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Academic Dishonesty

Academic dishonesty undermines trust, fairness, and the value of education. It includes cheating—such as using unauthorized materials or copying others’ work—plagiarism, fabrication of data or sources, and falsely representing your own efforts. Regardless of intent, these actions violate our commitment to integrity. Every student is expected to submit work that reflects their own learning. Upholding academic honesty is essential to maintaining respectful and equitable classrooms that prepare students for future success.

Academic Honesty – Dual Credit, Dual Enrollment, Dual Degree

Triton College closely adheres to principles of academic honesty and integrity. The academic honesty policy is designed to inform students and faculty of the expectations and procedures associated with the honest pursuit of a Triton College education. Overall, academic achievement is a product of personal commitment, and investigation of knowledge, and a pursuit of independent and honest work, both in and out of the classroom. All forms of cheating deprive the student of achieving true academic success and are therefore, considered a serious violation. Furthermore, all incidents of cheating will result in a disciplinary response from college officials.

Below is a non-inclusive list of behaviors that are considered to be violations of academic honesty.

Examples of Academic Dishonesty

- copying someone else's work or answers
- allowing another student to copy your work or answers for internal or external class assignments
- using materials or information hidden on one's person during quizzes and examinations
- obtaining and using tests and answers in an unauthorized fashion
- providing course materials such as papers, lab data, reports, or answers to be used by another student
- fabricating information for the purpose of completing an assignment, quiz, exam or presentation
- taking an exam in place of another student or having someone take an exam in your place
- turning in the same paper to two different classes without receiving permission from both instructors
- copying a computer program for unauthorized use
- breaking into or utilizing college owned computer files in an unauthorized manner
- altering a grade sheet or forging a signature on an academic document

Another example of academic dishonesty, known as plagiarism, is less simple to define, but is nonetheless considered a serious violation. When using direct quotes or ideas created by someone other than yourself, it is imperative that the source of information be clearly identified. It is appropriate and acceptable to borrow ideas, thoughts and data from other sources as long as the original authors receive credit for their contributions through referencing.

Examples of Plagiarism

- borrowing or paraphrasing (other than common knowledge) for a paper without referencing the source
- intentionally or knowingly representing the words or ideas of another as your own
- purchasing a term paper or having someone write a paper to submit as your own work

All members of the Triton College community including faculty, staff and fellow students share responsibility for maintaining an academically honest learning environment. Therefore, all members of the Triton College community are eligible to report apparent acts of academic dishonesty to the appropriate dean.

Below is a non-inclusive summary of consequences that may result from student violation of academic honesty rules.

Consequences of Academic Dishonesty

- a failing grade for the assignment in question
- a failing grade for the course
- placement on academic probation
- a notation on the academic transcript stating, "Student violated academic honesty rules" for a specific course
- an immediate suspension from the class for one or more class sessions
- administrative withdrawal from the course in question
- administrative withdrawal from the student's major or related majors as determined by the dean
- suspension or academic dismissal from Triton College (or any other partner institution).

In cases which involve academic concerns, grievances will be initiated with instructor, department chairperson, and academic dean. The decision of the academic dean is final.

Acceptable Use

For Student and Staff Use of District Technology and Networks

This aligns with the District's Board of Education policies, including Policy 5:125 Personal Technology and Social Media Usage and Conduct, and references the required Authorization for Electronic Network Access form.

Purpose

This supports responsible, safe, and educational use of District technology and electronic networks in accordance with the Board of Education's policies.

Scope

Covers:

- District-owned devices (laptops, tablets, phones)
- Wired and wireless networks (on/off campus)
- Online tools and District-issued accounts

Acceptable Use

Users must:

- Use technology for learning, instruction, or school business
- Follow staff direction and school rules
- Respect privacy and digital property
- Comply with copyright and applicable laws

Unacceptable Use

Users may NOT:

- Access/share inappropriate or harmful content
- Cyberbully, harass, or threaten others
- Use another's login or identity
- Bypass security filters or damage equipment

Privacy and Monitoring

- No expectation of privacy — activity may be monitored

- Deleted files may still be accessed by school administration

Internet Safety

The District:

- Uses internet filters to block harmful content
- Teaches digital safety and responsible behavior
- Protects user information

Confidentiality

Users must:

- Protect student record confidentiality
- Take precautions before storing confidential data on the network

Student Responsibilities

- Use technology only for school-related tasks
- Keep login information private
- Report inappropriate or unsafe use

Staff Responsibilities

- Supervise student tech use and model safe behavior
- Protect student data and report concerns

Authorization for Electronic Network Access

Staff and students must complete an [authorization form before using District technology](#). Students require parent/guardian consent for unsupervised access.

Violations

May result in:

- Loss of access
- Disciplinary action
- Legal consequences

Assemblies

Below are assembly rules and conduct.













Assembly Rules and Conduct










Teachers will monitor student behavior to adhere to the following standards of conduct during assemblies:











1. Students must conduct themselves in a considerate, respectful and responsible manner. Rude yelling, whistling, booing and inappropriate cheering, etc. will not be allowed.
2. Objects are not to be propelled or thrown in any manner during an assembly.
3. Students will leave their belongings in their last hour class. They will return at the end of the assembly to gather their belongings unless notified otherwise (unless students are permitted to go home directly after the assembly).
4. Students will remain seated until they are dismissed.
5. While a speaker is at the microphone, students are to be listening, not talking.
6. Students who misbehave will be removed from the assembly and may be subject to disciplinary action. Discipline may include detention, a parent conference and/or suspension.


Assessment Calendar 2025-2026

Last updated 6/27/2025

LOCAL, STATE, AND NATIONAL EXAMS				
Assessment	Administration Dates	Grade(s) & Subjects	Purpose	Format
WiDA Language Screener (New students)	7/1/25 - 8/14/25	9-12	Determine eligibility for EL services	
Fall STAR Test: Reading & Math	8/25/25	9 - Math 12 - ELA	Inform instruction	
	8/26/25	10 - Math 11 - ELA	Inform instruction	
	8/28/25	11 - Math 10 - ELA	Inform instruction	
	8/29/25	12 - Math 9 - ELA	Inform instruction	
Fall STAR Test Make ups	9/2/25 - 9/8/25	9-12 in ELA & Math	Inform instruction and measure student growth	
WiDA Language Screener	8/14/25 - 5/29/26 Screen within 14 days of registration	9-12	Determine eligibility for EL services	
Summit K-12 Auto Placement	8/14/25 - 5/29/26	9-12	Placement of EL students	
SEL Survey	9/22/25 - 10/17/25	9-12	SEL screener for tiered interventions	
Fall PreACT 9 & PreACT10	11/6/25	9-11	Inform instruction; program, school, & district evaluation; scholarships	
PSAT/NMSQT	10/20/25 - 10/30/25	Selected 10-11	Scholarship eligibility	
Avant Language Proficiency Test Administration #1	12/1/25 - 12/5/25	9-12 in Spanish 3, French 3, and above	State of Illinois Seal of Biliteracy	

