (ages 16 to 21) currently enrolled in a secondary school or pursuing a high school equivalent, including those with disabilities, that includes at minimum the following:

- 450 hours of paid-on-job training under the supervision of a mentor;
- At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
- Ongoing and a final assessment measuring success in mastering skill standards;
- Career exploration where participants learn about several positions within the employer and the field;
- Wraparound supports (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills); and
- Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2–4-year programs).

Programs include a documented partnership with an employer. For any industry area where an industry credential does not yet exist, a group of employers that are representative of the industry in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies. (Illinois Career Pathways Dictionary, 2018)

Industry Credential

This is a work-related credential, certification, or license that:

- Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
- Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
- Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or be eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an "industry credential"; however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an industry credential examination. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS. A multi code will be available to enter specific credentials earned by cluster.

Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps. JROTC, a program also offered at District 209.

Implementation Guidance: There are three ways to meet this indicator:

- Achieving an ASVAB score of 31 or higher and making a commitment to serve in the Armed Services.
- Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year.
- Participating in Junior Reserve Officer Training Corps.

Dual Credit Career Pathway Course (College Credit earned)

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education (CTE) or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act. This information is currently captured in the student course assignment record in SIS, which is entered annually by the district.

Completion of a Program of Study

This is completion of coursework that is necessary to qualify a student as a CTE Concentrator.

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), “CTE Concentrator” means:

- At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- At the postsecondary level, a student enrolled in an eligible recipient who has
 - earned at least 12 credits within a CTE program or program of study; or
 - completed a CTE program if it encompasses less than 12 credits or the equivalent in total.

Districts make the determination of whether programs, courses, applied learning experiences, and activities performed with other organizations count toward CCRI. This information is currently captured in the student course assignment record in Student Information System (SIS) in ISBE, which is entered annually by District 209.

Attaining and maintaining consistent employment for a minimum of 12 months

This is verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours, which is an average of 10 hours per week for 12 of the 24 months. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Consecutive summer employment

This is verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer

employment may include a cumulative 120 hours per summer. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

40 hours or more of community service

This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance: The student should receive written verification by an adult, nonrelative supervisor of the community service that both describes the services performed and documents the number of hours served. Service-learning opportunities may count toward this career readiness indicator. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

Two or more organized co-curricular or extracurricular activities

These are activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;
2. Take place outside of school or after regular school hours and may be operated by outside organizations; and
3. Instill adaptive competencies and/or skills spelled out in the Illinois Essential Employability Skills Framework and Self-Assessment, including personal ethic, work ethic, teamwork, and communication.
 - a. As defined in Section 10 of the Postsecondary and Workforce Readiness Act, (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”
 - b. Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:
 - i. Personal Ethic: Integrity, respect, perseverance, positive attitude;
 - ii. Work Ethic: Dependability, professionalism;
 - iii. Teamwork: Critical thinking, effective and cooperative work; and
 - iv. Communication: Active listening, clear communication

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities, such as sports teams and general interest clubs, toward the requirement. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.

The College and Career Ready Program oversees all the programs and student opportunities for students that support their readiness for successful entry into a college and/or a career. This web page www.D209.org/collegereadiness is designed to help students and parents (and staff as well) navigate through the wealth of information about getting prepared for college. It includes information on our district programs and opportunities for students as well as the regional and national information sites that will give all our students what they need to know to be successful.

Naviance

Naviance is a college and career readiness platform. Each school has its own personalized Family Connection site where students (and in the future, families) can log in and access tools to research colleges, browse scholarships, keep a list of favorite careers, and track college applications. Naviance is linked with PowerSchool, so student data and other information will be updated on a nightly basis. Students will access their Family Connection accounts via Clever, which can be accessed from the District 209 website.

Students will benefit from the college and career readiness activities such as:

- Researching careers and career clusters (groups of occupations with similar features)
- Creating **SMART** goals (career, academic, personal/social, and post-secondary)
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
- Creating/updating a resume
- Identifying Career Academies of interest by 8th graders
- Self-assessments to include personality traits, intelligences, and top strengths
- Saving prospective colleges to the Colleges I am Thinking About list
- Participation in the Senior Exit Survey for 12th graders

Each student is assigned to a counselor who meets and works with the student during his or her time at Proviso Township High Schools. The counselor serves as a liaison among the student, the staff, and the parents/guardians. The counselor provides personal and social counseling, career counseling and college counseling. He or she directs groups for information-giving, assumes responsibility for helping students choose courses, interprets results of standardized tests, and encourages participation in school activities.

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. High school juniors and seniors can receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions, and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

English Learners (EL)

Purpose: To monitor the progress of all English Learners (EL) in achieving English language proficiency and acquiring content knowledge.

The instructional team will establish rigorous monitoring systems that include growth benchmarks and take appropriate steps to support students who are not progressing toward those goals. The instructional team will continually monitor EL learners to ensure that they have meaningful access to grade level core content instruction and remedy any academic challenges in a timely manner.

Students that exit the EL program must be monitored for two years to ensure that they are not prematurely exited, and that they are functioning well in the standard program of instruction, and it is comparable to their EL program that is tracked annually for all EL students.

Please note: An overall score of 4.8 is required on the WiDA ACCESS Screener for reclassification of EL status.

English Learner (EL) Parent Involvement

Parents/Guardians of English Learners (EL) will be:

- given an opportunity to provide input to the program, and
- provided notification regarding their child's placement in, and information about, the District's English Learners programs.

Title I Family Involvement

District 209 maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs under Title I. These programs, activities, and procedures are described in district-level and school-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. District-Level Parental Involvement Compact shall contain:

1. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and
2. Other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs under Title I.

Specialized Services

The district shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 22 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed.

Students who are found to be ineligible for special education services under IDEA may be eligible for services under Section 504.

Resources for Students and Families

PowerSchool

Each student and their family are provided access to their own account on PowerSchool. This allows students and parents/guardians to log in from any computer and view information, including attendance records, assignments, grades and discipline records. For more information, families can visit or contact the student's guidance counselor.

Emergency School Closings

In the event of emergency closings, as well as inclement weather during the school year, information concerning the operation of the school will be given to the Emergency Closing Center (ECC) as early as possible. If dangerous weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. Parents/Guardians can check the status of their child's facility in the following ways:

- Go to the website at www.emergencyclosingcenter.com and search for the facility by typing the name and city or by the main phone number of the facility.
- Receive an e-mail notification of a change made to their child's facility by signing up at: www.emergencyclosingcenter.com
- Listen to WGN Radio 720-AM, WBBM Radio 780-AM or watch CBS Ch. 2, NBC Ch. 5, ABC Ch. 7, FOX 32, WGN-TV or CLTV cable for closing information.
- Notice also will be posted on the District 209 website (www.pths209.org), Facebook (www.facebook.com/pthsd209), and Twitter (www.twitter.com/pthsd209).

In the event of a school closing, we will attempt to make an all-call; therefore, please make sure that we always have a current telephone number. We will also attempt to send an email blast. To ensure that these messages are received, the school must have a correct email address on file.

In order to ensure the child's safety, families need to make certain that their child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically canceled.

Frequently Called District 209 Numbers

PTHS District Office: (708) 338-5900		
Proviso East High School Main Line: (708) 344-7000	Proviso West High School Main Line: (708) 449-6400	Proviso Math and Science Academy Main Line: (708) 338-4100
Proviso East High School Attendance Line: (708) 202-1722	Proviso West High School Attendance Line: (708) 202-6301	Proviso Math and Science Academy Attendance Line: (708) 338-4136
Proviso East High School Attendance Line (En Español): (708) 202-1723	Proviso West High School Attendance Line (En Español): (708) 202-6238	Proviso Math and Science Academy Attendance Line (En Español): (708) 338-4137
Proviso East High School Registrar's Office (708) 344-7000	Proviso West High School Registrar's Office (708) 449-6400	Proviso Math and Science Academy Registrar's Office: (708) 338-4100

Agencies for Help and Other Convenient Phone Numbers

<p><u>Crisis & Suicide Prevention</u> 988 Suicide and Crisis Lifeline</p> <p>Fillmore Center/SASS 708-383-7277 Resurrection Behavioral Health Crisis Line 708-681-4357 Youth in Crisis 708-484-7400 Runaway Hotline 800-621-4000 CARES 800-345-9049</p> <p><u>Teenage Pregnancy</u> Adoption Information Center of IL 800-572-2390 Cook County Dept. of Public Health 708-450-5300 School Based Health Center at Proviso East 708-449-9522</p> <p><u>Sexually Transmitted Diseases</u> CDC National STD & AIDS Hotline 800-227-8922 HIV/AIDS Information Hotline 800-342-AIDS Cook County Dept. of Public Health 708-450-5300</p> <p><u>Substance Abuse</u> Proviso Township Mental Health Commission 708-449-5508 Gateway Foundation 773-826-1916 Illinois Department of Alcoholism & Substance Abuse 312-814-3840 Al-Anon/Alateen 312-409-7245 Alcoholics Anonymous WWW.AA.ORG National Drug & Alcohol Abuse 800-622-HELP</p> <p><u>Child Abuse</u> Illinois Department of Children and Family Services 800-252-2873</p>	<p><u>Family Agencies/Mental Health</u> Proviso Township Mental Health Commission 708-449-5508 Resurrection Behavioral Health 708-681-2325 Pillars 708-386-2100 PLCCA 708-450-3500 School Based Health Center at Proviso East 708-449-9522 DHS Family Resource Center 708-338-7600 Riveredge Hospital 708-771-7000</p> <p><u>Alternative Solutions</u> Job Corp 800-733-5627 Lincoln's Challenge 708-343-8103 Austin Career Center 773-626-6988</p> <p><u>Community Colleges</u> Triton College 708-456-0300 College of DuPage 630-942-2800 Wright Community College 773-777-7900</p> <p><u>Police Departments, Non-Emergency Phone Numbers</u> Bellwood 708-547-3528 Berkeley 708-449-8224 Broadview 708-345-6550 Forest Park 708-366-2323 Hillside 708-449-6133 Maywood 708-450-4450 Melrose Park 708-344-8409 Northlake 708-531-5755 Stone Park 708-450-3216 Westchester 708-345-0060</p>
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SECTION 2: Rights and Responsibilities

Equal educational and extracurricular opportunities are available to all students regardless of race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal 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.

The following person has been designated to handle inquiries regarding the non-discrimination policies and Title IX inquiries:

Mr. Luke Pavone

Deputy Superintendent of Operational Services

Phone: (708) 338-5900 ext. 5928

Email: lpavone@pths209.org

Address: 8601 Roosevelt Rd., Forest Park, IL 60130

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in education programs. The following person has been designated to handle inquiries regarding the non-discrimination policies and Section 504 inquiries:

Ms. Ramonda Fleming

Coordinator of Special Services

Phone: (708) 338-5904 ext. 5904

Email: rfleming@pths209.org

Address: 8601 Roosevelt Rd., Forest Park, IL 60130

The Grievant is entitled to confidentiality and shall not be subjected to harassment or retaliation because of having filed a grievance or appealed a decision.

Student Rights

Students have all of the rights provided by law including the right to equal educational opportunities without regard to any protected category, including race, color, national origin, sex, disability, marital status, gender identity, ancestry, religious beliefs, status as homeless, actual, or potential marital or parental status, or sexual orientation. Staff and students are responsible for:

- Creating a safe and orderly environment in which to learn,
- Treating others with dignity and respect,
- Expressing opinions and personal points of view in a responsible and constructive manner,
- Peaceably assembling
- Receiving reasonable and fair treatment

Due Process Rights

The U.S. Supreme Court has held that students are entitled to due process when they are barred from public school “for more than a trivial period.” (Goss v. Lopez, 419 U.S. 565 1975). Minimum due process rights are given for under 10 days of suspensions and students have the right to receive at least the following:

- Right to notice and fair informal hearing prior to the administration of a light suspension
- An explanation of the evidence against the student
- An informal conference or hearing in front of an objective person to challenge the charges

Ultimately, students have the right to contest their suspension through a Board of Education hearing.

Note: These rights are not absolute and may be limited, when necessary, to prevent the disruption of the learning environment or the orderly operation of the school. School officials can immediately suspend a student who poses a danger, but they must schedule a hearing as soon as possible afterwards.

Freedom of Speech

Students have a right to freedom of expression of their views within the limitations expected of group controls, school purposes, and school activities.

Students have the right to express, through written and oral means, their own opinions on controversial issues without jeopardizing relations with their teachers or the school.

Students have a responsibility to make every effort to become informed and knowledgeable about controversial issues and to express their opinions in a manner that is suitable for the forum in which the discussion is taking place.

Students have the responsibility to refrain from the distribution of any material(s) which, by its content, would interfere with discipline, cause disorder, or invade the rights of others.

Students have the right to speak responsibly in their native language, and they will not be disciplined for doing so.

Student journalists have rights to free speech per the Speech Rights of Student Journalists Act (105 ILCS 80/).

Right to Assemble

Students have a right to peaceably assemble without disrupting the regular day-to-day operation, schedule, or activity of the school or institution.

Students have the responsibility to assemble in accordance with the prescribed rules and regulations of the school or institution.

Student Responsibilities

1. Obey each individual school rule.
2. Adhere to all District 209 policies and procedures regarding electronic devices.
3. Attend school regularly, on time, and report to all classes and scheduled activities.
4. Go to lunch on time once dismissed by their teacher.
5. Wear student identification cards (IDs) on a lanyard around their neck that is always visible during the school day.
6. Adhere to the student dress code.
7. Respect the position in which all persons in authority serve.
8. Treat others courteously and with respect.
9. Treat school property and the property of others with respect.
10. Complete all assigned work.
11. Come to class with all necessary materials and be prepared to learn.
12. Respect the privacy of others.
13. Listen courteously to the opinions and points of view of others.
14. Account for all textbooks, library books, and other school-owned materials issued to them.
15. Conduct themselves in a manner which will not interfere with the orderly and safe transportation of students riding on buses or other authorized vehicles.
16. Remain on school grounds or in class unless given appropriate authority or permission to leave.
17. Maximize their learning opportunities.
18. Comply with all instructions and staff directions.
19. Truthfully answer all questions posed by school staff.
20. Deliver to their parents/guardians all notes, notices, and papers provided by the school for home delivery.
21. Timely notify parents/guardians of all assigned consequences for inappropriate behavior.
22. Report hazardous or dangerous situations to an adult in authority to not act negligently or recklessly by placing other people at risk for injury or placing property in danger for damage.
23. Show respect to teachers, staff, administrators, visitors, and fellow students always.
24. Use the locker assigned by the school and not share lockers.
25. Not sell food or other items unless specifically authorized.

Parent Rights and Responsibilities

Parent Rights

1. Visit schools and classes at times that respect the educational environment.
2. Be treated with courtesy by all members of the school staff.
3. Be informed of all services in special education.
4. Organize and participate in organizations for parents.
5. Be informed of academic requirements of any school program.
6. Request a conference to (1) inspect their child's cumulative record or (2) make corrections in conformity with District 209 procedures and current state and federal government guidelines. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
7. Be informed of approved procedures for seeking changes in school policies and for appealing administrative procedures.
8. Expect reasonable protection for their child from physical harm while under school authority.
9. Inspect, review, and seek to amend educational and disciplinary records.
10. Be informed of school policies and administrative decisions.