Winter STAR Test: Reading & Math	1/6/26	9 - Math 12 - ELA	Inform instruction and measure student growth	
	1/7/26	10 - Math 11 - ELA	Inform instruction and measure student growth	
	1/8/26	11 - Math 10 - ELA	Inform instruction and measure student growth	
	1/9/26	12 - Math 9 - ELA	Inform instruction and measure student growth	
Winter STAR Test Make ups	1/12/26 - 1/16/26	9-12 ELA & Math	Inform instruction and measure student growth	
ACCESS for ELs	1/14/26 - 3/3/26	9-12	State reporting and determine eligibility for EL services	
5Essentials Survey	1/19/26 - 3/27/26	9-12	Identify indicators that lead to improved outcomes for students	
Accuplacer	2/1/25 - 2/28/25	9-11	Dual Credit & Dual Enrollment Placement for SY26	
Dynamic Learning Maps Alternative Assessment (DLM-AA)	3/11/26 - 5/6/26	11	Alternative Assessment in Reading, Math, and Science for diverse learners; state reporting; and program evaluation	

LOCAL, STATE, AND NATIONAL EXAMS				
Assessment	Administration Dates	Grade(s) & Subjects	Purpose	Format
Illinois Fitness Assessments (Fitness Gram Test)	3/23/26 - 6/12/26	10 in PE/Wellness	State reporting	
Spring PreACT 9 & PreACT 10	4/6/26	9 & 10	Inform instruction; program, school, & district evaluation; scholarships	
Spring ACT	4/8/26	11 (and some 12)	College admissions; program, school and district evaluation; State graduation requirement	
Avant Language Proficiency Test Administration #2	PMSA 4/15/26 East/West 4/20/26 - 4/25/26 Make ups Ongoing	9-12 in Spanish 3, French 3, & above with EL	State of Illinois Seal of Biliteracy	
Advanced Placement (AP) Exams	4/29/26 - 5/15/26	By course enrollment	College credit; school and district evaluation	
International Baccalaureate (IB) Assessments	4/27/26 - 5/15/26	By course enrollment	College credit; school and district evaluation	
Spring STAR Test: Reading & Math	4/27/26	9 - Math 12 - ELA	Student growth, Summer School, and Planning	
	4/28/26	10 - Math 11 - ELA	Student growth, Summer School, and Planning	
	4/29/26	11 - Math 10 - ELA	Student growth, Summer School, and Planning	
	4/30/26	12 - Math 9 - ELA	Student growth, Summer School, and Planning	

Spring STAR Test Make ups	5/1/26 - 5/7/26	9-12 in ELA & Math	Student growth, Summer School, and Planning	
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PTHS D209 GRADING PERIODS			
Grade Reporting		Administration Dates	Grades
SEMESTER 1	Mid Quarter 1 Progress Reports	9/22/25	9-12
	End of Quarter 1 (Grades due by 4:00pm)	10/17/25	9-12
	Mid Quarter 2 Progress Reports	11/17/25	9-12
	End of Quarter 2 (Grades due by 4:00pm)	12/16/25	9-12
	Semester 1 Final Exams	12/17/25 - 12/19/25	9-12
	End of Semester 1	12/19/25	9-12
	<i>Semester 1 Grades due by 4:00pm</i>	<i>12/19/25</i>	<i>9-12</i>
SEMESTER 2	Mid Quarter 3 Progress Reports	2/9/26	9-12
	End of Quarter 3 (Grades due by 4:00pm)	3/13/26	9-12
	Mid Quarter 4 Progress Reports	4/27/26	9-12
	Graduating Students Semester 2 Final Exams	5/13/26 - 5/15/26	12
	Graduating Students Grades due by 4:00pm	5/15/26	12
	End of Quarter 4 (Grades due by 4:00pm)	5/26/26	9-11
	Semester 2 Final Exams	5/27/26 - 5/29/26	9-11
	End of Semester 2	5/29/26	9-11
	<i>Semester 2 Grades due by 4:00pm</i>	<i>5/29/26</i>	<i>9-11</i>

ADVANCED PLACEMENT (AP) EXAMS***All AP Exams are scheduled by the College Board.***

Assessment	Administration Dates	Grade(s)	Purpose	Format
AP Capstone (AP Seminar & AP Research) and AP Computer Science Principles - Performance Tasks	4/30/26 by 10:59pm	10-12	Students can earn college credit	
AP Biology	5/4/26 Morning	12	Students can earn college credit	
AP Chemistry	5/5/26 Morning	12	Students can earn college credit	
AP Human Geography	5/5/26 Morning	12	Students can earn college credit	
AP US Government & Politics	5/5/26 Afternoon	10-12	Students can earn college credit	
AP English Literature & Composition	5/6/26 Morning	12	Students can earn college credit	
AP Physics 1	5/6/26 Afternoon	12	Students can earn college credit	
AP Physics 2	5/7/26 Morning	12	Students can earn college credit	
AP World History: Modern	5/7/26 Morning	9-12	Students can earn college credit	
AP Statistics	5/7/26 Afternoon	12	Students can earn college credit	
AP US History	5/8/26 Morning	11-12	Students can earn college credit	
AP 2-D Art & Design AP 3-D Art & Design AP Drawing	5/8/26 by 7:00pm	11-12	Students can earn college credit	
AP Calculus AB	5/11/26 Morning	11-12	Students can earn college credit	

AP Calculus BC	5/11/26 Morning	11-12	Students can earn college credit	
AP Seminar	5/11/25 Afternoon	11-12	Students can earn college credit	
AP Music Theory	5/11/26 Afternoon	10-12	Students can earn college credit	
AP Psychology	5/12/26 Afternoon	11-12	Students can earn college credit	
AP English Language & Composition	5/13/26 Morning	11	Students can earn college credit	
AP Spanish Literature & Culture	5/13/26 Afternoon	12	Students can earn college credit	
AP Spanish Language & Culture	5/14/26 Morning	11-12	Students can earn college credit	
AP Computer Science Principles	5/14/26 Afternoon	9-12	Students can earn college credit	
AP Computer Science A	5/15/26 Afternoon	10-12	Students can earn college credit	

INTERNATIONAL BACCALAUREATE (IB) ASSESSMENTS

All IB Assessments are required for the IB Diploma Programme (DP) per the International Baccalaureate Organization (IBO).

Assessment	Administration Dates	Grade(s)	Subject(s)	Format
IB Diploma Programme External Assessment Components (Higher Level Essay, Extended Essay, TOK Prescribed Title Essay, Visual Arts Comparative Study)	TBD	12	IB TOK students and/or Language A: Language and Literature (English) DP 2 students	
IB Internal Assessments	TBD	11 (when applicable) & 12	IB Diploma Programme students	

IB Predicted Grades	TBD	11 (when applicable) & 12	IB Diploma Programme students	
IB External Assessment Components for Group 6 (Arts)	TBD	12	IB Visual Arts DP 2	
IB Language A English: Language & Literature HL	4/27/26 4/28/26	12	IB Language A English: Language & Literature DP 2 (HL)	
IB Physics	4/28/26 4/29/26	11-12	IB Physics DP 2	
IB Psychology SL	5/6/26 5/7/26	11-12	IB Psychology SL	
IB Math: Analysis & Approaches SL	5/14/26 5/15/26	12	IB Math: Analysis & Approaches DP 2 (SL)	
IB Math: Applications & Interpretation SL	5/14/26 5/15/26	12	IB Math: Applications & Interpretation DP 2 (SL)	
IB History HL	5/4/26 5/5/26	12	IB History DP 2 (HL)	
IB Biology HL	5/11/26 5/12/26	12	IB Biology DP 2 (HL)	
IB Spanish Ab Initio SL	5/13/26 5/14/26	12	IB Spanish Ab Initio DP 2 (SL)	
IB Language B Spanish SL	5/13/26 5/14/26	12	IB Language B Spanish DP 2 (SL)	
IB Language A Spanish Language & Literature SL	5/13/26 5/14/26	12	IB Language A Spanish Language & Literature DP 2 (SL)	
IB Language B French SL	5/19/26 5/20/26	12	IB Language B French DP 2 (SL)	

Authorization for Electronic Network Access Form

Students and their parents/guardians need only sign this *Authorization for Electronic Network Access* once while the student is enrolled in the District.