Parent Responsibilities

1. Provide proof of a bona fide residence with the boundaries of District 209.
2. Provide required immunizations documents to the school system.
3. During registration, provide the school system with proof of the child's age.
4. Notify the school whenever a child is absent.
5. Ensure child attends school regularly.
6. Assume primary responsibility for the discipline of the child.
7. Model cooperation with school and transportation personnel.
8. Respond to school personnel requests for information and meetings.
9. Update contact information annually
10. Treat all members of the school community, including students and staff, with respect to promoting a school environment that is free of harassment and accepting of diversity.

Teacher Qualifications

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

1. Whether the teacher has met State certification requirements;
2. Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
3. The teacher's college major;
4. Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
5. Whether any instructional aides or paraprofessionals provide services to one's child and, if so, their qualifications. If parents/guardians would like to receive any of this information, they can contact the school office.

Teacher/Staff Member Responsibilities

1. Be prepared to teach and provide quality instruction within the current curricular framework.
2. Exhibit an attitude of respect for students that has a positive influence in helping them develop good citizenship traits.
3. Remain knowledgeable about school policies and rules, and enforce them in a fair, impartial and consistent manner for all students.
4. Communicate information regarding student progress and achievement on a regular and timely basis to students, parents, and other involved professionals.
5. Maintain an atmosphere that contributes to positive student behavior.
6. Provide daily classwork and assignments for students with lawful absences, including those students on suspension.
7. Develop and maintain a positive working relationship with students and staff free of harassment and acceptance of diversity.
8. Strive to improve the quality of life throughout the school community.
9. Maintain an environment of mutual respect and dignity.
10. Encourage the use of appropriate counseling services.
11. Report bullying, harassment, or intimidation.
12. Communicate policies and expectations to students and parents, including course objectives and requirements, grading procedures, assignment deadlines and classroom discipline plans.
13. Mandated reporter of suspected child abuse and/or neglect to Illinois Department of Children and Family Services.
14. Elevate reports of bullying, harassment or intimidation of students or other staff members to the school administrator for investigation and resolution.

School Administrator Responsibilities

1. Support teaching and learning by creating and maintaining a safe and orderly environment.
2. Promote communication with all stakeholders and present opportunities for students, staff, and parents to address grievances.
3. Promote an environment that is free of harassment and accepting of diversity.
4. Enforce the Student Rights and Responsibilities Handbook and ensure the fair, consistent and prompt resolution of concerns and infractions.
5. Evaluate instructional programs regularly and comprehensively.
6. Support the development of and participation in appropriate extracurricular activities by students.
7. Mandated reporter of suspected child abuse and/or neglect to Illinois Department of Children and Family Services.
8. Process reports of bullying, harassment, or intimidation.
9. Enforce procedural due process based on the concept of procedural fairness. It includes an individual's right to be notified of charges or proceedings, and the opportunity to be heard at these proceedings.
10. Investigation of Title IX complaints.
11. Enforce FERPA guidelines and regulations.
12. Enforce EL and Special Education Students' Rights.

School Resource Officer Responsibilities

1. Provide visible security presence in assigned school and serve as a positive role model for students to prevent juvenile delinquency;
2. Confer with school administration to develop strategies to prevent or minimize dangerous situations on or near school grounds;
3. Conduct routine foot patrols of the interior and exterior of school grounds;
4. Assist with traffic safety and enforcement activities in and around assigned school areas;
5. Coordinate assistance at major school events such as athletic events, large dances, or other activities;
6. Attend regular security and administrative staff meetings;
7. Improve security measures within the school grounds;
8. Provide professional advice to students with problematic issues;
9. Provide referrals to students and their families to the appropriate agencies for assistance when a need is determined;
10. Cooperate and network with District Station components of patrol, investigative, and COPS units;
11. Conduct thorough and professional investigations of criminal activity;
12. Work in partnership with citizens to assist in finding resolutions to immediate community problems

SECTION 3: Annual Notification of Rights

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

The right to inspect and copy the student’s education records within 10 business days after the day District 209 receives a request for access.

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will decide for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. District 209 charges \$0.35 per page for copying, but no one will be denied their right to copy their records for inability to pay this cost. District 209 may extend the time to respond to a request for access by five (5) additional business days.

These rights are denied to any person per court order or order of protection (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).

The right to have one or more scores received on college entrance examinations removed from the student’s academic transcript.

Parents/guardians or eligible students may have one or more scores on college entrance exams deleted from their student’s academic transcript. Students often take college entrance examinations multiple times to improve their results. Test publishers provide the results from each examination taken to the student’s high school. Schools must include each of these scores on the student’s transcript, which may result in the academic transcript having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to postsecondary institutions to which the student applies. District 209 will remove scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating 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.

The right to request the amendment of the student’s education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.

Parents/guardians or eligible students may ask District 209 to amend a record that they believe is inaccurate, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, District 209 will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to employees or officials of the school, District 209, or the Illinois State Board of Education with legitimate educational or administrative interests, in furtherance of such interests. An official of the school or the District is a person employed by the school or the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a volunteer; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or evaluator); or any parent(s)/guardian(s) or student(s) serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual Board members do not have a right to access school student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

An official of the school or District 209 has a legitimate educational interest if the official needs to access school student records and/or student record information to fulfill his or her professional responsibility.

Upon request, District 209 discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Additional disclosures may be permitted by law. Disclosure is also permitted without consent to any person for research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, District 209 may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent(s)/guardian(s) names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this period unless the parents/guardians or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior specific, dated, and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If parents/guardians wish to exercise this option, they can notify the Building Principal where their child is enrolled for further instructions.

The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits 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 State law.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District 209 to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

The right to insert a statement.

Parents/guardians have the right to insert in their child's school student records a statement of reasonable length stating their position on any disputed information contained in the record.

Rights Under FERPA

Student and Family Privacy Rights - Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to District 209 educational objectives, assist students' career choices, or be for the purpose of monitoring the quality of District 209 educational programs. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

1. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including District 209) containing one or more of the following items:
2. Political affiliations or beliefs of the student or the student's parent/guardian.
3. Mental or psychological problems of the student or the student's family.
4. Behavior or attitudes about sex.
5. Illegal, anti-social, self-incriminating, or demeaning behavior.
6. Critical appraisals of other individuals with whom students have close family relationships.
7. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
8. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
9. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The Student's Parent(s)/Guardian(s) may:

- *Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or*
- *Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.*

Rights Under the Protection of Pupil Rights Amendment (PPRA)

This notice informs parents/guardians and eligible students (emancipated minors or those 18 and older) of their rights regarding conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These rights are spelled out in the Protection of Pupil Rights Amendment (20 U.S.C. § 1232h; 34 CFR Part 98). The law and regulations require educational institutions, such as Proviso Township High Schools District 209 to notify parents/guardians and eligible students of their right to:

1. Consent before students is required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (USDE):
 - Political affiliations or beliefs of the student or student’s parent/guardian
 - Mental or psychological problems of the student or student’s family
 - Sexual behavior or attitudes
 - Illegal, antisocial, self-incriminating or demeaning behavior
 - Critical appraisals of others with whom respondents have close family relationships
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
 - Religious practices, affiliations or beliefs of the student or parents/guardians
 - Income, other than as required by law to determine program eligibility
2. Receive notice and an opportunity to inspect any third-party survey, protected information survey, instrument collecting student information for the purposes of marketing or selling such information, or instructional material used as part of the student’s educational curriculum.
3. Receive notice and an opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding;
 - Any nonemergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for lead, hearing or vision screening or any physical exam or screening permitted or required under state law; and
 - Any activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

District 209 developed and adopted administrative procedures regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. District 209 will directly notify parents/guardians and eligible students of these procedures at least annually at the start of each school year and after any substantive changes.

District 209 also will directly notify parents/guardians and eligible students, by U.S. mail or e-mail, at least annually at the start of each school year, of the specific or approximate dates of the following activities, if District 209 has identified the specific or approximate dates of the activities or surveys at that time; and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

SECTION 4: Graduation Requirements

The Board of Education determines high school graduation requirements that will provide each student ample opportunity to achieve the purpose for which the School District exists and that meets the minimum graduation requirements contained in State law.

Unless otherwise exempted, each student must successfully accomplish the following in order to graduate from high school:

- Complete all District graduation and course requirements that are in addition to the State requirements.
- Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
- Complete all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill. Admin.Code § 1.440.
- Pass an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.

Students in Proviso Township High Schools District 209 must satisfy credit, service learning, and assessment requirements to be eligible for graduation. BOE Policy 6:300.

Proviso East and Proviso West

Twenty-two (22) credits are required for graduation from Proviso East and Proviso West High Schools.

In addition, students must complete 40 hours of community service during their high school career.

Subjects	Credits Required for Graduation
English <i>English 1-4 (or equivalents) are required. Equivalents include AP English Language & Composition, AP English Literature & Composition, American Studies Honors, College Reading and Writing, and English 1-4 Bridging.</i>	4
Mathematics <i>Integrated Math 1, Integrated Math 2, and Integrated Math 3 (or equivalents) are required.</i>	3
Science	3
Social Studies <i>US History, Black History, and Civics are required. AP US Government meets the Civics requirement. African American History meets the Black History requirement. Students must also pass the Constitution Test.</i>	3
Physical Education and Wellness <i>Health Education is required.</i>	4
Consumer Education <i>This graduation requirement may be satisfied by several courses.</i>	0.5
World Languages, Fine Arts, Applied Technology, Engineering/ Technology, Research & Theoretical Studies <i>2 years of World Languages are recommended for college-bound, NCAA.</i>	1
Electives	3.5
Community Service	40 hours

Proviso Mathematics and Science Academy (PMSA), Proviso East Mathematics and Science Academy (PEMSA), and Proviso West Mathematics and Science Academy (PWMSA)

Twenty-five (25) credits are required for graduation from the Proviso Math and Science Academies. In addition, each student must complete 40 hours of community service during their high school career.

Subject	Credits Required for Graduation	Graduation with Distinction
English <i>IH Survey of Literature and IH World Literature (or equivalents) are required.</i>	4	4
Mathematics <i>IH Integrated Math 1 and IH Integrated Math 2 (or equivalents) are required.</i>	5	5
Science	4	4
Social Studies <i>US History (or its equivalent), Civics, and Consumer Education content are required. Black History (or equivalent) is required. IH Global Studies or AP World History is required. Students must pass the Constitution Test.</i>	3	3
Wellness <i>IH Health Education is required.</i>	4	4
World Languages <i>2 years of the same language are required.</i>	2	2
Fine Arts and/or Engineering & Technology	2	2
Research and Theoretical Studies <i>(Includes AP Seminar, AP Research, OneGoal, IB Theory of Knowledge, IH Research Core, and IH Research Mentorship – PMSA only)</i>	1	3.5 <i>(Includes successful completion of IH Research Mentorship—PMSA only)</i>
Community Service	40 hours	40 hours

Community Service

Community service is required of all students to graduate from a District 209 school. It is a learning experience for students that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Only approved activities may qualify for service-learning credit. Students must complete the student verification form to receive credit. Parent(s)/guardian(s) can reach out to their child's school counselor for more information.

SECTION 5: Student Attendance

Illinois law requires that whoever has custody or control of any child between 6 (by September 1) and 17 years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. (BOE Policy 7:70)

There are certain exceptions to the attendance requirement for children who attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by their physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Attendance Policies and Procedures

The Board of Education Attendance and Truancy Policy 7:70 expects that students will be in attendance every day. The Proviso Township High Schools are committed to working together with parents/guardians to improve student attendance and to prepare students for the world of work, college, and careers. Regular school attendance and prompt arrival to class are critical to a student's achievement and success in school. Parents/guardians and students are reminded that Article 26, Section I, of the School Code of Illinois, requires that all children between the ages of six (6) and seventeen (17) attend school. It is the responsibility of parents/guardians to ensure their child attends classes regularly.

To maximize instructional time, Proviso Township High School students are expected to arrive promptly to all classes. Any arrival after the beginning time of class will be counted as an unauthorized tardy except those involving serious problems or administrative excused passes. Tardiness is unacceptable because it disrupts class, damages the morale of students who are on time, reflects a negative attitude toward school, and creates disorder in the halls. Oversleeping, family errands, babysitting, missing the bus, or car trouble are not acceptable reasons.

Students attend Proviso Township High Schools to learn and to become well-adjusted and productive members of society. All employees of District 209 have high expectations for moral and ethical behavior, and this should be reflected in students' attendance practices. Authorized and unauthorized absences will be counted equally as time missed in class. Students may make up missed work for credit for time missed.

Attendance Line: Reporting Absences

PEHS Attendance Line
708-202-1722 (English) or
708-202-1723 (Español)

PWHS Attendance Line
708-202-6301 (English) or
(708) 202-6238 (Español)

PMSA Attendance Line
708-338-4136 (English)
708-338-4137 (Español)

Parents/guardians should be ready to provide the following information when calling clearly and slowly:

- Student's name and ID number
- Date(s) of absence
- Reason(s) for absence
- Parent/Guardian's name, and relationship
- A daytime phone number where the parent/guardian can be reached

Calls must be received within 24 hours of the absence

Note: When reporting absences, only calls from parents or legal guardians are acceptable. If a parent/legal guardian is out of town, prior written documentation must be turned into the Attendance Office to approve a student's absence.

Any parent/guardian appealing the categorization of a student absence must fill out an Attendance Appeal Form, which can be obtained and submitted in the Main Office of their child's school. Appeal forms will be reviewed and decided upon by Proviso High School administration.

When a student is absent, his or her parent/guardian must call the Attendance Line on the day of the absence or obtain approval before the absence for the absence to be authorized. All unreported absences are considered unexcused absences. Failure to call on the day of the absence or obtain prior approval may result in a permanent indication of unexcused absence and student disciplinary action in accordance with District 209 attendance procedure will be followed. Parents/guardians are responsible for reporting all-day absences, late check-ins, early releases, family trips, or other attendance information. The absence must be reported by telephone. Notes or emails will not be accepted.

If a call has not been made to the school by 10:00 am on the day of a student's absence, a school official may call home to inquire why the student is not at school. If the parent or guardian cannot be contacted, the student may be required to submit a signed note from the parent or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

Parent/Guardian Expectations and Responsibilities

Parents/guardians have a major responsibility for seeing that their students attend school on a regular basis. Proviso Township High Schools are committed to forming a partnership with parents/guardians to improve student attendance and to prepare students for the world of work, college, and careers. In forming collaborative partnerships with the school, parents/guardians can promote the positive practice of responsibility and reliability in his/her student. It is the responsibility of parents/guardians to ensure their child attends classes regularly. Parents/guardians are asked to cooperate to the fullest in seeing to it that their child attends class daily.

Arriving Late to School

To maximize instructional time, students are expected to arrive promptly to school. Consistent tardiness will result in a conference with the parent/guardian and/or other disciplinary actions. Tardiness is unacceptable because it disrupts the educational process, damages the morale of students who are on time, reflects a negative attitude toward school, and creates disorder in the halls. It is critical that students arrive at school on time.

If a student arrives late to school, it is the responsibility of the parent/guardian to inform the Attendance Office prior to the student's arrival. In the event a phone call cannot be made prior to the student's arrival, the Attendance Office must receive a call from the parent/guardian within 24 hours of the time of the late arrival. Any missed time will be considered unexcused if a parent does not call with a valid reason for the late arrival.

The following reasons as examples for arriving late will not constitute an authorized tardy. Students who arrive late due to the following reasons will be considered unexcused, resulting in an unauthorized tardy or absence:

- Oversleeping
- Family errands
- Car trouble
- Missing the bus
- Babysitting
- Inclement weather

The above list is not to be considered all-inclusive. Efforts should be made to schedule medical/dental appointments outside of school hours.

Excused/Authorized Absence

Any absence that can be considered a "valid cause" for absence. The following are or could be considered reasons for authorized absences:

- College Visits – Juniors and seniors are allowed two (2) days per year pre-approved by an administrator.
- Military Service
- Attending a military honors funeral to sound TAPS
- Civic Responsibility
- Doctor/Dentist Visits
- Required Religious Observances
- Court Appointment or Documented Incarceration
- In-School or Out-of-School Suspensions
- Sent Home by the School Nurse – That day only

- Driver's License Exam – Verification required
- Funerals – Up to seven (7) calendar days from the date of death upon proper documentation from the funeral director for the following: father, mother, sister, brother, child, grandparent, guardian, or any other relative who at the time of death was responsible for the student.
- Doctor's Care – A doctor's note, subject to administrative discretion, specifying the days of absence is required upon re-admittance. The doctor's note must be for the student only and presented within five (5) days upon return.
- Other Special Circumstances – Any request made by the parent, guardian, or emancipated minor will be reviewed.

It is a student's responsibility to be prompt and attend class regularly. If a parent/guardian does not call within 24 hours of the absence, the absence will be unauthorized.

Unexcused Absence/Truancy

Absent from school for reasons not recognized as excusable absences. To comply with the School Code, District 209 reserves the right to determine if an absence is without valid cause. The following reasons are examples of absences without valid cause, thereby resulting in an unexcused status. This list is not to be considered all-inclusive:

- | | |
|--|--------------------------------|
| • Family vacations/planned events | • Shopping |
| • Oversleeping | • Extending Prom Weekend |
| • Car trouble | • Birthdays |
| • Missing the bus | • Job interview |
| • Missing one class to study for another or make-up test and quizzes | • Beauty appointments (Dances) |
| | • Ditch Days |
| | • Babysitting |

Chronic Absentee - According to Illinois State Law, a "chronic absentee" is a student who misses 10% of school days within an academic year with or without a valid excuse. That's 18 days of an average 180-day school year. Excused absences include illness, mental health day (up to five days), suspension, need to care for a family member, etc. Students need daily instruction to succeed. Chronic absentees are at risk of academic and social problems.

Truant - A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days.

Chronic Truant - Illinois law defines "chronic truant" as a student who misses 5 percent of school days within an academic year without a valid excuse. That is nine days of an average 180-day school year. The count of chronically truant students does not include students with excused absences. Chronic truancy can lead to academic and behavioral problems and put students at risk.

Unexcused/Unauthorized Tardy - A student is tardy when he/she is not in the assigned seat or work area at the start of the tardy bell and does not have appropriate authorization excusing the tardy.

Unexcused Period Absence/Class Cut - Absent from any one class for reasons not recognized as an excusable absence.

School Truancy: All-Day Truancy

Students who are not in class consistently seriously jeopardize their chances for success. Truancy is serious. Since truancy is an action chosen by the student and not an action taken by the school, truant procedures will be followed.

After 10 days of unexcused absences, a certified letter shall be sent home to the parents requesting a meeting with the principal. A letter on the 20th day of the unexcused absence will be sent home that will request parents to appear at an Adjudication Hearing requested by the Board of Education and the Superintendent of Schools.

Truancy – Parent Liability (105 ILCS 5/26-10)

Any person having custody or control of a child...to whom notice has been given of the child's truancy and who knowingly and willfully permits such a child to persist in his truancy within that school year, upon conviction thereof shall be guilty of a Class C Misdemeanor and shall be subject to not more than 30 days imprisonment and/or a fine of up to \$500.

If a student is found to be truant, it may be required by Proviso Township High Schools for the parent/guardian of the student to accompany the student back to the school for re-admittance. Failure to do so may result in discipline. Truancy citations may also be issued by the local authorities.

Truancy – General Liability (105 ILCS 5/26-11)

Any person who induces or attempts to induce any child to be absent from school unlawfully, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school for three (3) consecutive school days, is guilty of a Class C Misdemeanor.

Ditch Day

District 209 does not support any ditch days, including "senior ditch day." When larger numbers of students miss school, it negatively impacts the educational process in the building. Students who participate in a "ditch day" will be considered truant and issued disciplinary consequences accordingly. Medical documentation may be requested to authorize any absence.

Parent/Guardian Notification of Unexcused Absences

Parents/guardians will receive notification of unexcused student absences via the automated calling system. Unless otherwise requested, phone messages will be sent to the primary phone number listed in PowerSchool.

Absence on Day of a School Activity

Students who are absent from school for any reason are not permitted to participate in extracurricular activities or other school sponsored events on the day of absence from school unless they have prior permission from school administration.

Leaving the Building During the School Day

Closed Campus - All schools in Proviso Township High Schools District 209 have a closed campus policy. Students are to remain in their assigned buildings and on the school's grounds continuously from the time of reporting to the time of departure for the day unless permission to leave is granted by an authorized person. Any student violating this rule shall be subject to disciplinary action. (See "*Leaving School Early – Early Dismissal*" for early dismissal procedures).

Opportunity to make-up class/homework assignments, tests and/or quizzes will be granted to students whenever necessary. Proviso District 209 supports all students for success. The list below is a sample list of consequences for students who miss excessive days of school.

- Referral to counselor, social worker, and Behavior Interventionist
- Before and/or after school detention
- Behavioral probation
- Written contract
- RESET room for intervention (**Remember: Every Situation Encourages Transformation**)
- Saturday School Program
- Removal of school privileges
- Reduction in grades or loss of credit
- Restriction of extracurricular activities
- Referral to an alternative educational program
- Referral to the Attendance Committee
- Referral to community program

Consequences for Chronic Absenteeism	
Number of Days Absent	Consequence
3 Days	Parent-Teacher conference is scheduled.
5 Days	Parent-Grade Level Principal conference is scheduled.
10 Days	Parent-Principal conference is scheduled, with a certified letter mailed prior to the meeting.
20 Days	An adjudication hearing is scheduled, with a certified letter mailed prior to the hearing.

SECTION 6: Student Wellness

Student Fees and Meal Costs School Lunch Program

Breakfast is served every school day from 7:20 am to 7:40 am. Lunch is served every school day according to lunch periods as indicated on the student bell schedule. All students are eligible for a free breakfast and lunch. Students are not required to complete a free or reduced lunch form to receive lunch. Additionally, students may purchase additional a la carte items. A student may bring a sack lunch from home.

Fees, Fines, and Charges

Please refer to Board Policy regarding fees for the following: Non-public student enrollment (7:40), extra-curricular and co-curricular activities (6:190), field trips (6:240), high school credit courses and/or non district courses (6:310). Please refer to Board Policy regarding waiver of student fees (4:140).

Waiver of Student Fees

The Superintendent will recommend to the Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for loss of schoolbooks or other school-owned materials. Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for fee waiver contained in this policy.

In order that no student, be denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, District 209 will waive students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule, and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee waiver when:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act, or
2. The student or student's family is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children).

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

School Problems

If the student has a problem related to discipline, security, personal safety, or vandalism, they should talk to:

- The nearest teacher, security, school counselor, or administrator when there is a discipline or security problem. Explain what happened and seek their guidance.
- A counselor, psychologist, or social worker provides ways to deal with problems so the student will feel safe and gain the skills to deal with similar problems in the future.

The student should always talk to their parent/guardian.

Personal Problems

For assistance with personal problems that may impact a student's school performance or their personal happiness, they are strongly encouraged to discuss the problem with their parent/guardian. They can also seek the assistance of the school counselor, a teacher, an administrator, or any adult that they are comfortable with at the school. Students can find out about resources within the school and/or community. They can also talk to a peer. Many times, fellow students can help with problems.

For an immediate crisis, below are numbers to call.

Suicide and Crisis Lifeline 988

Proviso Township Mental Health Commission.....	708-449-5508
Resurrection Behavioral Health.....	708-681-2325
Pillars.....	708-386-2100
PLCCA.....	708-450-3500
School Based Health Center at Proviso East.....	708-449-9522
DHS Family Resource Center.....	708-338-7600
Riveredge Hospital.....	708-771-7000

Academic Problems

For assistance with an academic problem or grade, students should:

- Talk to their teacher when they have difficulty with subjects, get poor grades, or need extra assistance. The teacher may ask for a conference with them and/or their parent/guardian.
- Seek assistance from their counselor. They can help with finding a peer that can assist.
- Discuss the academic concern with their Grade Level Principal (GLP) or building principal.

Alternative Education Options for School Completion

There are a variety of District 209 programs to assist students who may need an alternative education option to overcome the challenges to learn, achieve at high academic levels, and graduate. For more information on the following, parents/guardians can contact their child's counselor or social worker, or visit the Office of Student Services and Equity page at www.pths209.org/domain/75.

- Special Education
- English Language Learner services
- Alternative Programs, including the DREAM Program, the PEACE Program, and the Seniors Plus Program
- Homeless Assistance
- Homebound/Hospital Tutoring
- Extended Evening High School Program

Remote Learning/E-Learning Programs

The Illinois School Code at 105 ILCS 5/13B et seq. (Alternative Learning Opportunities Law) provides for the operation of alternative learning opportunities programs (ALOP), which are intended to provide youth, who are at risk of academic failure, with the education and support services needed to meet Illinois Learning Standards to complete their education in a safe and secure learning environment.

Proviso Township High School District 209 and West 40 have partnered to provide educational services to our students who have been categorized as medically fragile by a licensed physician.

Physical, Sexual, Mental Abuse

No student should be subjected to physical, sexual, or mental abuse. We do know, though, that abuse can happen to any child regardless of race, socioeconomic status, religion, or culture. If a student feels he or she is being abused, the student should contact the counselor or the school administrator. If a parent feels his/her child is being abused, the parent should contact the school's counselor or the school administrator.

If you have reasonable suspicion of child abuse or neglect, you must contact your local Department of Social Services or the Police Department.

Child Abuse	
Illinois Department of Children and Family Services.....800-252-2873	
Police Departments, Non-Emergency Phone Numbers	
Bellwood.....708-547-3528	Maywood.....708-450-4450
Berkeley.....708-449-8224	Melrose Park.....708-344-8409
Broadview.....708-345-6550	Northlake.....708-531-5755
Forest Park.....708-366-2423	Stone Park.....708-450-3216
Hillside.....708-449-6133	Westchester.....708-345-0060

Bullying, Harassment, or Intimidation

Board of Education Policy 7:180 (105 ILCS 5/27-23.7)

Issues of bullying, harassment, or intimidation must be brought to the attention of school administration. Unresolved concerns may be elevated to the Superintendent's Office. All types of bullying, harassment or intimidation should be reported.

Bullying, intimidation, teen dating violence, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important school goal.

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or 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.

For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be predicted to have the effect of one or more of the following:

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

Bullying, intimidation, teen dating violence, and/or harassment may take various forms, including without limitation: Threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For purposes of this policy, the term bullying includes harassment, intimidation, teen dating violence, retaliation, and school violence.

Bullying is contrary to state law and the policy of Proviso Township High Schools District 209.

A student who is being bullied is encouraged to immediately report it orally or in writing to any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to a school administrator. The school will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information. Acts of retaliation for reporting incidents of bullying, intimidation, teen dating violence or harassment, will not be permitted and the school will take disciplinary action against any student who participates in such conduct.

Immunization, Health, Eye, and Dental Examination

In compliance with Illinois state law, District 209 requires all students to present appropriate proof that the student received a health examination and immunizations against, and screenings for, preventable communicable diseases within one year prior to entering the ninth grade and enrolling in an Illinois school for the first time, regardless of the student's grade (the physical exam form may be a comparable report from a former school or a new report from a local physician). A diabetes and BMI screening must be indicated on the school physical. Tetanus, Diphtheria, Pertussis (Tdap) is a required immunization for all students according to Illinois state law. The required health examinations must include a statement from a physician assuring the student has been "risk-assessed" or screened for lead poisoning. All students must show proof of a health examination and immunizations prior to or on the first day of school.

Failure to comply with the above requirements by **October 15** of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register for mid-term shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present by October 15 an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

Vision screening will be done, as mandated by Illinois School Code, for Special Education students, transfer students, and students referred to the nurse by teachers. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Students are not required to undergo this vision screening IF an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous twelve (12) months and if that evaluation is on file at the school. This notice is not a permission to test. Vision screening is NOT an option. If a vision examination report for a student is not on file at the school, Special Education students, transfer students, and students referred to the nurse will be screened.

All students entering the school for the first time must present proof before October 15 of the current school year of an eye examination performed within one year prior to entry to the school. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Exemptions

A student will be exempt from the above requirements for:

- Religious or medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection
- Health examination or immunization requirements on medical grounds if a physician provides written verification
- Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all its branches who provides eye examinations or a licensed optometrist

Student Medication

Parents have the primary responsibility for the administration of medication to their children. When parents cannot administer medicine or it is medically necessary to give medication during school, the medicine must be supplied by a pharmacy labeled container (over-the counter medications in original container) and will be locked in the nurse's office. We must have written parental permission for all prescriptions and over-the-counter medications and written doctor's orders for all prescription medications. Aspirin, Tylenol, or cold tablets, etc. should not be sent in an envelope or in a bag, but in the original container.

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "Student Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or nonprescription medication on school grounds or at a school-related function other than as provided for in this procedure.

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed an Authorization for Student Self-Medication Form. The school and district shall incur no liability, except for willful and wanton conduct, because of any injury arising from a student's self-administration of medication or epinephrine autoinjector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided with an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Students with Food Allergies

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If the student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that limits a major life activity. If the student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that the student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Care of Students with Diabetes

If the child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school nurse. Parents/guardians are responsible for and must:

- Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- Sign the Diabetes Care Plan.
- Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

Illinois State Mandatory Reporter Information

State Mandated Reporter Policy Code 325IL CS 6/5 states that a mandated reporter is/are required to report suspected child abuse or neglect immediately when they have “reasonable cause to believe” that a child known to them in their professional official capacity may be abused or neglected child.” For more information, visit www2.illinois.gov/dcfs.

If a student needs to report confidential information regarding physical or sexual abuse, he/she should call 1-800-252-2873.

SECTION 7: District 209 Student Code of Conduct

Proviso Township High Schools District 209 is committed to providing a safe and orderly learning environment conducive to rigorous instruction. Students must maintain appropriate behaviors at all times whether face-to-face or in an approved online instruction.

Escalated or repeated behaviors may result in further responses according to the Student Code of Conduct. The student will receive due process, beginning with referral to the administrator with written documentation by the referring adult, contact to parent/guardian, and an opportunity to present what happened. If the administrator finds the student responsible for the violation, he/she will determine the appropriate response within the Student Code of Conduct.

Wearing Face Masks

The wearing of face masks considering the COVID-19 pandemic is optional in District 209 schools as of July 1, 2022. However, this is subject to change based on COVID-19 guidelines and restrictions from the Centers for Disease Control and Prevention (CDC), the Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE).