Staff members need only sign this *Authorization for Electronic Network Access* once while employed by the District.

Please check the appropriate box(es):

- Staff member
- Parent/Guardian of student
- Student*

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my e-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet.

User Name (please print) _____

User Signature _____ Date _____

****Students are required to have a parent/guardian read and agree to the following:***

☐ I have read this *Authorization for Electronic Network Access*. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this *Authorization* with my child. I hereby request that my child be allowed access to the District's Internet.

☐ I grant permission for the District to utilize my student's name, photo, and accomplishments on the District and school websites.

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date _____

Bell Schedule

The daily bell schedule is established by administration to ensure instructional time and transition periods are used efficiently. Article VIII, Section A of the CBA establishes the length of the teacher workday and article IV, Section A address Bell and Calendar. Board Policy 6:20 (School Year Calendar and Day) defines how school days are structured.

Procedures:

1. Be at your classroom door and ready to begin instruction by 7:45am on the Regular Schedule and 9:15am on Late Start Wednesday.
2. Begin instruction by the start of the period and follow start and end times for each period precisely.
3. Supervise hallways during passing periods if assigned.
4. Do not release students before the bell without permission. Teachers shall remain available at the close of school until teacher dismissal time.
5. Refer to the principal's office for updated or modified schedules.

APPENDIX A – For All Buildings

	Regular Schedule	Late Start Wednesday	Half Day	Early Release
Zero Period	7:05-7:55	7:05-7:45	7:05-7:50	7:05-7:45
PLC		8:00-9:10		
Period 1	8:00-8:50	9:20-10:00	8:00-8:45	8:00-8:40
Period 2	8:55-9:45	10:05-10:45	8:50-9:35	8:45-9:25
Period 3	9:50-10:40	10:50-11:30		9:30-10:10
Period 4	10:45-11:35	11:35-12:15		10:15-10:55
Period 5	11:40-12:30	12:20-1:00		11:00-11:40
Period 6	12:30-1:25	1:05-1:45		11:45-12:25
Period 7	1:30-2:20	1:50-2:30	9:40-10:25	12:30-1:10
Period 8	2:25-3:15	2:35-3:15	10:30-11:15	1:15-1:55
Period 9	3:20-4:10	3:20-4:00		2:00-2:40
	50 minutes periods	40 minutes periods	45 minutes periods	40 minutes periods

Business Office

The Business Office is responsible for the financial operation of the district. Our team members manage all aspects of the district's finances and operations, including Budgeting, Accounts Payable, Payroll and Purchasing.

Purchasing

The Purchasing staff is responsible for the procurement process and that they are in accordance with the district, state, and federal guidelines. They also prepare bid packages and assist in solving issues regarding shipment and payment.

- A new vendor packet and W-9 is required for all new vendors. This includes referees. (No exceptions)
- A purchase requisition is a request for approval to purchase a specific good or service. It includes all information specific to the purchase (quantity, date needed, estimated cost, ...). A purchase requisition only becomes a purchase order once it is approved. A purchase requisition should be made prior to purchasing goods or services. All requisition/P.O. approvals will be done in divisions.
- The Purchasing Department will issue and forward a Purchase Order to the vendor.
- Any expenditure related to a grant must be submitted in a timely manner to be compliant with each grant.

(Please consult with your vendors to ensure they accept Purchase Orders. Credit cards will only be used if the vendor does not accept a Purchase Order)

Always remember to utilize a Purchase Order instead of a Credit Card.

Accounts Payable

The Accounts Payable department is responsible for promptly paying invoices accurately and efficiently. Please note the following:

- All vendor invoices should be emailed to accountspayable@pths209.org If a vendor emails the invoice to a different district employee, then the district employee must forward the email to accountspayable@pths209.org
- Invoices sent in the mail should be immediately sent to the accounts payable department via a courier.
- When invoices are received, Accounts Payable takes the following steps to process invoices for payment:
 - Verify that a purchase order exists for the invoice and confirm that the goods or service pertaining to this invoice has been flagged as "received" in the

divisions system. Once this is done and we receive “Ok to Pay,” the invoice is entered into the system for payment.

- Please adhere to the Accounts Payable Deadline

[ACCOUNT PAYABLE YEARLY SCHEDULE -2024-2025.docx](#)

- Please notify accounts payable as soon as possible of the following:
 - If a vendor sends over a statement of invoices not being paid
 - If officials/referees state, they did not receive a check

Payroll

- Timesheets submission deadline is due the Monday after payday. If submitted late, payment will be processed on the next pay cycle.
- Timesheets are processed when we receive them. If not processed, please follow up with your Building Administrator
- Most of the Professional Development Timesheets are charged to grants. Please do not hold on to these timesheets until the end of the school year, as the grants end 08/31/26. It is best to submit timesheets as soon as the Professional Development activity has ended.
- The payroll department cannot change the time in Frontline. Your supervisor must adjust the time.
- Building Leaders, please reply to the email for docks/overtime on the day requested.
- When pay adjustments are needed, please allow one full pay cycle to process.
- All new or changes to direct deposit take 2 full pay cycles to go into effect.
- Please be advised that the final checks for 10-Month staff dispersed on the last day be one check if_
- The payroll department ensures that employees are paid correctly and in a timely manner.

TRS and SSP Gemini Payroll Reporting

- The Finance Generalist ensures that all TRS and SSP Gemini Reports are error free and are uploaded in the TRS Gemini system by the 10th of each month.
- The Annual Certification Report must be completed by August 15, 2025, to avoid late fees.
- \$250.00 per day late filing penalty will be assessed for missed deadline.

Infinite Visions (Ivisions)

Here is the information you need to print a pay stub.

Infinite Visions (Tyler ESS), our system for accessing payroll (pay stubs, W2's, etc.) and procurement information (requisitions and PO's), has been upgraded. This upgrade provides a more user-friendly interface and increased security to better protect our data.

To access, please log in to: <https://pthsd209ptil.tylerportico.com/tesp/employee-selfservice/>

The username and password are your email address and network password for the district.

On the first log in to the new site, users must enter the last 4 digits of your social security #, date of birth, and zip code to confirm your identify.

Afterward, the site will be available for your use. Please bookmark the site to provide convenient access.

Infinite Visions Training

Training is offered to all staff every Tuesday in the Business Office from 1:00p.m.- 2:00p.m. and Thursdays at 9:00a.m.-10:00a.m.

Infinite Vision Connection Group

Below we provided a link to a video for you to view at your leisure. If you have any issues with the system, please notify the Business Office

AP Control Panel - This video will provide information on how to enter a requisition with the new portal updates

<https://watch.screencastify.com/v/jZOo83ouRTAT6ytBleSl>.

Building/Department Budgets

All departments' budgets have been entered into Ivisions. Please review your budget in detail. If you have any questions or concerns, please let us know. Departments will not exceed their stated budget. Reports will be issued monthly as this will be an administrative process. This year we will send email reminders of budget limitations and questionable expenditure submissions.

Procurement Cards/Credit Cards

All credit card purchases must receive approval from the Business Office before utilization. Credit Card Approval Form.docx

The credit card monthly reconciliation deadline was shared with Building and District Office Administrators. This school year, we will review credit card monthly usage and notify departments if we have additional questions or concerns about use.