Extra-Curricular Code of Conduct

All students who participate in extracurricular activities must acknowledge and accept the Student Code of Conduct. Students will be asked to sign a copy of The District 209 Student Code of Conduct with their athletic coaches and/or club sponsors.

All students who participate in District activities acknowledge and accept the following Student Code of Conduct.

1. Students who violate the Student Code of Conduct while participating in an extra-curricular activity shall be referred to the grade level principal.
2. Students must be in full attendance on days of activities/competition to participate. Attendance will be verified for all athletes on game days.
3. Students will not demonstrate inappropriate behavior toward any coach, sponsor, equipment manager, referee/umpire, official, opponent, spectator, and/or school faculty/staff.
4. Students agree not to wear any jewelry, (earrings, chains, rings, watches, etc.) during extra-curricular contests or events if prohibited by their coach or sponsor.
5. Students agree to attend and arrive on time at all scheduled extracurricular events, contests, and practices.
6. Students agree to come to all practices and events properly dressed and with all necessary equipment and prepared to work.
7. Students understand the importance of personal hygiene. Students agree to clean their uniforms.
8. Students will be financially responsible for all equipment/uniforms issued to them if damaged or not returned.
9. Students agree to make every effort to achieve a scholastic standing, which is above the minimum required by the Board of Education to participate in extra-curricular activities.
10. Students agree not to partake or have possession of the following items: tobacco, alcohol, narcotics, or look-alike drugs. (Narcotics are any controlled drug or substance which is not prescribed by a physician for the student's use.)
11. Students agree not to participate in other types of anti-social behavior, examples of which are stealing, fighting, intimidating others, or assaulting others at any time, including while at school,

school-sponsored events, extra-curricular and doing non-school related activities away from school.

12. Students agree not to be present in situations where anti-social behavior is occurring or may occur even if the student is not involved in the anti-social behavior. Examples of anti-social behavior are partaking of or possessing narcotics, look-alike drugs or alcohol, fighting, intimidating others, stealing, assaulting others. Students agree to particularly avoid situations which could potentially result in their arrest.
13. Students whose conduct at any time, whether during any school related activity or during a non-school activity off school grounds, violates the extra-curricular Student Code of Conduct shall be eligible for any punishment, including suspension or dismissal from the extra-curricular activities.

Disciplinary Response Levels

The Level of Responses and Interventions chart is used to correct inappropriate behavior and actions of D209 students. If interventions are successful, a referral to the school administrator may not be necessary. These interventions aim to teach, correct, and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Staff members are encouraged to implement a variety of teaching and classroom management strategies.

Staff members are encouraged to always implement various levels of responses and interventions with students during regularly scheduled school hours. In addition, this procedure applies while a student is located on or off school property during fields trips, school sponsored events, athletic functions, while being transported on D209 vehicles and during any other school related extracurricular activity.

Administrators are encouraged to use the lowest Level of Response to address inappropriate behavior. All interventions and all responses begin at the building level. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

Response Level 1

These responses aim to teach and correct inappropriate behavior so students can learn, act respectfully, and contribute to a safe environment. The classroom teacher or counselor will correct the behavior of the student committing a minor offense. Teachers are encouraged to try a variety of teaching and classroom management strategies. This response can be used when the student has no history of prior incidents.

Possible Interventions:

- Contact parents via telephone, e-mail, or text message
- Conduct a teacher or student conference
- Correct and provide verbal redirection in the classroom
- Develop a daily behavior progress sheet
- Take time with a student to reflect on the behavior or allow the student to apologize
- Remove classroom privileges from a student (does not include recess)
- Reassign the student's classroom seat
- Referral to IEP/504 team (for students with disabilities)
- Restorative Approaches (RA)
- Referral to Professional School Counselor or Social Worker

Response Level 2

A District Administrator, Social Worker or Professional School Counselor will work with the student to correct the behavior of the student committing the violation. This level is appropriate for incidents that are inappropriate and disruptive to the learning environment. These responses address the potential implications for future harm while keeping the student in school.

Possible Interventions:

- Change in schedule or class
- Referral to Grade Level Principal (GLP)
- Parent/Guardian notification and/or conference
- Mentoring program
- Revision to IEP/504 plan (for students with disabilities)
- Loss of privileges
- Detention
- Restitution
- Conflict resolution and community conferencing
- Assignment of work projects
- Referral to Professional School Counselor or Social Worker
- Referral to community organizations
- Referral to the School Psychologist
- Referral to IEP/504 team (for students with disabilities)
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP)
- Restorative Approaches (RA)
- In-school Suspension (RESET room)

Response Level 3

If a student disrupts the school environment and/or school-related activities, a short-term suspension of one-three days may be given by the principal to a student committing the violation because of the severity of the behavior. The duration of the short-term removal is to be limited as much as practicable while addressing the behavior using interventions and responses.

Possible Interventions:

- Notify parent/guardian and/or conference
- Referral to IEP/504 team (for students with disabilities)
- Referral to Professional School Counselor and/or Social Worker
- Revision to IEP/504 plan (for students with disabilities) as needed
- Referral to the Department of Student Services
- Referral to community organizations
- Referral to Student Support Team (SST)
- Develop/Revise Functional Behavioral Assessment (FBA)
- Assessment/Behavioral Intervention Plan (BIP)
- Referral to School Psychologist
- Beautification Project
- In-school Suspension (RESET room)
- Short-term suspension (1-3 days)
- Restorative Approaches (RA)

Response Level 4

Long-Term Suspension (4-10 days) – Appropriate for behavior that significantly disrupts the educational environment in the school, on the bus or at school activities and affects the safety of others. These responses focus on the safety of the school community and ending self-destructive and serious behaviors.

Possible Interventions:

- Notify parent/guardian
- Referral to Professional School Counselor or Social Worker
- Functional Behavioral Assessment (FBA)
- Behavioral Intervention Plan (BIP)
- Community conferencing or mediation
- Referral to community organizations
- Referral to Department of Student Services
- Referral to IEP/504 team for Manifestation Determination (for students with disabilities)
- Alternative Programs
- Suspension Request (long-term 4-10 days)
- Restorative Approaches (RA)

Response Level 5

These responses involve the removal of a student from the school environment for more than 10 days because of the severity of the behavior. A student may be removed and/or referred to an ALOP or transferred to another District 209 public school for behavior that seriously disrupts the educational environment in the school, the bus or at a school activity that affects the safety of others.

Possible Interventions:

- Referral to Professional School Counselor or Social Worker
- Behavioral Intervention Plan
- Referral to community organizations
- Community conferencing or mediation
- Referral to the Department of Student Services
- Referral to IEP/504 team for Manifestation Determination (for students with disabilities)
- Alternative educational placement: PEACE or Extended Evening School Programs
- Behavioral Threat Assessment
- Extended suspension (between 11 and 45 days)

PTHS D209 Student Code of Conduct: Grades 9 – 12 Disciplinary Response Levels*				
Point of Contact Chart Key				
DSS – Department of Social Services	DSESS – Department of Student Services	HD – Health Department	PD – Police Department	SE – Security

*All intervention and responses begin at the building level.

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Academic Dishonesty	Dishonesty, cheating, plagiarism	9-12	1 2	
Alcohol	Use and Possession	9-12	2 3 4	SE HD
	Distribution, selling to students	9-12	4 5	SE PD
Arson/Fire		9-12	2 3 4 5	SE
Attack (Physical)	Attack on another student	9-12	2 3 4	
	Serious bodily injury to another student	9-12	2 3 4 5	SE PD
	Attack on an adult, unintentional physical contact with school personnel	9-12	1 2 3	
	Attack on an adult, physically attacking an adult including striking a staff member who is intervening in a fight or other disruptive activity	9-12	2 3 4 5	
	Attack on an adult causing serious bodily injury	9-12	2 3 4 5	SE PD
Attendance Related Offenses	Leaving class or area without school permission	9-12	1 2	
	Persistent or excessive tardiness to class or school	9-12	1 2	
	Loitering	9-12	1 2	
	Class cutting	9-12	1 2	
	Unauthorized departure from	9-12	1 2	
Bomb Threat		9-12	2 3 4 5	SECURITY WILL FOLLOW BOMB THREAT POLICY
Bullying/Harassment/ Cyber bullying	Minor harassment (e.g., unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment for them)	9-12	1 2	
	Cyber bullying - Using information and communication technologies (e.g., email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these) to support deliberate repeated and hostile behavior	9-12	2 3	

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
	Serious bullying/harassment (e.g., persistent or long-term harassment. Minor harassment, defined above, that is repeated may rise to the level or serious bullying. Serious harassment may also include threats of physical violence, even if not repeated.)	9-12	3 4	
	Hazing - An act that subjects to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.	9-12	3 4	
Destruction of Property	Property valued below \$500	9-12	1 2	SE
	Property valued above \$500	9-12	2 3 4	
Disrespect Towards Others	Making inappropriate gestures, symbols, comments, or using profane or offensive language	9-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
	Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff	9-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
	The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel	9-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
Disruption	Taking out in class or talking out of turn; throwing objects; picking on, bothering, or teasing other students; inappropriate or unauthorized use of PEDs; and other behavior that distracts from student learning; directly instigating or prompting others to cause a disruption	9-12	1 2	

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Dress Code Policy	Failure to comply with dress code	9-12	1 2	
Drugs/Controlled Substances	Unauthorized use/possession of prescription drugs	9-12	2 3 4	
	Use/possession of illegal drugs or paraphernalia including imitation or prescription	9-12	3 4	
	Unauthorized possession, use, or distribution of over-the-counter medication	9-12	3 4	
	Distribution or selling illegal drugs/prescription drugs	9-12	3 4 5	SE PD
Explosives	Possession, use, or distribution of explosives (does not include small fireworks)	9-12	2 3 4 5	SE
Failure to Come to Class Prepared		9-12	1	
Failure to Wear Identification Badge		9-12	1	
False Alarm		9-12	2 IN-SCHOOL SUSPENSION (RESET ROOM)	
Fighting	Physical aggression with another student (e.g., shoving or pushing)	9-12	1 2	SE
	Physical aggression with another student that results in minor injuries	9-12	2 3	SE
	Fighting resulting in serious bodily injury	9-12	2 3 4 5	SE
Forgery		9-12	2	
Gambling	Gambling requiring the use of money or exchangeable goods	9-12	2	SE
Group Fight	Group fight causing material disruption to the school day	9-12	3 4 5	
	Group fight resulting in serious bodily injury	9-12	2 3 4 5	SE
Internet/Computer Misuse	Any unauthorized or inappropriate use of technology-related resources	9-12	1 2 3	

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Possession or Use of Weapons or Instruments as Such	Other weapons: possessing an implement that is likely to cause serious bodily harm, without intent to use	9-12	1 2 3 4 5	SE PD
	Use or attempt to use weapon	9-12	5	SE PD
	Other guns: possessing a look-alike gun (e.g., water guns, toy guns)	9-12	1 2 3 4	SE PD
	Possessing an unloaded/operable non-firearm gun (e.g., pellet guns, BB guns, airsoft gun)	9-12	2 3 4 5	SE PD
	Possessing firearms (e.g., handguns)	9-12	5	SE PD
Sexual Misconduct	Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)	9-12	1 2 3 4	
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting)	9-12	2 3 4	SE
	Intentionally engaging in a physical non-consensual sexual attack on another	9-12	3 4 5	SE PD DSS
Shakedown	Using a threat (without a weapon) to get a person to turn over his or her property	9-12	2 3	SE
Theft	Theft below \$500	9-12	2	
	Theft above \$500	9-12	2	SE
Tobacco Use/Vaping	Use of tobacco in any form	9-12	1 2	
Trespassing		9-12	1	
Unauthorized Use of Electronic and/or Portable Electronic Devices (PED)		9-12	1 2	

SECTION 8: Disciplinary Response Terms

Discipline should be both corrective and instructive and designed to foster growth and understanding in the student. Appropriate responses to misbehavior are determined by the age and maturity of the student.

INTERVENTIONS AND STRATEGIES

While there are instances in which formal disciplinary measures must be used, teachers and administrators are encouraged to develop and utilize a variety of informal disciplinary and guidance strategies to maintain effective learning conditions. The following list is not exhaustive and includes a variety of strategies and terms that are used to define infractions.

After-School/Extracurricular Activities

Revoking a student's right to participate in extracurricular activities, including sports and clubs.

Alternatives to Drugs and Alcohol Program (ADAP)

ADAP is an educational resource for the violation of the Student Code of Conduct. Students who have been suspended for alcohol or other drug offenses are required to participate in this program with their parents/guardians.

Anti-Tobacco Use Program (ATUP)

ATUP is a consequence for violation of the Student Code of Conduct prohibiting the sale, use, or possession of tobacco in any form by students always on school property and school-sponsored activities. Students and parents/guardians are required to participate.

Behavioral Intervention Plan (BIP)

An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

Behavioral Probation

The principal or his/her designee may place any student who has been involved in an act of Level I, II, or III misconduct on behavioral probation in addition to, or instead of, suspension. School personnel must, however, perform an investigation of the situation; provide formal notice to the student and parent/guardian, and an opportunity for a parent/guardian conference. Behavioral probation should be for a definite period during which critical examination and evaluation of the student's progress is to take place.

Cafeteria Duty/In-School Work Project

Students participate in a school-based activity that requires the student to spend time on a beautification project in the school or on school grounds.

Community Conferencing

Allows students, school staff and others involved in a conflict to discuss the conflict and to propose solutions.

Community Service

Allows students to participate in activities to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a health facility, etc.

Conference

Involves students, parents/guardians, teachers, staff and principals discussing student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

Conflict Resolution

Empowers students to take responsibility for peacefully resolving conflicts.

Detention Hall

The principal, or teacher upon approval by the principal, may establish a Detention Hall. The Detention Hall shall meet daily, or as needed, before or after regular school hours, with the time for each session determined by the administrator. The Detention Hall shall serve as an alternative to a suspension for students who have been involved in persistent minor Level I or Level II disciplinary infractions. The Detention Hall may be organized to serve the needs of each individual school.

Drugs/Controlled Substances

Unauthorized use/possession of legal drugs; being under the influence of illegal drugs; using/possessing illegal drugs; distributing/selling legal or illegal drugs.

Functional Behavior Assessment (FBA)

Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

Individualized Education Program (IEP) Team

A group of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing, and revising IEPs for students with disabilities, as well as developing, reviewing, and revising Functional Behavior Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

In-School Intervention

Removing a student from within the school building from their regular education program but the student still afforded the opportunity to continue to:

- Appropriate progress in the general curriculum.
- Receive the special education and related services specified in the student's IEP if the student is a student with a disability in accordance with the law.
- Receive instruction commensurate with the program afforded to the student in the regular classroom.
- Participate with peers as they would in their current education program to the extent appropriate.

In-School Suspension (RESET Room)

In-school suspension is when the administrator determines that a student's conduct warrants removal from class but not the school building. Removing the student within the school building from the student's educational program for up to but not more than 10 days in a school year for disciplinary reasons by the school principal. The school principal will provide the parents with a written notification of the in-school suspension (RESET Room).

Multi-Tiered System of Support (MTSS)

MTSS is a problem-solving and prevention model with evidence of success. MTSS uses data-based decision making to inform academic, social-emotional, and behavioral instruction and intervention based on individual student needs.

Parent Outreach

Requires school staff to inform parents/guardians of their child's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to school for a portion of the day or all day. Parent Shadowing Involves parent/guardian participating in a shadowing experience by accompanying their child to class(es) for a specified period.

Police Contact or Report to Law Enforcement/Juvenile Justice System

Reporting a student to law enforcement or to the juvenile justice system. Schools must only refer a student to law enforcement when the immediate safety of the student and/or other school community members is threatened. This occurs in only the most serious and extreme acts of criminal activity. Parents/guardians must be immediately contacted.

Positive Behavior Intervention and Support Program (PBIS)

A program that uses data to enhance the capacity of schools to educate all students by developing research-based, school-wide and classroom behavior systems.

Peer Mediation

Conflict resolution techniques in which students help other students deal with and develop solutions to conflicts.

Referral to School-Based Services

Referral to counselor, health care provider or social worker. Sessions can be individual, can include family members or can be done in groups.

Reflective Essay

Students are assigned a writing activity to reflect on the behavior that disrupted the learning environment. The assignment requires the student to address the incident and identify ways to handle a like situation in the future.

Response to Intervention (RTI)

A multi-tiered approach to early identification and support of students with learning and behavior needs.

Restorative Approaches

Restorative Approaches (RA), when implemented in schools, create a climate and culture that is inherently just, social, and racially equitable. It develops healthy, productive responses to conflict that increase connections between and among members of the school community. These practices prevent and repair harm through dialogue that addresses behavioral consequences in the form of individual and/or collective accountability to promote safe school environments for students, staff members, and families. RA includes all stakeholders (students, staff members, parents, and community partners) in the process to build and maintain a sense of belonging, safety, and social responsibility in the school community. In Proviso Township High Schools District 209, it may look like, but not limited to, restorative practices such as chats, questions, restorative circles, academic circles, peer mediation, and community conferencing.

Saturday School

Requires students to attend school for a specified period on Saturday to complete academic assignments and/or participate in a school-based beautification project or other restorative practices.

Schedule Adjustments

Requires a change in all or part of a student's schedule. School-based administrators will recommend options to meet the needs of individual students.

Section 504 Team

A multidisciplinary team responsible for identifying, evaluating, and monitoring the provision of Section 504 of the Rehabilitation Act of 1973. The 504 team is comprised of individuals knowledgeable about the student, the condition, evaluation procedures, and placement options. The school-based team serves to ensure that students with disabilities are provided the same educational access to school curriculum, activities and programs as their non-disabled peers through reasonable accommodations and services.

Temporary Removal from Class

Removing a student within the school building from his or her regular education program.

Short-Term Suspension

A short-term suspension denies a student the right to attend school and to take part in any school function for a period of 1-3 days.

Review of Short-Term Suspension

A review of a short-term suspension shall not serve to delay the suspension. A request for a review of a short-term suspension is accepted as evidence that the parent/guardian wishes further consideration of the results of the conference conducted by the principal or his/her designee and/or the circumstances of the student's conduct and suspension. If a parent wishes a formal review of the suspension, the parent is to contact a representative of the Student Services Team (SST) to request the review. The Student Services Team (SST) shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parents together to resolve the request for a review.

Long-Term Suspension

A long-term suspension denies a student the right to attend school and to take part in any school function for 4-10 days.

Review of Long-Term Suspension

A review of a long-term suspension shall not serve to delay the suspension. A request for a review of a long-term suspension is accepted as evidence that the parent/guardian wishes a formal review of the suspension, the parent is to contact the Student Services Team (SST) to request the review. The Student Services Team (SST) member shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parent together to resolve the request for a review.

Extended Suspension

An extended suspension means the removal of a student from a student's regular program for a period over 10 days but not longer than 45 days for a violation for which the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

The extended suspension can only occur if:

1. The Superintendent or designated representative has determined that the student's return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff.
2. The Superintendent or designated representative limits the duration of the exclusion to the greatest extent practicable.

The principal will request the extended suspension from the Superintendent/designee. A Student Services Team (SST) member or designee will meet with the student, parent/guardian, and requesting school within ten days of the student's removal from school. After the conference, the Student Services Team (SST) member will report their findings. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and policy or policies violated. Appropriate and available behavioral support services may be offered. If the principal's request for extended suspension is not granted, the student will be returned to school and the principal or his/her designee will contact the parent/guardian to schedule and intake conference.

Appeal of Extended Suspension

A student who is suspended for more than ten school days may appeal the decision to the Board of Education within ten days after determination. After receipt of the written request for appeal, the Board will conduct a hearing. The parties may bring counsel and witnesses to the hearing. The appeal to the Board does not follow the decision of the Superintendent or designee. The Board will render its decision in writing within 45 days of the request for appeal.

Expulsion

An expulsion from school denies students the right to attend their regular school program for 45 days or longer. The exclusion may occur only under the following circumstances:

1. The Superintendent or designated representative has determined that the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff.
2. The Superintendent or designated representative limits the duration of the exclusion to the greatest period practicable.

The principal will request an expulsion from the Superintendent/designee. Appropriate and available behavioral support services may be offered. A due process hearing will be held within 10 school days. If expelled, the student may be placed in an alternative program. If not placed in an alternative program, missed classwork and assignments will be provided via the School Liaison.

Appeal of Expulsion

A student who is expelled may appeal against the decision of the Superintendent or designee in writing to the Board of Education within ten days after the determination.

SECTION 9: Transportation and Bus Behavior

Bus Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school or residing within 1.5 miles from their assigned schools where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing as defined by the Illinois Department of Transportation. A list of bus stops will be published at the beginning of the school year before student registration.

Students will be assigned one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. In addition, students cannot depart the bus at any stop other than their regular stop, unless authorized by the Building Principal. Exceptions must be approved in advance by the Building Principal.

While students are on the bus, they are under the supervision of the bus driver, monitor, and/or chaperone. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the Building Principal or Building Principal's designee.

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity.

Parents/guardians will be informed of inappropriate student behavior on a bus. Parents/guardians are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the students' safety and in compliance with State law, students are expected to observe the following rules:

1. Students with a temperature of 100.4 degrees Fahrenheit or higher or those who experience symptoms of COVID-19 should remain at home.
2. Students must choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
3. Students are to remain seated, always facing forward when the bus is moving.
4. Students are prohibited from moving from one seat to another while on the bus.
5. Students must keep all parts of their body and all objects inside the bus.
6. Loud conversation, singing, boisterous conduct, and unnecessary noise or profanity is not allowed.
7. Students must enter and exit the bus only when the bus is fully stopped.
8. All school rules apply while on the bus, at a bus stop, or waiting for the bus.
9. Students are only allowed to use the emergency door in an emergency.
10. In the event of an emergency, students must stay on the bus and await instructions from the bus driver.
11. Appropriate behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other unnecessary commotion are grounds for disciplinary action.
12. Students are prohibited from opening windows on the bus.
13. Students are expected to keep the bus neat and clean.

14. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
15. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
16. Students are expected to be waiting at their bus stop on time (ten minutes prior to pick up). The bus driver cannot wait for those who are tardy.
17. Students are to always stand at least five (5) feet off the roadway while waiting for the bus.
18. Students must never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.
19. Students are expected to keep book bags, books, packages, coats, and other objects out of the aisles. They must keep all body parts clear of the aisles when seated.
20. Eating, drinking, or chewing gum is not allowed on the bus.
21. No glass or breakable containers are allowed on the bus. No reptiles, insects, animals, or marine life (dead or alive) are allowed to be transported on the bus.
22. Absolute silence is required of students at railroad crossings and/or anytime the dome lights are on.
23. Bulky or objectionable objects, including musical instruments, that cannot be held in the student's lap are not permitted on the bus. No objects may block the aisles or emergency exits.
24. No items are to be thrown or propelled out of the bus windows. (Behavior that violates this rule/expectation may be classified as a felony. The student and the parent/guardian shall be held responsible for any damages that result from such an act.)
25. No littering, throwing, or propelling objects inside the bus is allowed.
26. Smoking and/or use of any tobacco products or other mood-altering substances is prohibited.
27. No posters or signs are to be displayed from the bus.
28. After disembarking, those students who must cross the road shall cross approximately ten (10) feet in front of the stopped bus or as directed by the bus driver.
29. A student's parents/guardians have the responsibility for the control and direction of the student at the bus stop.
30. Parents/guardians will be liable for any defacing or damage that students cause to the bus.

Students may be suspended from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period more than 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Disciplinary Responses for Transportation

Level 1	Level 2	Level 3	Level 4
Bus Driver intervention	Administrative Referral	Administrative Referral	Administrative Referral with request for long-term suspension/ extended suspension
Seat change	Parent contact	Possible restriction or suspension of school bus riding privileges	Suspension of bus privileges
Student conference	Parent/student conference	Suspension of bus privileges	Referral to Professional School Counselor
Parent conference	Bus Behavior Contract	Referral to Professional School Counselor	Referral to Student Services Team (SST)
Parent contact		Referral to Student Services Team (SST)	
		Short-term suspension	

VIOLATION	GRADE LEVEL	RESPONSE LEVEL
Bullying and harassment	9-12	1 2 3 4
Damaging bus (vandalism)	9-12	3
Eating or drinking on the bus	9-12	1
Fighting on the bus causing minimal disruption	9-12	3
Fighting on the bus causing substantial disruption	9-12	4
Heads, arms, and/or legs out of bus windows	9-12	1 2
Refusal or willful failure to respond to or carry out a reasonable request by the school bus driver	9-12	1 2 3
Riding or attempting to ride an unassigned bus without authorization	9-12	1 2
Sexual misconduct	9-12	1 2 3 4
Smoking/lighting matches/lighter	9-12	1 2 3
Standing when seats are available	9-12	1
Threatening the driver or attendant	9-12	2 3 4
Throwing or shooting objects on the bus	9-12	2 3
Throwing objects from the bus	9-12	2 3 4
Too loud; too boisterous (talking or speaking)	9-12	1
Using foul or abusive language	9-12	2
Using unassigned bus stop without authorization	9-12	1 2

SECTION 10: Notifications

Portable Electronic Devices (PEDs)

District 209 values the use of technology as a valuable tool to enhance the educational environment and encourage student in-novation. Students are allowed to possess a portable electronic device (PED) while on school property, school buses, and during field trips and other school sponsored events. However, it is a violation of the District 209 Student Code of Conduct to use such devices in a manner that will disrupt the school environment or impact the safe operation of the school bus.

If permitted by school administrators, students may use PEDs during the school day for instructional purposes, and at other times approved by the principal/designee. When students do not have permission to use PEDs, the devices must be turned off and be stored in the student's pocket, backpack, purse, locker, or vehicle. If a student uses the PED without permission or refuses to comply with a reasonable request by authorized school personnel, including school bus drivers, to turn off or store PEDs, the student will be referred to the school principal for an appropriate response. In limited, emergency circumstances, principals may confiscate PEDs until the student's parent/guardian comes to the school to retrieve it.

Use of Technology

The increasing availability of technology creates both opportunities and risks for students. Since the potential for harm from the misuse of technology is significant, Proviso High Schools District 209 has established guidelines by which students can use technology in a legal, safe, productive, and ethical manner.

All use of technology under these guidelines is to be for legitimate educational purposes under the guidance or direction of school system staff. Administrative Procedure 7:345, Use of Educational Technologies; Student Data Privacy and Security states that "Educational technologies used in District 209 shall further the objectives of District's educational program".

The following conduct is prohibited while using the school system network, accessing the school system network from outside of the firewall, or while involved in situations under which this code has jurisdiction. Students shall not:

1. Utilize the school system computer network for any illegal activity, including, but not limited to, gaining, or attempting to gain unauthorized access to resources, files, or devices on the network.
2. Access "chat lines" or enter "chat rooms" that are not part of a class activity under the direct supervision of a teacher.
3. Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate, including, but not limited to, websites promoting hatred, racial/religious/sexual discrimination, use of illegal drugs/alcohol/tobacco, gaming or gambling, criminal activities, or computer/network hacking.
4. Use or display copyrighted or otherwise licensed or contractual material without specific written permission or authorization from the appropriate party.
5. Utilize the network for commercial purposes or display any logo of any commercial entity not related to Proviso Township High Schools District 209.
6. Post, use, or download any files which cause congestion or impede network operations.
7. Trespass in or vandalize another's files, folders, data, or work.
8. Post anonymous messages or in any way misrepresent one's own identity.

9. Use the account password of another user.
10. Use abusive, harassing, or otherwise objectionable language in any message.
11. Use any portion of the D209 network to promote the annoyance, harassment, bullying, or attacking of students or staff members.
12. Take or facilitate the theft or damage of data, equipment, or intellectual property, including degrading or disrupting equipment or system performance.

Consequences for misuse may include but are not limited to, suspension of equipment access, confiscation of the technological device, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate.

Proviso Township High Schools District 209 reserves the right to review and address technology usage not stated in this policy in any instance where Proviso Township High Schools District 209 determines that such review is necessary.

Access to Student Social Networking Passwords and Websites

School authorities may require a student or his or her parent or guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website if school authorities have reasonable cause to believe that a student's account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

Social Media

The school system does not govern the personal use of technology outside of school. In instances where the use of devices creates a threat to students, staff or administration within the school environment and impedes opportunities for learning, or impacts the safe operation of the school bus, the school will apply disciplinary action in accordance with the Student Rights and Responsibilities Handbook.

Social Media misuse includes internet/computer and the misuse of other electronic devices that may have the impact of disrupting the educational environment. Social media is inclusive of, but not limited to, web-based and mobile technologies, social networking sites, blogs, instant messaging, twitter, social blogs, and video-based sites such as YouTube. The most common misuse of social media is harassment via cyber bullying. When cyberbullying takes the form of harassment of protected classes, it may be prosecuted as a violation of a person's civil rights.

Students should:

- Maintain privacy by not sharing passwords and/or codes.
- Use telecommunications in school for educational purposes only under the direction of a teacher.
- Use telecommunications or PEDs in school at other times, such as during lunch periods and extracurricular activities, if approved by school administrators.
- Report acts of cyberbullying, harassment, or sexual harassment to school staff. Do not respond to the harasser.

Students should not:

- Share usernames or passwords.
- Access and/or use social media websites on school equipment.
- Access social media sites while in school, on school property or while attending school sponsored events.

- Post photographs, videos and tweeted messages of fights or threats of fights on social media sites.
- Use electronic devices to distribute/post abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, sexually explicit or illegal material including photos and comments.

Violations in the Student Rights and Responsibilities Handbook, Board Policies, and school rules while using social media websites may result in a disciplinary response. Complete guidelines for the acceptable use of technology are contained in Board of Education Policy 7:180 (105 ILCS 5/27-23.7).

Alcohol and Other Drugs

Unlawful possession, use and/or distribution of any alcohol, marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, synthetic intoxicants, inhalants, other intoxicants, drug paraphernalia on school property, including Board of Education owned vehicles or while in attendance at any Board of Education sponsored and supervised activity, are prohibited under this Student Code of Conduct.