[Credit Card Submission Statement 101223.docx](#)

Conference & Professional Development Request

To ensure timely processing of your conference and professional development requests, please adhere to the following guidelines:

1. Submission Timeline:

- a. For in-state travel, submit your request at least 4 weeks prior to the registration deadline.
- b. For out-of-state travel, submit your request at least 8 weeks (about 2 months) prior to the registration deadline.

2. Supporting Documentation:

Ensure all relevant supporting documents are attached to your request form for processing.

3. Processing Time:

Once submitted, your request will be processed within 7 to 10 business days. If registration is required, please schedule an appointment with Mrs. Lawrence to proceed promptly.

4. Collaboration:

We may need your assistance in providing certain details, as we might not have direct access to all the necessary information. Rest assured; we are committed to supporting you through the process.

5. Confirmation:

After the requisition is created, you will receive an email notification. A confirmation will be sent once the Purchase Order (PO) has been generated.

6. Title Grants and District Funded Conferences:

- a. Mrs. Lawrence will handle conference requests that will be funded by our Title grants.

- b. All other district-funded and approved grants should be submitted to Ms. Greenhow and Educational Services for further processing.

Business Office Requests

When seeking requests from the Business Office, please allow us 5-7 business days to process. We will not honor last minute requests. (Please plan early)

Thank you for adhering to the process that our team has implemented for the Business Office as we strive to provide “Nothing but the best” in financial services to the Proviso Community.

We are here to help you with any questions or concerns.

Dr. Deborah Watson-Hill	Chief School Business Official	Dwatson-hill@pths209.org
Cassandra Turner	Coordinator of Finance	Cturner@pths209.org
Carla Johnson	Administrative Assistant	Cjohnson@pths209.org
Marcia Watson	Financial Generalist/Payroll	Mwatson@pths209.org
Jeanette Geans	Payroll Coordinator II	Jgeans@pths209.org
Brenda Horton	Financial Generalist	Bhorton@pths209.org
Christy Kougias	Accounts Payable	Ckougias@pths209.org
Ida Chester	Head Bookkeeper/Cashier	Ichester@pths209.org
Launa Mobley	Accounts Payable	Lmobley@pths209.org
Devaughn Benion	Business Liaison (East)	Dbenion@pths209.org
Tiffany Brooks-Lawrence	Administrative Assistant of Grants	Tbrooks-lawrence@pths209.org
Diamond Courts	Purchasing	Dcourts@pths209.org
Shardaé Zollicoffer	Business Liaison (West)	Szollicoffer@pths209.org
Accounts Payable team	Accounts Payable	AccountsPayable@pths209.org
Dr. Shaylon Walker	Coordinator of Grants	Swalker@pths209.org

Calendar

The district academic calendar is approved by the Board of Education and includes holidays, institute days, and marking periods. Board Policy 6:20 (School Year Calendar and Day) guides how the calendar is structured. The calendar reflects CBA provisions for teacher workdays and holidays in Article IV, Section A Bell and Calendar and article VI, Section G Personal Leave.

Staff are expected to review the academic calendar prior to planning instructional units or requesting personal leave to ensure alignment with key dates. Employees should observe all designated non-attendance days and participate in required professional development activities scheduled on institute days or other non-student attendance days. In the event of emergency closures or schedule adjustments, staff must follow district procedures and communications. For clarity when working with families, employees should refer them to the official calendar posted on the district website at www.pths209.org under the “Discover 209” section.



Care and Maintenance of Rooms

- Staff shall keep their assigned areas safe and organized at all times.
- It is every staff member's duty to familiarize themselves with the West 40 compliance rules and regulations for their assigned areas. See links below.
- There are specific rules and regulations for different areas – See examples below.
 - Art rooms
 - PE areas
 - Kiln storage
 - Auto shop
 - Theatre/Auditorium
 - Clearance of entry/exits
 - Temporary use of extension cords
- Helpful Links
 - [Safety Reference Plan](#)
 - [Health and Life Safety Top 10 Rooms Checklist](#)

Child Abuse and Neglect

Proviso Township High Schools are mandated by Illinois law to report any known or reasonably suspected child abuse or neglect. All staff—including teachers, counselors, social workers, administrators, and support personnel—must immediately report concerns to their principal or designee and then to the Illinois Department of Children and Family Services (DCFS) or local law enforcement.

You do not need proof—only reasonable suspicion triggers reporting, and confidentiality and legal protections apply for those reporting in good faith. By acting promptly and responsibly, we uphold our shared commitment to protect and support every student's safety and well-being.

Child Abuse and Neglect Reporting Procedures

I. Procedure Statement

All employees of Proviso Township High Schools (District 209) are mandated reporters under Illinois law. Any suspected abuse or neglect of a child must be reported immediately, in accordance with the Abused and Neglected Child Reporting Act (ANCRA) [325 ILCS 5] and Senate Bill 1778 (Public Act 101-0564). Failure to report may result in disciplinary action, loss of licensure, and criminal charges.

II. Who Must Report

The following individuals are mandated reporters under Illinois law and District 209:

- All teachers, administrators, school counselors, social workers, school psychologists, nurses, coaches, and support staff
- Any contracted service providers working in proximity to students

III. When to Report

A report must be made immediately upon suspicion of child abuse or neglect, even if there is no definitive proof. Reasonable cause is enough—do not investigate before reporting.

IV. How to Report

1. Call the DCFS Child Abuse Hotline Immediately:

1-800-25-ABUSE (1-800-252-2873)

OR Report online via the DCFS Online Reporting System:

<https://dcfsportal.illinois.gov>

2. Notify the Principal or Designee Immediately After Reporting
3. Complete Internal Written Report using the District 209 Child Abuse Reporting Form within 24 hours.

V. Legal Protections for Reporters

Mandated reporters who report in good faith are protected from civil or criminal liability under 325 ILCS 5/9.

VI. Failure to Report

Failure to report suspected abuse or neglect may result in:

- Class A misdemeanor for first offense
- Class 4 felony for subsequent violations
- Discipline by ISBE
- Termination of employment

VII. Senate Bill 1778 Requirements

As of January 1, 2020, SB1778 requires:

- Annual mandated reporter training
- Districts must maintain training records
- Training includes abuse indicators, protocols, and responsibilities

VIII. Confidentiality

All information related to suspected abuse is confidential and must not be shared except with:

- DCFS, law enforcement, or school administrators
- Subpoena or court order

IX. Documentation and Follow-Up

Document facts only, do not investigate or interview the student. Cooperate with DCFS/law enforcement and continue to support the student appropriately.

X. Staff Support & Resources

Support is available via:

- Employee Assistance Program (EAP)
- School Counseling Department
- District 209 Legal & HR Office

XI. Key References

- Illinois Abused and Neglected Child Reporting Act (ANCRA):
<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1460>
- Senate Bill 1778: Mandated Reporter Training Act
- DCFS Training Portal: <https://mr.dcfstraining.org>
- ISBE Guidance: <https://www.isbe.net>

XII. Annual Acknowledgment

All staff must:

- Complete annual mandated reporter training
- Sign yearly acknowledgment of this policy
- Reaffirm their reporting responsibilities

Collective Bargaining Agreement (CBA)

Collective Bargaining Agreements

Collective bargaining agreements (CBAs) are legally binding contracts negotiated between the Board of Education and the unions that represent District 209 employees. They:

- Define the wages, hours, benefits, working conditions and procedures that apply to members of each bargaining unit.
- Provide clear, detailed processes for leaves, evaluations, grievance and arbitration, salary schedules, insurance, and more.
- Create a stable framework that attracts and retains high-quality staff and fosters cooperation between the Board and employees.