Students who possess, use, or distribute substances represented as or intended to be used as alcohol or a controlled dangerous substance will be treated by the rules and regulations of these procedures as if they were possessing, using, or distributing alcohol or a controlled dangerous substance even though the substance itself may be determined not to be alcohol or a controlled dangerous substance.

POSSESSION implies that a student has any of the above substances on his/her person or with his/her personal property or has under his/her control by placement of and knowledge of the whereabouts of the substance on Board of Education property or other property on which he/she is present, by virtue of being within the jurisdiction of school authorities.

USE implies that a student is known to have ingested any of the above substances (e.g., drinking alcohol, smoking marijuana, taking a pill, etc.) or is found to be under the influence of a substance while under the jurisdiction of school authorities.

DISTRIBUTION implies the transfer of any of the above substances to any other person, with or without the exchange of money or other valuables.

Student Possessors with Intent to Distribute

A student in possession of a quantity of alcohol, controlled dangerous substances or other substances listed above in an amount which the principal could infer was intended to be available for distribution shall be charged with Possession with Intent to Distribute and be subject to the disciplinary guidelines outlined for student distributors.

Student Distributors

If the student has been found to have committed a distribution offense under the provisions of this section, the student shall be expelled, notwithstanding any mitigating circumstances. The Superintendent may rescind the expulsion after the period of expulsion if the student provides documentation of satisfactory participation in an appropriate accredited alcohol/drug treatment program.

Possession or Use of Alcohol or Other Drugs

First Offense

Any student that is found to have committed a first offense for use or possession of alcohol, controlled dangerous substance, drug paraphernalia and/or other substance will immediately receive a Notification of Suspension (short term suspension).

In addition, the student must attend mandatory counseling sessions through the Alternative to Drugs and Alcohol Program (ADAP). The principal or his/her designee will provide the student's parent/guardian with a list of community agencies that can provide the two counseling sessions. The school must call in the violation to the Department of Student Services.

Second Offense

If a student commits a second offense under this section, the principal or his/her designee will provide the student's parent/guardian with a list of community agencies that can provide four mandatory counseling sessions. The school must call in the violation to the Department of Student Services. The student must provide to their school and the Department of Student Services documentation stating the counseling appointment dates from the approved agency. Non-compliance will result in an additional 7-day suspension.

Third Offense

If a student commits a third offense under this section, it will result in a referral for more intense counseling services. All students suspended/expelled for alcohol/controlled dangerous substance offenses are to be requested to reveal their source of the alcohol/controlled dangerous substance to the principal.

Tobacco and Tobacco Products/Vaping

It is a violation of the Student Code of Conduct for students to use or possess any tobacco or nicotine products on school property. The following is a summary of the consequences of violating this section of the Student Code of Conduct:

First Offense

- Parental notification by referring administrator.
- Administrative referral to the Department of Student Services.
- Students must complete an appropriate tobacco education program no later than four weeks from the date of the code violation.
- Students must complete an appropriate tobacco education program provided by the Department of Student Services no later than four weeks from the date of the code violation.

Second Offense

- Parental notification by referring administrator.
- Administrative referral to the Department of Student Services.
- Conference with parent/guardian is scheduled.
- Students and parent/guardian will complete the Anti-Tobacco Use Program (ATUP) no later than four weeks from the date of the code violation.

Third Offense

- Parental notification by referring administrator.
- Administrative referral to the Department of Student Services.
- Conference with parent/guardian is scheduled.

- Students and their parent/guardian will complete the Anti-Tobacco Use Program (ATUP) no later than four weeks from the date of the code violation.

Fourth and Subsequent Offenses

Thereafter, for offenses beyond the third infraction of the tobacco policy, the sanctions set forth in the Student Code of Conduct for students who repeatedly violate any provisions of the code shall apply.

Possession or Use of Weapons or Instruments Used as Such

The Board of Education strongly believes that any student found in violation of this section will serve an extended suspension or be expelled by the Superintendent.

Principals may make a request for expulsion to the Superintendent of Schools for the possession or use of a weapon by any student.

In accordance with Board of Education Policy 7:190 (105 ILCS 5/10-22.6), when a student is expelled for possession or use of a firearm, as defined in the Glossary section of this handbook under Possession or Use of Weapons or Instruments Used as Such, the student shall remain out of school for at least one year. After one year, the student, or the parent/guardian, acting on behalf of the student, may apply to the Superintendent of Schools for readmission. As appropriate, the Superintendent of Schools may order a shorter period of expulsion.

The procedure for rescission of expulsion for possession or use of a weapon is the same as for other expulsions. However, if a student has been expelled previously for possession or use of a weapon and then readmitted through the rescission of that expulsion, the student will not be eligible for rescission if he/she is expelled again for possession or use of a weapon.

Gangs, Gang Activity, and Similar Destructive or Illegal Behavior

Gang, gang activity and similar destructive or illegal behaviors are prohibited under the Student Code of Conduct, in accordance with Board of Education Policy 7:190.

A student may not threaten an individual, or a friend or family member of an individual, with use of physical force or violence to coerce, induce or solicit the individual to participate in or prevent the individual from leaving a criminal gang; a) in a school vehicle, or b) in or within 1,000 feet of real property owned or leased by the Board of Education. A student criminally charged with participating in a criminal street gang may automatically be remanded to an alternative education program by the court. When said behavior may disrupt the educational environment, the school will provide the family with a list of community resources and proceed with alternative placement procedures.

Signs of behaviors may include, but are not limited to:

- Gang recruitment
- Gang initiation (hazing)
- Group fighting
- Bullying
- Bias harassment
- Defacing school property with gang graffiti
- Throwing gang signs
- Threatening to retaliate against a student or staff for reporting said behaviors

Pesticide Application Notice

Any parent or guardian of a student may request to receive a written notice before any pesticide, other than an antimicrobial agent such as a disinfectant, or an insecticide or rodent bait, is used in the school building or on school grounds. Parents or guardians requesting written notice must submit such request in writing to the Office of Business Administration for the attention of: The Proviso Township Business Office. The Business Office will give at least two business days advance notice of any applications of pesticides. Notice may be given to the individual person who requests it or to all parents and guardians through newsletters, bulletins, calendars, or some other general correspondence.

Violent Offender Community Notification

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. The Illinois Sex Offender Registry can be found on the Illinois State Police's website at: www.isp.state.il.us/sor/.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: www.isp.state.il.us/cmvo/.

Photograph/Video Disclaimer

Subject to the provisions regarding directory information above, Proviso Township High Schools District 209 retains the right to use photographs, videotapes, digital or any other reproduction of students in District 209. District 209 may publish or record these items in various manners, including but not limited to the following: annual reports, students' handbooks, student newspapers, local television stations, community newspapers, the District's website, and the student album. These publications or records will be widely distributed, and the School District may also, within its discretion, release items to third parties for publication or recordings.

Video and Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

IHSA's online training video about Hands-only CPR and AED

State law requires the Illinois High School Association (IHSA) to post a hands-only cardiopulmonary resuscitation and automated external defibrillators (AED) training video on its website. The law also requires District 209 to notify staff members and parents/guardians about the video.

You are encouraged to view the video (click on the link below), which will take less than 15 minutes of your time. [IHSA CPR Video Training](#)

Student Records

Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

The contact information for each School's Official Records Custodian is as follows:

- Proviso East High School: 708-344-7000
- Proviso West High School: 708-449-6400
- Proviso Mathematics and Science Academy: 708-338-4100

This notice contains a description of the student's and parent's/guardian's rights concerning school student records.

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

District 209 maintains two types of school records for each student: permanent record and temporary record. The **permanent record** includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
2. Academic transcripts, including grades, class rank, graduation date, grade level achieved, scores on college entrance examinations (except that a parent/guardian or eligible student may request, in writing, the removal from the academic transcript of any score received on college entrance examinations), and the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System
3. Attendance record
4. Health record defined by the Illinois State Board of Education as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code"
5. Record of release of permanent record information that includes each of the following:
 - a. The nature and substance of the information released
 - b. The name and signature of the official records custodian releasing such information
 - c. The name and capacity of the requesting person and the purpose for the request
 - d. The date of release
 - e. A copy of any consent to a release
6. Scores received on all State assessment tests administered at the high school level (grades 9 through 12)

The **permanent record** may include:

1. Honors and awards received
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school sponsored organizations.

All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
3. Completed home language survey
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student records.
6. Health-related information, defined by the Illinois State Board of Education as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the Illinois State Board of Education as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.

The **temporary record** may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records

9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

The right to inspect and copy the student's education records within 15 school days after the day District 209 receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will decide for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. District 209 charges \$0.35 per page for copying but no one will be denied their right to copy of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).

The right to have one or more scores received on college entrance examinations removed from the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance exams deleted from their student's academic transcript. Students often take college entrance examinations multiple times to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in the academic transcript having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to postsecondary institutions to which the student applies. District 209 will remove scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating 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.

The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper. Parents/guardians or eligible students may ask District 209 to amend a record that they believe is inaccurate, irrelevant, or improper. They should write to the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason. If the District decides not to amend the record as requested by the parents/guardians or eligible student, District 209 will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure without consent is permitted to employees or officials of the school, District 209, or the Illinois State Board of Education with legitimate educational or administrative interests, in furtherance of such interests.

An official of the school or the District is a person employed by the school or the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law

enforcement unit personnel); a person serving on the School Board; a volunteer; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or evaluator); or any parent(s)/guardian(s) or student(s) serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to access school student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. An official of the school or District 209 has a legitimate educational interest if the official needs access to school student records and/or student record information to fulfill his or her professional responsibility.

Upon request, District 209 discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to any person for research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile.

The right to a copy of any school student record proposed to be destroyed or deleted. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent(s)/guardian(s) or to the student if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, District 209 may release directory information regarding students, limited to:

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory

information will be released within this time unless the parents/guardians or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior specific, dated, and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent. Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. Families who wish to exercise this option can notify the Building Principal where the student is enrolled for further instructions.

The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits 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 State law.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by District 209 to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance
Office U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Illinois State Board of Elections Voter Registration Process

What are the voter registration requirements?

1. Must be a U.S. Citizen;
2. Must be 18 years old to vote in a Consolidated or General Election or 17 years of age to vote in a Consolidated Primary or General Primary if the individual will be 18 by the time of the Consolidated or General Election;
3. Must have been a resident of the precinct at least 30 days prior to Election Day.

For more information, visit www.elections.il.gov/

SECTION 11: Student Appearance and Dress Code

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. District 209 does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including but not limited to protective hairstyles such as braids, locks, and twists. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the Students' Rights and Responsibilities Handbook.

The Board is committed to providing a safe, inclusive, and nurturing educational environment conducive to student learning. It recognizes the right of students to express themselves through choice of personal attire and affirms the primary responsibility for student attire resides with the student and parents.

The Board is committed to equitable educational access for all students, and this student appearance expectations does not differentiate based on students' race, color, creed, national origin, immigration status, religion, physical, mental, or educational disability, pregnancy age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status, socioeconomic status, body type, body size or personal style.

The Board values for the student appearance expectations are:

- All students should be able to dress comfortably for school without fear of actual unnecessary discipline or body shaming.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent identification of possible infractions should be minimized whenever possible.

While following the dress code is the responsibility of students and their parents, dress and appearance should not interfere with the educational process and be consistent with Board policy. Student attire may not interfere with the health or safety of any student nor contribute to a hostile or intimidating atmosphere for any student.

Head

Students may not wear head coverings of any kind, including hats and hoods/hoodies, unless worn for religious, medical, or safety purposes and approved in advance by the school's administration.

Shirts and Blouses

Shirts and blouses should be continuous from neckline to waist. The entire mid-section should not show. No tank tops and muscle shirts. No clothing with vulgar language, obscene pictures, weapons, drugs/ alcohol or drug paraphernalia and tobacco products. No identifiable gang/crew clothing or paraphernalia. No see-through clothing.

Skirts, Dresses, and Shorts

Skirts, dresses, shorts, and spandex skirts should be approximately six (6) inches below the buttocks, or no shorter than fingertip level. Pants should be secured at the waist, not sagging below the waist to expose undergarments or buttocks. Tights, stretch pants, leggings, and spandex body suits must be worn with clothing long enough to cover buttocks.

Footwear

Shoes must be worn. Slippers are prohibited.

Other

Pajamas/sleepwear are prohibited except during Spirit Week. All clothing must conceal undergarments.

SECTION 12: Glossary

Academic Dishonesty

Cheating – Providing, receiving, or viewing answers to quizzes or test items or independent assignments.
Having books, notes/notebook or mobile devices out during test without permission.

Alcohol

Any beverages containing, but not limited to, beer, wine, liquor, or other intoxicating substances.

Arson/Fire

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

Attendance Related Offenses

Absences, class-cutting, leaving without permission from class, school, tardiness, and truancy.

Bomb Threat

The real or intentional false claim is that an explosive device is located on school property or at a school function.

Bullying, Harassment or Intimidation

Bullying, harassment, or intimidation (BHI) are anti-social behaviors that are characterized by an intent to cause harm and an imbalance of power. Bullying, harassment, or intimidation is intentional behavior that includes verbal, non-verbal, physical, written, or intentional electronic communication that creates a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's or staff member's physical or psychological well-being. BHI may be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability or is threatening or seriously intimidating; and occurs on school property, at a school activity or event, or on a school bus; or disrupts the orderly operation of a school. BHI may be repeated or have the potential to be repeated.

Class Cuts/Truancy

Absence from school or classes for a school day or a portion of the school day without school authorization or parental consent.

Community Conferencing

A Community Conference is a meeting of the community of people affected by behavior that caused harm. The conference provides a forum in which the people involved or affected can seek ways to repair damage caused by an incident and to minimize further harm. An external partner may be used to facilitate.

Conflicts

Conflicts are not characterized by an imbalance of power. Conflicts are characterized by people having similar interests but taking different positions.

Conflict Resolution

An attempt to resolve individual/group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation. The goal is to facilitate the peaceful ending of the conflict.

Destruction of Property

The act or attempted act of willful destruction or defacement of school or private property either on or off the school grounds where appropriate public-school administrators have jurisdiction over students.

Disrespect Towards Others

To willfully intimidate, insult, sexually harass, and/or engage in negative interaction by use of body language, verbally or in writing any member of the school staff, student body and community members. The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel.

Disruption

1. Intentionally engaging in minor behavior that distracts from teaching/learning.
2. Intentionally and persistently engaging in minor behavior that distracts from teaching/learning (e.g., talking out of turn, chewing gum, throwing small items, horseplay).
3. Intentionally engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others. (e.g., throwing harmful items, inciting a fight, disrupting a fire drill).

Drugs

Illegal and/or unauthorized substances

Due Process

A student facing suspension must be given oral or written notice of the allegations and the opportunity to be heard.

Explosives

The possession, use or threatened use of any explosives or other such explosive instrument(s) capable of inflicting substantial bodily injury.

Expulsion

The denial of the right of a student to be enrolled in or attend any regular program within the Proviso Township High Schools District 209, such denial determined by the Superintendent or a designatee.

False Alarms

The act of initiating a fire alarm or initiating a report warning of a fire or an impending bombing or other catastrophe without cause.

Fighting

Physical aggression with another student that is designed to or likely to cause physical harm and/or substantial disruption to the education environment.

- Intentionally shoving, pushing or otherwise being physically aggressive.
- Intentionally engaging in a fight may result in minor cuts, scrapes, or bruises.
- Intentionally engaging in a fight which may result in major injuries.