These Agreements shall serve to create the finest possible educational climate for improved instruction of students in Proviso Township High Schools.

Who These Agreements Cover Each CBA applies only to the employees in the unit it represents.

- Teachers (PTU Local 571, AFT)
 - This agreement is made between the Proviso Township High School Board of Education (District 209) and the Proviso Teachers' Union, Local 571 AFT. Both parties agree to abide by every term and condition set forth here. The Board officially recognizes this Union as the sole representative for negotiating wages, hours, and working conditions for all teachers at Proviso East, Proviso West, and PMSA during the regular school day. Any teaching programs held outside the traditional school day or in locations other than those three buildings are excluded from this agreement unless explicitly stated otherwise.
 - For the purposes of this contract, "teachers" refers to all full-time certified staff under Illinois law—classroom teachers, counselors, librarians, and social workers as determined by the salary schedule. It does not include full-time administrators or department chairs in their administrative roles.
 - As the exclusive bargaining agent, the Union alone will negotiate with the Board on behalf of these teachers; the Board will not recognize or bargain with any other individual or group claiming to represent them.
- Custodial & Maintenance Staff (SEIU Local 73, CTW)
 - The Board has agreed that the Union will be the sole representative in any negotiations affecting its custodial staff. In this agreement, "custodial

employees” are defined in two tiers. Tier I includes the Lead Fireman, Fireman, Maintenance I and Maintenance II positions, plus Custodians on both the day and night shifts. Tier II covers Custodians on day and night shifts, general maintenance workers, and Firemen.

- As the exclusive bargaining agent, the Union alone will negotiate with the Board on behalf of these job classifications.
- Support Staff (West Suburban Teachers Union Local 571, IFT-AFT)
 - The Board of Education of Proviso Township High School District #209, Cook County, Illinois (hereinafter referred to as the "Board" or the "Employer") recognizes The Proviso Support Staff Council of the West Suburban Teachers Union Local #571, IFT-AFL/CIO (hereinafter referred to as the "Union") as the exclusive bargaining agent for all full and regularly employed part-time support service employees including clerks, instructional aides, lunchroom monitors, nurses, nonexempt secretaries, security officers and non-exempt instructional information technology staff.

How to Use Your CBA

1. First Reference For any question about pay, hours, leave, benefits, evaluations, discipline, or grievance procedures, look first to the CBA that covers your job classification.
2. Table of Contents & Articles Each agreement’s table of contents (at the front) lists the Articles and Sections in detail. For example, if you need information on sick leave or professional growth requirements, locate “Leaves of Absence” or “Professional Conditions and Obligations” in your contract.

In the event of any conflict between the provisions of this Employee Handbook and the provisions of the collective bargaining agreement applicable to you, the language of the collective bargaining agreement shall prevail. Employees should consult their collective bargaining agreement as their primary guide to terms and conditions of employment.

Conference Request/Reflection

Teachers who wish to attend professional conferences, workshops, or trainings sponsored by the district must follow the established approval and reimbursement procedures. These opportunities must support continued learning, instructional improvement, and alignment with school and district goals.

Procedures:

1. Submit the “Request to Attend Conference/Workshop” form at least 4 weeks prior to the registration deadline for in-state events, and 8 weeks prior for out-of-state travel.
2. Include all supporting documentation: conference agenda, registration page, session descriptions, lodging, transportation, and estimated costs.
3. Obtain required approvals from the building principal, appropriate supervisor, and the Deputy Superintendent. All out-of-state travel requires Superintendent approval.
4. After attending, complete and return the Conference Reflection Form within 7 days along with receipts for reimbursement (food, travel, lodging, etc.).
5. Share key takeaways with your department or school team to extend the value of your participation.

Conferences must align with district priorities, and approval is based on relevance, funding availability, and instructional benefit.



PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209
NIHIL NISI OPTIMUM, Nothing but the Best

Request to Attend Conference/Workshop

All supporting documentation must be attached to this form, including: agenda, registration form, payment option highlighted, sessions with descriptions, hotel information (if applicable), flight/train information (if applicable). Must submit at least 4 weeks prior to registration deadline for in-state travel and 8 weeks prior to registration deadline for out-of-state travel.

Select School: ☐ East ☐ West ☐ PMSA ☒ District

Request Date: _____ Conference Date(s) _____ Time: _____

Registration Deadline: _____ Conference Title: _____

Conference Location: _____

Name: _____ Title: _____

Email: _____ Phone: _____

Sub Needed? ☐ Yes ☐ No If yes, which periods? _____

Anticipated Expenses

\$ _____ Registration Fee Payment Options:

\$ _____ Mileage/parking/Tolls (\$ 0.62 per mile)

\$ _____ Meals (*refer to Conference and Travel Procedures*)

\$ _____ Hotel

\$ _____ Airfare Flight Preference ☐ Morning ☐ Afternoon ☐ Evening

Only required if flight is needed: Date of Birth

Cell Number

\$ _____ Other Expenses: Please explain

\$ _____ Total Anticipated Itemized Expenses

Approved by:

Chair/Supervisor _____ Date _____

Principal/Administrator _____ Date _____

Special Education Administrator _____ Date _____
(required for all special education topics)

Deputy Superintendent _____ Date _____

Superintendent _____ Date _____
(required for ALL out of state travel)

Office use Only

Funding Source: ☐ Title I ☐ Title II ☐ CTEI ☐ Perkins ☐ Local ☐ IDEA ☐ LIP/LEPS



CONFERENCE REFLECTION

Name _____

Name of Conference Attended _____

Location of Conference _____

Dates/Times of Conference _____

Why did you attend this conference and what did you hope to learn from the training?

What are some key takeaways from the PD that will enhance your teaching?

Describe how you will implement strategies learned from this PD in your classroom/school?

What information do you plan to share with your colleagues from this PD and why is this information important for them to know?

Please turn this into the district administrative assistant along with receipts for food and travel reimbursement within 7 days of return from conference.

Confidentiality Agreement

Purpose:

To ensure that all employees of Proviso Township High Schools District 209 understand their responsibility to protect the privacy, security, and integrity of confidential information related to students, staff, and the operations of the district.

All employees, contractors, interns, and volunteers are required to maintain the confidentiality of all sensitive information accessed during the course of employment or affiliation with District 209. This includes, but is not limited to:

- Student records (academic, behavioral, medical, disciplinary)
- Employee information (evaluations, salaries, benefits, health status)
- Financial data, security procedures, and internal communications
- Personally Identifiable Information (PII) under FERPA, HIPAA, and applicable state laws

Guidelines:

1. **Access** to confidential information is limited to individuals who require it for legitimate educational or operational purposes.
2. **Disclosure** of any confidential information to unauthorized individuals (inside or outside the district) is strictly prohibited.
3. **Storage and Transmission** of sensitive data must comply with district IT protocols and encryption standards. Confidential information must never be transmitted via unsecured email, messaging apps, or personal devices.
4. **Conversations** involving confidential matters should be conducted in private settings and never in hallways, public areas, or on social media.
5. **Termination or Transfer:** Upon leaving District 209 or changing positions, employees must return all confidential materials and may not retain or disclose any privileged information obtained during their employment.

Violations may result in disciplinary action up to and including termination and potential legal consequences.