Forgery

The act of falsely signing the name of another person, or falsifying times, dates, grades, addresses or other data on school forms or correspondence directed to or from the school.

Gambling

The act of illegal betting for money or valuables.

Gang or Criminal Gang

A group or association of three or more persons whose members: (a) individually or collectively engage in a pattern of criminal activity; (b) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and (c) have in common an overt or covert organizational or command structure.

Gang Activity

The commission of attempted commission of conspiracy to commit or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

Group Fight

Any physical attack or actual fighting by two or more students against another group of students consisting of two or more students. Students who have been identified as being involved in a group fight that resulted in serious bodily injury, and/or caused serious disruption of the school day or school environment, will be subject to disciplinary action.

Indecent Exposure

Deliberate exposure of the private parts of the body in a lewd or indecent manner in a public place on school grounds or at a school-related activity.

Internet/Computer Misuse

Use of Internet and/or computer resources for purposes other than legitimate educational activity under the direction of professional staff.

Loitering

Willful presence in a school building or restricted area of same at unauthorized times.

Peer Mediation

A form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.

Physical Attack

Physically pushing, hitting, or otherwise attacking another student, staff member or other person lawfully on school property. Any assault that results in serious bodily injury will be considered a Level 5 offense.

Physical Attack on Adult

The act of assaulting, or an attempt to assault, any administrator, teacher, or other adult, either on school property or school bus while in attendance at any school sponsored and supervised activity.

Plagiarism

Deliberately presenting the ideas, works or statements of another as one's own, without acknowledgement of the source.

Portable Electronic Device (PED)

An electronic device that emits an audible signal, visual signal, vibration, displays a message, or otherwise summons the possessor. This may include, but is not limited to cell phones, paging devices, electronic emailing devices, radios, tape players, CD players, DVD players, video cameras, iPods or other MP3 players, portable video game players, laptop computers, personal digital assistants (PDAs), cameras, iPads, e-readers and any device that provides a connection to the Internet.

Possession of Fireworks

The possession, use or threatened use of any fireworks items such as lady fingers, sparklers, Roman candles, or other comparable items.

Possession or Use of Weapons or Instruments Used as Such

- Possessing an implement that is likely to cause serious bodily harm, without intent to use.
- Possessing an implement that is likely to cause serious bodily harm, with intent to use.
- Using as a weapon an implement that is likely to cause serious bodily harm.

School Liaison

The school liaison serves as contact between teachers and students/parents/guardians during out-of-school suspensions or expulsions.

Sexual Activity

Sexual activity or misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting.)

Sexual Attack

Intentionally engaging in a physical sexual attack on another.

Sexual Harassment

Behavior which includes, but is not limited to, verbal or physical sexual advances, pressure for sexual activity and unwelcome sexually motivated touching, pinching, threats or gestures of a sexual nature; obscene, profane, or derogatory language or humor; sexually oriented printed material; or demanding sexual involvement accompanied by patting or intentional brushing against; repeated sexual verbal harassment based on gender identity or sexual orientation.

Sexual Misconduct

Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; and other inappropriate verbal, written or physical conduct of a sexual nature).

Serious Bodily Injury

Severe physical damage or harm caused to the structure or function of the body caused by an outside agent or force requiring extensive medical treatment or hospitalization. Such injuries would include substantial risk of death; temporary or permanent loss of, or loss of the use of, any body part; unconsciousness; disfigurement; and/or prolonged physical pain.

Shakedown/Strong Arm/Extortion

The act of obtaining under duress or by threat, borrowing, or attempting to borrow, any money or thing of value from a person in the school, or at a school sponsored activity, unless both parties enter into the agreement freely and without the presence of an implied or express threat.

Suspension

The denial of the right of a student to attend school and participate in all school-related activities for a period of time determined by the principal or the Superintendent of Schools or designee. The student remains enrolled in the school system and is eligible to receive and make-up all homework/classwork missed during the period of suspension.

Theft

The act of taking or acquiring the property of others without their consent.

Threat

Aggressive verbal or written language or gestures directed towards a student, a District 209 employee and/or any other person lawfully on school property or during distance learning. A threat, which seems like a joke to you, could be taken seriously by someone else. This includes threats made verbally, via text, email, or posted on the internet. Students should avoid making threats. Students who have been found responsible for threats will face disciplinary action under the Student Code of Conduct, including suspension, transfer to a different school, and referral to law enforcement, if warranted.

Threat Assessment

A process that addresses a transient, imminent substantive, or very substantive threat.

Threats of Mass Violence

A threat that places reasonable fear that a crime will be committed, impacts a decline in school attendance, causes an evacuation from the dwelling, storehouse, or public place, or requires individuals to remain within the designated place for an undersigned period.

Tobacco Violations

The act of possessing, using, or distributing tobacco or nicotine products (including but not limited to cigarettes, e-cigarettes, cigars, pipe, tobacco, snuff, chewing tobacco or smokeless tobacco) anywhere on school property and/or during school-sponsored events.

Trespassing

Unauthorized presence on school property after being warned to leave, or presence on school property after being warned not to come onto school property. This includes while a student is on suspension.

Truancy

Being unlawfully absent from school for 8 days or more in a quarter, 15 days in a semester, or 20 days in a school year.

Unauthorized Departure from School

Leaving school or a school-related activity without the permission from parent and appropriate school official.

Unauthorized Possession, Use or Distribution of Over-the-Counter Medication

The possession, use or distribution of unregulated medications including, but not limited to, cold medications, cough syrup, pain medications, antihistamines, herbal supplements, vitamins, and other medications for sale without a physician's prescription.

Unauthorized Use of Electronic and/or Portable Communication Devices (PEDs)

(Excluding use of a device in a school emergency or preapproved situation.) Persistently having out a personal electronic device or using a PED without permission, or inappropriately using a PED after student has been warned. Devices include cell phones, music players, tablets, electronic gaming devices and other portable electronic devices.

School-Parent Compact: Proviso East High School



Proviso East High School is a school that receives funds from the Federal Title I program under the Elementary and Secondary Education Act (ESEA). A Title I school is defined as a school with high numbers or high percentages of children from low-income families which receives Title I funds to provide additional support for services, activities, and programs to help ensure that all children meet challenging state academic standards.

This compact defines how the parent, the entire school staff, and the student will share the responsibility for improved student academic achievement. It defines how the school and parents will work together to build and develop a partnership that will help students achieve the State's high standards. This School-Parent Compact is in effect during the 2023 - 2024 school year.

School Responsibilities

Proviso East High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards as follows:
 - Fostering an educational environment that promotes cooperation among teachers, administrators, and support staff.
 - Providing for the ongoing professional development of teachers and promoting their personal and professional well-being.
 - Providing opportunities for students to read without interruption from a book, newspaper, magazine, or other text for at least 15 to 20 minutes and to develop vocabulary necessary for successful college participation.
 - Providing skill development based on data gathered from multiple assessments and research.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice per year in October and March during Report Card Pickup.
3. Provide the parent with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Review of student work and academic progress will be shared with the parent through progress reports.
 - Individual parent-student-teacher conferences will be held for all students and more frequently (as needed) for lower achieving students.
 - As results of standardized tests are available, assessment scores will be shared with parents.
4. Provide the parent reasonable access to staff. Specifically, staff will be available for consultation with the parent as follows:
 - Daily with an appointment during the teacher's

preparation time.

- In a location that is conducive for all stakeholders.
 - Twice a year during Parent-Teacher Conferences.
 - Via email, with email addresses listed on the school's website.
5. Provide the parent with opportunities to volunteer and participate in their child's classes and to observe classroom activities, as follows:
 - Publishing a listing of opportunities for the parent to participate as a volunteer in school activities. These may include Parent-Teacher Organization, extracurricular activities, advisory councils, school improvement teams, or other options.
 - Parents may contact the Grade Level Principal to set up an appointment to observe their student's classroom.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Attending a required annual orientation meeting presented by District 209.
- Discussing with my child my expectations/goals for his/her academic performance.
- Monitoring my child's grades, attendance, tardies, homework completion, and disciplinary action on PowerSchool on a weekly basis.
- Participating, as appropriate, in decisions relating to my child's education. This includes staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district and responding, as appropriate.
- Monitoring my child's use of electronic devices to ensure it does not interfere with their studying.
- Promoting positive use of my child's extracurricular time.
- Serving, to the extent possible, on policy advisory groups such as the School Improvement Team, the Title I Policy Advisory Committee, the Board of Education's Parent and

Community Engagement Committee, the District's Food Service Committee, or other school advisory or policy groups.

- To the extent possible, assuring that my student abides by school rules.

Student Responsibilities

As a student, I accept the primary responsibility to improve my academic achievement to meet my school's and the State's high standards. Specifically, I will:

- Come to school each day ready to learn and to do my best.
- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give my parents all notices and information received by me from my school every day.
- Abide by all school rules and follow the dress code.

Parent/Guardian Name:

Parent/Guardian Signature:

Student Name:

Student Signature:

Administrator Name:

Administrador Signature:

Acuerdo entre la escuela y los padres



Proviso East High School es una escuela que recibe fondos del programa Federal de Título I bajo la Ley de Educación Primaria y Secundaria (ESEA). Una escuela de Título I se define como una escuela con altos números o altos porcentajes de niños de familias de bajos ingresos que reciben fondos de Título I para proporcionar apoyo adicional a los servicios, actividades y programas para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales.

Este acuerdo define cómo los padres, el personal de la escuela y el estudiante compartirán la responsabilidad de mejorar el rendimiento académico del estudiante. Define cómo la escuela y los padres trabajarán juntos para construir y desarrollar una asociación que ayude a los estudiantes a alcanzar los altos estándares del Estado. Este acuerdo entre la escuela y los padres está vigente durante el año escolar 2023-2024.

Responsabilidades de la escuela

Escuela secundaria Proviso East:

1. Proporcionará un plan de estudios de alta calidad y la instrucción en un ambiente de aprendizaje de apoyo y eficaz que permite a los estudiantes para cumplir con las normas de rendimiento académico de los estudiantes del Estado así:
 - Fomentar un ambiente educativo que promueva la cooperación entre maestros, administradores y personal de apoyo.
 - Proporcionar el desarrollo profesional continuo de los profesores y promover su bienestar personal y profesional.
 - Proporcionar oportunidades para que los estudiantes lean sin interrupción un libro, un periódico, una revista u otro texto durante al menos 15 o 20 minutos y para que desarrollen el vocabulario necesario para participar con éxito en la universidad.
 - Proporcionar un desarrollo de habilidades basado en los datos recogidos de múltiples evaluaciones e investigaciones.
2. Sustener conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño. Específicamente, estas conferencias se llevarán a cabo dos veces al año, en octubre y marzo, durante la recolección de las boletas de calificaciones.
3. Proporcionar a los padres informes frecuentes sobre el progreso de su hijo. Específicamente, la escuela proporcionará informes de la siguiente manera:
 - La revisión del trabajo del estudiante y el progreso académico serán compartidos con los padres a través del progreso.
 - Se celebrarán conferencias individuales entre padres, alumnos y profesores para todos los alumnos y con mayor frecuencia (según sea necesario) para los alumnos con menor rendimiento.
 - A medida que los resultados de las pruebas estandarizadas estén disponibles, los resultados de las evaluaciones serán compartidos con los padres.

4. Proporcionar a los padres un acceso razonable al personal. Específicamente, El personal estará disponible para consultar con los padres de la siguiente manera: Diariamente con una cita durante el tiempo de preparación del profesor.
 - En un lugar que sea propicio para todos los interesados.
 - Dos veces al año durante las conferencias de padres y maestros.
 - A través del correo electrónico, con las direcciones de correo electrónico que figuran en el sitio web de la escuela.
5. Proporcionar a los padres oportunidades para ser voluntarios y participar en las clases de sus hijos y para observar las actividades del aula, de la siguiente manera
 - Publicando un listado de oportunidades para que el padre participe como voluntario en actividades escolares. Estas pueden incluir la Organización de Padres y Maestros, las actividades extracurriculares, los consejos asesores, los equipos de mejora escolar u otras opciones.
 - Los padres pueden ponerse en contacto con el director del grado para concertar una cita para observar el aula de su estudiante.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Asistiendo a la reunión de orientación anual requerida presentada por el Distrito 209.
- Discutiendo con mi hijo/a mis expectativas/objetivos para su rendimiento académico.
- Supervisar semanalmente las calificaciones, la asistencia, las tardanzas, la realización de los deberes y las medidas disciplinarias de mi hijo en PowerSchool.
- Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo. Esto incluye mantenerse informado sobre la educación de mi hijo y comunicarse con la escuela leyendo puntualmente todos los avisos de la escuela o del distrito escolar y respondiendo, según corresponda.
- Supervisar el uso de dispositivos electrónicos por parte de

- mi hijo para garantizar que no interfiera con sus estudios.
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Servir, en la medida de lo posible, en grupos asesores de políticas como el Equipo de Mejora Escolar, el Comité Asesor de Políticas del Título I, el Comité de Participación de los Padres y la Comunidad del Consejo de Educación, el Comité de Servicios Alimentarios del Distrito u otros grupos asesores o de políticas escolares.
- En la medida de lo posible, asegurar que mi estudiante cumpla con las reglas de la escuela.

Responsabilidades del estudiante

Como estudiante, acepto la responsabilidad principal de mejorar mi rendimiento académico para cumplir con los altos estándares de mi escuela y del Estado. Específicamente, yo:

- Venir a la escuela todos los días listo para aprender y dar lo mejor de mí.
- Haré mis tareas todos los días y pediré ayuda cuando sea necesario.
- Leeré al menos 30 minutos cada día fuera del horario escolar.
- Entregar a mis padres todos los avisos e información que reciba de mi escuela todos los días.
- Cumplir con todas las reglas de la escuela y seguir el código de vestimenta.

Nombre del padre/tutor:

Firma del padre/tutor:

Nombre del estudiante:

Firma del estudiante:

Nombre del administrador:

Firma del administrador:

School-Parent Compact: Proviso West High School



Proviso West High School is a school that receives funds from the Federal Title I program under the Elementary and Secondary Education Act (ESEA). A Title I school is defined as a school with high numbers or high percentages of children from low-income families which receives Title I funds to provide additional support for services, activities, and programs to help ensure that all children meet challenging state academic standards.

This compact defines how the parent, the entire school staff, and the student will share the responsibility for improved student academic achievement. It defines how the school and parents will work together to build and develop a partnership that will help students achieve the State's high standards. This School-Parent Compact is in effect during the 2023 - 2024 school year.