Course Overloads and Drops

Course overloads and class size guidelines are outlined in Article IV.E.d of the Collective Bargaining Agreement. The ideal class size is 30 students for academic courses at all campuses, 50 for physical education, and 100 for music performance courses. Special education case management workloads are ideally capped at 22 students. Teachers whose class size exceeds these limits by five or more students for the majority of a semester are eligible for additional compensation. The Union may raise concerns about class size balance. If so, the Union and District follow an agreed protocol to analyze and resolve the issues, including potential consultation with the Superintendent and a formal review to support equitable scheduling practices. All course drops must be approved by the building Principal.

Procedures:

1. Concerns about overloads or class size should be reported by the Union President to the Superintendent or designee.
2. The District will review class sizes and workloads for compliance with CBA limits.
3. If concerns are validated, the District and Union will consult to determine solutions, considering staffing, schedules, and student needs.
4. In May or June, a formal review of the upcoming year's master schedule will be held with three representatives from both the Union and the District.
5. Overload stipends will be issued as outlined in CBA IV.E.d if thresholds are exceeded.

Course Syllabus

Teachers are required to develop and share a course syllabus that outlines expectations, grading policies, and instructional goals. Board Policy 6:40 (Curriculum Development) supports transparency in instruction.

Procedures:

1. Create a syllabus for each course you teach.
2. At minimum, include contact information, course information and description (from Academic Programs and Course Catalog <https://www.pths209.org/domain/3493>), Illinois Learning Standards, grading criteria, units of study, and behavior expectations.
3. Share the syllabus with students and families during the first week of class.
4. Submit a copy to your department chair or administrator.
5. Review and update syllabi annually.

Data Privacy and Security

This aligns with the District's Board of Education policies, including Policy 7:345 Use of Educational Technologies; Student Data Privacy and Security.

Purpose:

The District uses educational technologies and electronic networks to support academic goals (Board Policy 6:10), align with curriculum standards (Policy 6:40), and enhance District operations.

Electronic Networks and Acceptable Use

Electronic networks are essential instructional tools designed to promote educational excellence through resource sharing, innovation, and communication. They include:

- District local and wide-area networks, including wireless networks (Wi-Fi), District-issued hotspots, servers, and networking hardware;
- Internet and online resource access via District networks or District-issued accounts on any device/location;
- District-owned or issued devices such as computers, tablets, and phones.

Users must understand:

- Use is a privilege, not a right, and must support education, research, or legitimate school business;
- The District is not responsible for lost or damaged data, network unavailability, or unauthorized Internet charges;
- There is no expectation of privacy when using District networks or devices. Communications and stored data may be monitored by school officials;
- Users must comply with the District's Acceptable Use administrative procedures regarding proper behavior, ethics, and protocol.

Curriculum Integration and Student Online Behavior

Use of electronic networks must:

- Be consistent with the District's curriculum and meet the diverse needs and abilities of students;
- Comply with instructional material selection standards.

Students receive education on appropriate online behavior, including social networking etiquette, chat room conduct, and cyberbullying awareness and prevention, in accordance with federal law and Board Policy 6:60.

Student Data Privacy and Security

The District and authorized vendors may collect personally identifiable student data only as necessary to support student learning or District operations. Federal and State laws protect this data, including school student records and covered information.

The District strictly prohibits:

- Sale, rental, lease, or trading of any student data or covered information.

The Director of Technology serves as the designated Privacy Officer to ensure compliance with the Student Online Personal Protection Act (105 ILCS 85/, amended by P.A. 101-516, effective 7-1-21).

Key Definitions

- **Covered Information:** Personally identifiable information (PII) or linked data, not publicly available, that is:
 1. Created or provided by students or parents during use of educational platforms;
 2. Created or provided by District employees or agents;
 3. Collected by vendors through their services.
- **Operators:** Vendors or entities providing online services or applications designed primarily for K-12 education.
- **Breach:** Unauthorized access that compromises the security or confidentiality of covered information.

Technology Protection Measures

District computers with Internet access employ filtering technology to block access to content that is:

- Obscene;
- Pornographic;
- Harmful or inappropriate for students.

These protections are enforced in compliance with federal law.

District Approved Curriculum

Staff must follow the curriculum adopted by the district and aligned to Illinois Learning Standards. Board Policy 6:40 (Curriculum Development) governs the approval, review, and implementation of curriculum materials. Teachers are expected to ensure fidelity to the scope and sequence. District approved curriculum is housed in Microsoft SharePoint within the Educational Services site:

<https://pths209.sharepoint.com/:f:/g/EducationalServices/En7x7fOJGDJJnrfwuG15oPgBmuNzII4NSAFNAXxOvvz1Tw>

Procedures:

1. Use the pacing guides, resources, and assessments provided by your department.
2. Collaborate with colleagues to ensure consistent implementation regularly and during Administration-directed Academic Support Period.
3. Participate in curriculum review or revision processes.
4. Provide feedback to your department chair on content effectiveness.
5. Integrate supplemental materials only if they support district outcomes.

District Approved Platforms

All teachers are expected to utilize the district-approved Student Information System (SIS) and Learning Management System (LMS) to support instruction, communication, and student progress monitoring. Teachers must use the digital curriculum platforms approved by the district to ensure alignment with standards, accessibility, and student data privacy. Teachers are responsible for integrating these tools as appropriate to support instruction, student learning, and district goals.

As applicable, librarians should make these platforms available and accessible to students through school library resources to support research, reading, and academic development.

For training or access issues, contact your building's tech support or technology integration coordinator.

Platform	Description	Instructional Use by Department
PowerSchool (SIS)	Student Information System used for attendance, grades, scheduling, and records.	All Content Areas District-Wide
Schoology (LMS)	Learning Management System for instruction, assignments, assessments, and communication.	All Content Areas District-Wide
Clever (SSO)	Single sign-on portal for easy and secure access to digital learning tools.	All Content Areas District-Wide
Continental eBooks	Digital versions of state-aligned curriculum for ELA and math.	ELA, Math
Dreambox Reading Plus	Literacy platform for reading fluency, comprehension, and stamina.	ELA
ELlevation	Supports instruction and data tracking for English Learners.	ELL, Bilingual, SPED
Everfi	Interactive courses on life skills, financial literacy, and digital citizenship.	General Education & Electives, Library

Gale Database	Academic research platform with articles and reference materials.	All Content Areas, Library District-Wide
GoGuardian	Tool for classroom management and Chromebook activity monitoring.	All Content Areas District Wide
Imagine Learning: Edgenuity	Online courseware for credit recovery and flexible learning.	All Content Areas Alternative Education
IXL	Skill practice in math, language arts, science, and social studies.	Math, SPED
McGraw Hill	Digital curriculum content for multiple subjects.	Social Studies
MyPLTW	Project Lead the Way access for STEM and engineering courses.	Engineering Technology
Nearpod	Interactive lessons and real-time formative assessments.	All Content Areas, Library, District-Wide
Newsela	Current events-based content adapted to multiple reading levels.	All Content Areas, Library, District-Wide
NoRedInk	Classroom tool that builds students' writing skills through personalized practice and real-time teacher feedback.	ELA, Library
Renaissance	STAR Assessments for literacy and math diagnostics.	Test Administered by ELA and Math Assessments Available All Content Areas District-Wide
Savvas EasyBridge/Realize	Online access to Savvas curriculum and digital tools.	ELA, Math, Science
SchoolLinks	College and career readiness tools for planning and tracking.	Counseling, Library, All Content Areas District-Wide
Sight Reading Factory	Platform for music sight-reading practice.	Fine Arts, Music

Sora by OverDrive	eBook and audiobook borrowing platform for students.	ELA, Library
Summit K-12	Support for English Learners and bilingual education.	ELL, Bilingual, SPED
TeachTown	Individualized, standards-based lessons for students with special needs, focusing on social, language, and academic skills through interactive, data-driven instruction.	SPED
Turnitin	Plagiarism detection and writing feedback systems.	IB/AP programs, ELA, Social Studies, other departments for writing
Vista Higher Learning	Interactive content and assessments to support world language instruction and student language development.	World Languages
Vocabulary.com	Vocabulary building through interactive practice and games.	All Content Areas District-Wide Library

Diverse Learners/Special Education

Proviso District 209's Diverse Learners department offers consultative, learning strategies (resource), instructional and life skill programming for students who have been identified with a disability listed under the Individuals with Disabilities Education Act (IDEA) (<https://sites.ed.gov/idea/>). The goal of special education and related services is to support each student and address their individual needs. An Individualized Education Plan (IEP) is developed in collaboration with parents, general and special education teachers, and related service personnel on an annual basis (at a minimum). Services for Diverse Learners may include specialized instruction, speech and language therapy, assistive technology, occupational therapy, physical therapy, social work, vision and hearing itinerants.

District 209 students who have a disability are entitled to full access and participation in the district's educational programs and activities. These students may qualify for a "504 plan, outlining accommodations that will be provided for them to access their education and participate in school-related activities.

A 504 may apply if the student has a disability that limits one or more major life activities (caring for oneself, walking, seeing, hearing, speaking, breathing, working performing manual tasks, and learning. The 504 process begins with a referral to the district requesting a 504 plan for a suspected medical condition or disability. Referrals for Section 504 eligibility can be made at any time and can be provided in the form of a letter from a physician or therapist treating a student, or by anyone with knowledge of the student's needs and/or educational programming, including teachers/staff, parents, etc.

The district is not required to perform an evaluation based on a referral and must notify the family in writing if a request is denied. The district can elect to review documentation provided by the referring party and develop a 504 with a team of individuals knowledgeable about the student. The district can also conduct an evaluation to determine what needs to be collected. Parental consent will be obtained prior to the initial evaluation.

Unlike an IEP, there is no standard 504 plan, though District 209 utilizes Embrace 504. A 504 plan may include:

- Specific accommodations, supports, or services for the student;
- Titles of individuals who will provide supports (i.e. School Nurse);
- Name of the person responsible for ensuring the plan is implemented

The 504 plan is reviewed each year, and a reevaluation is done as more information is needed. Please contact the Guidance Counselor's Office in the building the student is assigned to.

Dress Code

- Ensures staff maintain professional appearance in line with community standards.
- Aims to support positive learning environments, model workplace attire, and boost PTHS 209's professional image.

Responsibility

- Principals/site or department administrators are accountable for enforcing dress code compliance.

Attire & Grooming Standards

A. Unacceptable Clothing

- No torn or frayed jeans, spandex/lycra outerwear, shorts, tank/crop tops, provocative or collarless shirts, sweat suits, warm-ups, or skirts more than 4" above the knee.
- No slippers, house shoes, open-toed sandals (thongs), or unsafe footwear.

B. Grooming Expectations

- Maintain neatly groomed hair; protective hairstyles (afros, braids, twists, etc.) are legally protected and accepted.
- Facial hair must be well-kept; no obstructive or unsafe jewelry or accessories. Hats are not allowed indoors.

C. Exceptions

- Maintenance staff may wear protective boots/hats while working.
- Principals may permit non-revealing shorts (≤ 4 " above knee) or themed costumes for special events.
- Attire suited to specific roles—like physical education or vocational classes—is allowed.

Anti-Discrimination Assurance

- All dress standards comply with protections for race, religion, color, national origin, hair texture, and protective hairstyles.

Implementation

- Overseen by the Office of Human Resources.

Summary: PTHS 209's dress code ensures a respectful, professional environment by defining clear attire and grooming expectations, granting exceptions for job-related needs and special events, all while prohibiting discrimination based on appearance or cultural expression.

Dual Credit Certification

Annual Dual Credit Teacher Application Process

Each year, high school teachers who wish to deliver Dual Credit courses complete a streamlined application process that ensures academic rigor and compliance. Teachers begin by confirming they meet eligibility standards—typically a master’s degree in the subject area or a master’s plus 18 graduate credit hours in that discipline—aligned with ICCB and ISBE requirements. Applicants then submit a formal application package, including a cover letter or letter of interest, curriculum vitae, unofficial transcripts, and any required administrator or counselor recommendation. In some cases, a college partner may also request a sample syllabus or course review.

The submitted materials are reviewed collaboratively by Proviso’s district office and Triton College faculty to verify qualifications, curriculum alignment, and institutional requirements. Approved educators are formally credentialed as Dual Credit instructors, often receiving orientation and pedagogical support from Triton. Their final steps include submitting an approved syllabus, subject to college oversight, and ensuring classroom readiness for delivery. This annual process ensures that only qualified, well-prepared teachers offer Dual Credit opportunities—upholding our district’s commitment to academic excellence and student success.

Electronic Communication Guidelines

Email, Voicemail and Digital Messaging

Purpose:

To provide clear expectations for the appropriate and secure use of electronic communications tools, including email, voicemail, and messaging platforms within Proviso Township High Schools District 209.

Overview:

All district-issued electronic communication systems are the property of District 209 and must be used primarily for school-related purposes. Employees should have no expectation of personal privacy when using these systems.

Acceptable Use Guidelines:

- **District-Issued Accounts:** All employees must use their official District 209 email (@pths209.org) for all professional communications with students, families, staff, and external partners.
- **Voicemail:** Employees must set up and regularly monitor their voicemail on district phones. Messages containing sensitive content should be followed up with in-person or secure verbal communication when possible.
- **Response Time:** Staff are expected to respond to professional emails and voicemails within 24–48 hours during business days.
- **Professional Tone:** Email and voicemail must be courteous, professional, and free of slang, sarcasm, or personal commentary.

Security and Confidentiality:

1. **No Sharing of Passwords** or login credentials.
2. **Sensitive content** (e.g., student IEPs, medical info, disciplinary issues) should not be shared via email unless encrypted and approved by district IT.
3. **Mass emails to families** must use Bcc to protect recipient privacy.
4. **Voicemail and email messages** may be reviewed, archived, or disclosed by district administration as needed for compliance with legal requests, audits, or internal investigations.

Prohibited Uses:

- Sending or forwarding chain letters, political messages, or non-school-related solicitations
- Use of personal email accounts for school business
- Transmitting defamatory, discriminatory, or obscene materials
- Using district systems for private gain, outside employment, or personal commercial activity

Disclaimer:

All email and voicemail communications are subject to the Illinois Freedom of Information Act (FOIA) and may be disclosed upon request, regardless of the sender's intent.

Confidentiality Footer Example (recommended for email signature):

CONFIDENTIALITY NOTICE: This communication, including any attachments, may contain confidential or privileged information intended only for the use of the individual(s) to whom it is addressed. If you are not the intended recipient, please notify the sender immediately and delete the message.

Emergency Procedures Manual

Standard Operating Protocols for School Emergencies

I. General Emergency Guidelines

- Remain calm.
- Follow the Standard Response Protocol (SRP): Lockdown, Lockout, Evacuate, Shelter, Hold.
- Immediately notify school administration and/or School Resource Officers (SROs).
- Do not use personal phones unless cleared or in the absence of intercom communication.
- Always take your red/green status card and class roster during evacuation.

II. Specific Emergency Scenarios

1. Fire or Explosion

- Activate nearest fire alarm pull station.
- Evacuate using primary route unless blocked.
- Close doors behind you.
- Take class roster & account for students.
- Report missing students immediately to administration.
- Do not re-enter until the all-clear is given.

2. Severe Weather / Tornado

- Move students to designated shelter areas (interior rooms, away from windows).
- Use hallway positioning: seated, head down, hands over neck.
- Close all classroom doors.
- Remain in shelter position until administration announces all-clear.

3. Active Shooter / Intruder

- Follow 'ALICE' or SRP Lockdown protocol.
- Alert: Call 911 if safe.
- Lockdown: Lock doors, turn off lights, silence phones, barricade if possible.
- Inform: Relay real-time info to authorities.
- Counter: Distract as a last resort.
- Evacuate: If safe, run.

- Do not open the door for anyone except first responders.
- Wait for all-clear from law enforcement.

ALICE TRAINING SLIDES

4. Medical Emergency

- Call 911 immediately and notify the school nurse and administration.
- Do not move the injured unless necessary.
- Apply first aid only if trained and safe to do so.
- Send a staff member to guide EMS to the location.

5. Bomb Threat

- Notify administration immediately.
- Do not touch or use electronic devices near suspicious items.
- Evacuate the building ONLY if ordered.
- Record all details (caller's voice, time, language used).
- Police and administration will guide search and clearance.

6. Gas Leak / Chemical Spill

- Evacuate the building immediately.
- Do not use fire alarms or electrical devices.
- Notify administration and maintenance.
- Move upwind and uphill from the source if outdoors.
- Await emergency personnel clearance before re-entry.

7. Student Elopement / Missing Person

- Notify security, administration, and attendance immediately.
- Provide a description, name, and last known location.
- Secure doors if a student is attempting an unauthorized exit.
- If abducted or taken from campus, call 911 immediately.

8. Fight / Physical Altercation

- Use calm, clear commands: 'Stop. Back away.'
- Do not physically intervene unless trained and safe.
- Call for administration/security via intercom or phone.
- Remove surrounding students; document the incident immediately.

9. Suicidal Ideation or Mental Health Crisis

- Do not leave the student alone.
- Notify school counselor, social worker, or administrator immediately.
- If threat is immediate, call 911.
- Remove any potential means of harm in the vicinity.

10. Power Outage

- Stay in place unless told to evacuate.
- Use flashlights (not candles).
- Await directions from administration.
- If longer than 30 minutes, prepare for coordinated dismissal.

11. Water Supply Issue / Flood

- Report issue to maintenance immediately.
- Relocate students from affected area.
- Administration will determine need for dismissal or relocation.

12. Earthquake

- DROP, COVER, HOLD ON under a desk or table.
- Stay away from windows or heavy furniture.
- Evacuate only after shaking stops and route is deemed safe.

13. Hazardous Material Exposure (HazMat)

- Evacuate or shelter-in-place based on announcement.
- Remove affected clothing if contaminated and rinse with water.
- Await emergency services and follow containment protocol.

14. Lockout (External Threat Nearby)

- Secure the building perimeter.
- No one enters or exits.
- Classes continue as normal inside.

15. Hold (Clear the Hallways)

- Staff and students remain in current rooms.
- Close and secure doors, teaching continues inside.
- Used during medical emergencies, hallway incidents, or isolated investigations.

III. Staff Emergency Responsibilities

- Keep emergency flip chart visible and updated.
- Know your evacuation and shelter routes.
- Keep class rosters and emergency contact info accessible.
- Participate in all mandated drills and debrief afterward.
- Report broken emergency equipment or routes to admin.

IV. Drills Required Annually (per Illinois School Safety Drill Act)

- Fire Drill: 3 times/year
- Lockdown Drill: 1 time/year
- Tornado Drill: 1 time/year
- Bus Evacuation: 1 time/year

V. Important Emergency Contacts

School Resource Officer: [Insert SRO Number]
 Principal / Admin Office: [Insert Number]
 School Nurse: [Insert Number]
 District Safety Director: [Insert Number]
 Local Police Department: 911 / Non-Emergency
 Proviso Township Maintenance: [Insert Number]

VI. After-Action Reporting

- All incidents must be documented using the District 209 Incident Report Form.
- Reports must be submitted within 24 hours of the event.
- Administration will conduct debrief sessions and revise safety plans as needed.

VII. Additional Notes

- Staff may be assigned emergency team roles (Search & Rescue, Triage, Reunification).
- Only speak to media if authorized by District Office.
- Safety is everyone's responsibility.

English Learners (EL)

This outlines the district's commitment to supporting English Learners (ELs) in achieving academic success and English proficiency (reference BOE Policy 6:160). The district will:

- Develop a program to help ELs learn English, engage fully in school, and involve their families.
- Identify students with limited English proficiency.
- Follow state laws for Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI).
- Meet state and federal requirements for EL programs and funding.
- Choose appropriate instructional settings for ELs.
- Assess ELs annually for English proficiency and readiness for mainstream classes.
- Include ELs in academic assessments in compliance with law.
- Inform parents/guardians about their child's placement, progress, instruction methods, goals, and rights.
- Encourage parent involvement and participation in their child's education and in the Parent Advisory Committee for bilingual programs.

Legal References include relevant U.S. and Illinois statutes and administrative codes.

Adoption Date: September 14, 2021.

For more information, please visit the ISBE Multilingual website at <https://www.isbe.net/multilingual>

Ethical Employee Behavior

At Proviso Township High Schools, every staff member is expected to uphold the highest standards of integrity, fairness, and respect. This means being honest in all communications, taking responsibility for one's actions, and avoiding conflicts of interest. We foster transparency by following our code of ethics, speaking up if something doesn't feel right, and ensuring accountability at every level. Acting ethically helps maintain trust—among colleagues, students, families, and the community—while safeguarding our reputation and ensuring a positive, equitable environment. In essence, our collective commitment to ethical conduct lays the foundation for a respectful and effective school culture. For more information see BOE Policy 5:120.

Employee Code of Ethical Behavior

Proviso Township High Schools – Employee Handbook

Purpose and Commitment

The purpose of this Code of Ethical Behavior is to define professional standards and expectations for all employees of Proviso Township High Schools. Employees are expected to uphold the highest levels of honesty, integrity, and professionalism, and to promote a safe and respectful environment for all students, staff, and community members.

Core Ethical Principles

1. Integrity: Employees must be honest and transparent in their words, actions, and decisions.
2. Respect: Treat all individuals—students, staff, parents, and community members—with dignity, equity, and fairness.
3. Accountability: Take personal responsibility for actions and decisions.
4. Confidentiality: Protect sensitive student and staff information in accordance with FERPA and district policies.
5. Compliance: Abide by all local, state, and federal laws, as well as District 209 Board policies and procedures.

III. Professional Conduct Expectations

- Maintain appropriate professional boundaries with students at all times.
- Use social media responsibly; refrain from posting anything that could harm the district's reputation or compromise student confidentiality.

- Avoid conflicts of interest or the appearance of impropriety.
- Refrain from engaging in harassment, discrimination, or retaliation.
- Report any suspected misconduct, abuse, or violations of law to the appropriate authorities.

Use of District Resources

- Use district property, technology, and funds for authorized educational and work-related purposes only.
- Avoid misuse of time, resources, or equipment for