School Responsibilities

Proviso West High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards as follows:
 - Fostering an educational environment that promotes cooperation among teachers, administrators, and support staff.
 - Providing for the ongoing professional development of teachers and promoting their personal and professional well-being.
 - Providing opportunities for students to read without interruption from a book, newspaper, magazine, or other text for at least 15 to 20 minutes and to develop vocabulary necessary for successful college participation.
 - Providing skill development based on data gathered from multiple assessments and research.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice per year in October and March during Report Card Pickup.
3. Provide the parent with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Review of student work and academic progress will be shared with the parent through progress reports.
 - Individual parent-student-teacher conferences will be held for all students and more frequently (as needed) for lower achieving students.
 - As results of standardized tests are available, assessment scores will be shared with parents.
4. Provide the parent reasonable access to staff. Specifically, staff will be available for consultation with the parent as follows:

- Daily with an appointment during the teacher's preparation time.
 - In a location that is conducive for all stakeholders.
 - Twice a year during Parent-Teacher Conferences.
 - Via email, with email addresses listed on the school's website.
5. Provide the parent with opportunities to volunteer and participate in their child's classes and to observe classroom activities, as follows:
 - Publishing a listing of opportunities for the parent to participate as a volunteer in school activities. These may include Parent-Teacher Organization, extracurricular activities, advisory councils, school improvement teams, or other options.
 - Parents may contact the Grade Level Principal to set up an appointment to observe their student's classroom.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Attending a required annual orientation meeting presented by District 209.
- Discussing with my child my expectations/goals for his/her academic performance.
- Monitoring my child's grades, attendance, tardies, homework completion, and disciplinary action on PowerSchool on a weekly basis.
- Participating, as appropriate, in decisions relating to my child's education. This includes staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district and responding, as appropriate.
- Monitoring my child's use of electronic devices to ensure it does not interfere with their studying.
- Promoting positive use of my child's extracurricular time.
- Serving, to the extent possible, on policy advisory groups such as the School Improvement Team, the Title I Policy

Advisory Committee, the Board of Education's Parent and Community Engagement Committee, the District's Food Service Committee, or other school advisory or policy groups.

- To the extent possible, assuring that my student abides by school rules.

Student Responsibilities

As a student, I accept the primary responsibility to improve my academic achievement to meet my school's and the State's high standards. Specifically, I will:

- Come to school each day ready to learn and to do my best.
- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give my parents all notices and information received by me from my school every day.
- Abide by all school rules and follow the dress code.

Parent/Guardian Name:

Parent/Guardian Signature:

Student Name:

Student Signature:

Administrator Name:

Administrator Signature:



Pacto entre la escuela y los padres

Proviso West High School es una escuela que recibe fondos del programa Federal de Título I bajo la Ley de Educación Primaria y Secundaria (ESEA). Una escuela de Título I se define como una escuela con altos números o altos porcentajes de niños de familias de bajos ingresos que reciben fondos de Título I para proporcionar apoyo adicional a los servicios, actividades y programas para ayudar a garantizar que todos los niños cumplan con los estándares académicos estatales desafiantes.

Este pacto define cómo los padres, el personal de la escuela y el estudiante compartirán la responsabilidad de mejorar el rendimiento académico. También, define cómo la escuela y los padres trabajarán juntos para construir y desarrollar una asociación que ayude a los estudiantes a alcanzar los altos estándares del Estado. Este pacto entre la escuela y los padres está vigente durante el año escolar 2023-2024.

Responsabilidades de la escuela

Escuela secundaria Proviso West:

1. Proporcionará un plan de estudios de alta calidad y la instrucción en un ambiente de aprendizaje de apoyo y eficaz que permite a los estudiantes para cumplir con las normas de rendimiento académico de los estudiantes del Estado así:
 - Fomentar un ambiente educativo que promueva la cooperación entre maestros, administradores y personal de apoyo.
 - Proporcionar el desarrollo profesional continuo de los profesores y promover su bienestar personal y profesional.
 - Proporcionar oportunidades para que los estudiantes lean sin interrupción un libro, un periódico, una revista u otro texto durante al menos 15 o 20 minutos y para que desarrollen el vocabulario necesario para participar con éxito en la universidad.
 - Proporcionar un desarrollo de habilidades basado en los datos recogidos de múltiples evaluaciones e investigaciones.
2. Sustener conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño. Específicamente, estas conferencias se llevarán a cabo dos veces al año, en octubre y marzo, durante la recolección de las boletas de calificaciones.
3. Proporcionar a los padres informes frecuentes sobre el progreso de su hijo. Específicamente, la escuela proporcionará informes de la siguiente manera:
 - La revisión del trabajo del estudiante y el progreso académico serán compartidos con los padres a través del progreso.
 - Se celebrarán conferencias individuales entre padres, alumnos y profesores para todos los alumnos y con mayor frecuencia (según sea necesario) para los alumnos con menor rendimiento.
 - A medida que los resultados de las pruebas estandarizadas estén disponibles, los resultados de las evaluaciones serán compartidos con los padres.
4. Proporcionar a los padres un acceso razonable al personal. Específicamente, El personal estará disponible para consultar con los padres de la siguiente manera:

- Diariamente con una cita durante el tiempo de preparación del profesor.
 - En un lugar que sea propicio para todos los interesados.
 - Dos veces al año durante las conferencias de padres y maestros.
 - A través del correo electrónico, con las direcciones de correo electrónico que figuran en el sitio web de la escuela.
5. Proporcionar a los padres oportunidades para ser voluntarios y participar en las clases de sus hijos y para observar las actividades del aula, de la siguiente manera
 - Publicando un listado de oportunidades para que el padre participe como voluntario en actividades escolares. Estas pueden incluir la Organización de Padres y Maestros, las actividades extracurriculares, los consejos asesores, los equipos de mejora escolar u otras opciones.
 - Los padres pueden ponerse en contacto con el director del grado para concertar una cita para observar el aula de su estudiante.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Asistiendo a la reunión de orientación anual requerida presentada por el Distrito 209.
- Discutiendo con mi hijo/a mis expectativas/objetivos para su rendimiento académico.
- Supervisar semanalmente las calificaciones, la asistencia, las tardanzas, la realización de los deberes y las medidas disciplinarias de mi hijo en PowerSchool.
- Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo. Esto incluye mantenerse informado sobre la educación de mi hijo y comunicarse con la escuela leyendo puntualmente todos los avisos de la escuela o del distrito escolar y respondiendo, según corresponda.
- Supervisar el uso de dispositivos electrónicos por parte de mi hijo para garantizar que no interfiera con sus estudios.
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Servir, en la medida de lo posible, en grupos asesores de políticas como el Equipo de Mejora Escolar, el Comité Asesor de Políticas del Título I, el Comité de Participación de los

Padres y la Comunidad del Consejo de Educación, el Comité de Servicios Alimentarios del Distrito u otros grupos asesores o de políticas escolares.

- En la medida de lo posible, asegurar que mi estudiante cumpla con las reglas de la escuela.

Responsabilidades del estudiante

Como estudiante, acepto la responsabilidad principal de mejorar mi rendimiento académico para cumplir con los altos estándares de mi escuela y del Estado.

Específicamente, yo:

- Venir a la escuela todos los días preparado para aprender y dar lo mejor de mí.
- Haré mis tareas todos los días y pediré ayuda cuando sea necesario.
- Leeré al menos 30 minutos cada día fuera del horario escolar.
- Entregar a mis padres todos los avisos e información que reciba de mi escuela todos los días.
- Cumplir con todas las reglas de la escuela y seguir el código de vestimenta

Nombre del padre:

Firma del padre/tutor:

Nombre del estudiante/tutor:

Firma del estudiante:

Nombre del administrador:

Firma del administrador:

School-Parent Compact: Proviso Math and Science Academy (PMSA)



Proviso Math and Science Academy is a school that receives funds from the Federal Title I program under the Elementary and Secondary Education Act (ESEA). A Title I school is defined as a school with high numbers or high percentages of children from low-income families which receives Title I funds to provide additional support for services, activities, and programs to help ensure that all children meet challenging state academic standards.

This compact defines how the parent, the entire school staff, and the student will share the responsibility for improved student academic achievement. It defines how the school and parents will work together to build and develop a partnership that will help students achieve the State's high standards. This School-Parent Compact is in effect during the 2023- 2024 school year.

School Responsibilities

Proviso Math and Science Academy will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards as follows:

- Fostering an educational environment that promotes cooperation among teachers, administrators, and support staff.
- Providing for the ongoing professional development of teachers and promoting their personal and professional well-being.
- Providing opportunities for students to read without interruption from a book, newspaper, magazine, or other text for at least 15 to 20 minutes and to develop vocabulary necessary for successful college participation.
- Providing skill development based on data gathered from multiple assessments and research.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held twice per year in October and March during Report Card Pickup.

3. Provide the parent with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- Review of student work and academic progress will be shared with the parent through progress reports.
- Individual parent-student-teacher conferences will be held for all students and more frequently (as needed) for lower achieving students.
- As results of standardized tests are available, assessment scores will be shared with parents.

4. Provide the parent reasonable access to staff. Specifically, staff will be available for consultation with the parent as follows:

- Daily with an appointment during the teacher's preparation time.
 - In a location that is conducive for all stakeholders.
 - Twice a year during Parent-Teacher Conferences.
 - Via email, with email addresses listed on the school's website.
5. Provide the parent with opportunities to volunteer and participate in their child's classes and to observe classroom activities, as follows:
- Publishing a listing of opportunities for the parent to participate as a volunteer in school activities. These may include Parent-Teacher Organization, extracurricular activities, advisory councils, school improvement teams, or other options.
 - Parents may contact the Grade Level Principal to set up an appointment to observe their student's classroom.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Attending a required annual orientation meeting presented by District 209.
- Discussing with my child my expectations/goals for his/her academic performance.
- Monitoring my child's grades, attendance, tardies, homework completion, and disciplinary action on PowerSchool on a weekly basis.
- Participating, as appropriate, in decisions relating to my child's education. This includes staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district and responding, as appropriate.
- Monitoring my child's use of electronic devices to ensure it does not interfere with their studying.
- Promoting positive use of my child's extracurricular time.
- Serving, to the extent possible, on policy advisory

groups such as the School Improvement Team, the Title I Policy Advisory Committee, the Board of Education's Parent and Community Engagement Committee, the District's Food Service Committee, or other school advisory or policy groups.

- To the extent possible, assuring that my student abides by school rules.

Student Responsibilities

As a student, I accept the primary responsibility to improve my academic achievement to meet my school's and the State's high standards. Specifically, I will:

- Come to school each day ready to learn and to do my best.
- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give my parents all notices and information received by me from my school every day.
- Abide by all school rules and follow the dress code.

Parent/Guardian Name:

Parent/Guardian Signature:

Student Name:

Student Signature:

Administrator Name:

Administrador Signature:



Pacto entre la escuela y los padres

Proviso Math and Science Academy es una escuela que recibe fondos del programa Federal de Título I bajo la Ley de Educación Primaria y Secundaria (ESEA). Una escuela de Título I se define como una escuela con altos números o altos porcentajes de niños de familias de bajos ingresos que reciben fondos de Título I para proporcionar apoyo adicional a los servicios, actividades y programas para ayudar a garantizar que todos cumplan con los estándares académicos estatales desafiantes.

Este pacto define cómo los padres, el personal de la escuela y el estudiante compartirán la responsabilidad de mejorar el rendimiento académico. También, define cómo la escuela y los padres trabajarán juntos para construir y desarrollar una asociación que ayude a los estudiantes a alcanzar los altos estándares del Estado. Este pacto entre la escuela y los padres está vigente durante el año escolar 2023-2024.

Responsabilidades de la escuela **PMSA**:

1. Proporcionará un plan de estudios de alta calidad y la instrucción en un ambiente de aprendizaje de apoyo y eficaz que permite a los estudiantes para cumplir con las normas de rendimiento académico de los estudiantes del Estado así:
 - Fomentar un ambiente educativo que promueva la cooperación entre maestros, administradores y personal de apoyo.
 - Proporcionar el desarrollo profesional continuo de los profesores y promover su bienestar personal y profesional.
 - Proporcionar oportunidades para que los estudiantes lean sin interrupción un libro, un periódico, una revista u otro texto durante al menos 15 o 20 minutos y para que desarrollen el vocabulario necesario para participar con éxito en la universidad.
 - Proporcionar un desarrollo de habilidades basado en los datos recogidos de múltiples evaluaciones e investigaciones.
2. Sustener conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño. Específicamente, estas conferencias se llevarán a cabo dos veces al año, en octubre y marzo, durante la recolección de las boletas de calificaciones.
3. Proporcionar a los padres informes frecuentes sobre el progreso de su hijo. Específicamente, la escuela proporcionará informes de la siguiente manera:
 - La revisión del trabajo del estudiante y el progreso académico serán compartidos con los padres a través del progreso.
 - Se celebrarán conferencias individuales entre padres, alumnos y profesores para todos los alumnos y con mayor frecuencia (según sea necesario) para los alumnos con menor rendimiento.
 - A medida que los resultados de las pruebas estandarizadas estén disponibles, los resultados de las evaluaciones serán compartidos con los padres.
4. Proporcionar a los padres un acceso razonable al personal. Específicamente, El personal estará disponible para consultar con los padres de la siguiente manera:

- Diariamente con una cita durante el tiempo de preparación del profesor.
 - En un lugar que sea propicio para todos los interesados.
 - Dos veces al año durante las conferencias de padres y maestros.
 - A través del correo electrónico, con las direcciones de correo electrónico que figuran en el sitio web de la escuela.
5. Proporcionar a los padres oportunidades para ser voluntarios y participar en las clases de sus hijos y para observar las actividades del aula, de la siguiente manera
 - Publicando un listado de oportunidades para que el padre participe como voluntario en actividades escolares. Estas pueden incluir la Organización de Padres y Maestros, las actividades extracurriculares, los consejos asesores, los equipos de mejora escolar u otras opciones.
 - Los padres pueden ponerse en contacto con el director del grado para concertar una cita para observar el aula de su estudiante.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Asistiendo a la reunión de orientación anual requerida presentada por el Distrito 209.
- Discutiendo con mi hijo/a mis expectativas/objetivos para su rendimiento académico.
- Supervisar semanalmente las calificaciones, la asistencia, las tardanzas, la realización de los deberes y las medidas disciplinarias de mi hijo en PowerSchool.
- Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo. Esto incluye mantenerse informado sobre la educación de mi hijo y comunicarse con la escuela leyendo puntualmente todos los avisos de la escuela o del distrito escolar y respondiendo, según corresponda.
- Supervisar el uso de dispositivos electrónicos por parte de mi hijo para garantizar que no interfiera con sus estudios.
- Promover el uso positivo del tiempo extracurricular de mi hijo.

- Servir, en la medida de lo posible, en grupos asesores de políticas como el Equipo de Mejora Escolar, el Comité Asesor de Políticas del Título I, el Comité de Participación de los Padres y la Comunidad del Consejo de Educación, el Comité de Servicios Alimentarios del Distrito u otros grupos asesores o de políticas escolares.
- En la medida de lo posible, asegurar que mi estudiante cumpla con las reglas de la escuela.

Responsabilidades del estudiante

Como estudiante, acepto la responsabilidad principal de mejorar mi rendimiento académico para cumplir con los altos estándares de mi escuela y del Estado.

Específicamente, yo:

- Venir a la escuela todos los días preparado para aprender y dar lo mejor de mí.
- Haré mis tareas todos los días y pediré ayuda cuando sea necesario.
- Leeré al menos 30 minutos cada día fuera del horario escolar.
- Entregar a mis padres todos los avisos e información que reciba de mi escuela todos los días.
- Cumplir con todas las reglas de la escuela y seguir el código de vestimenta.

Nombre del padre/tutor:

Firma del padre/tutor:

Nombre del estudiante:

Firma del estudiante:

Nombre del administrador:

Firma del administrador:

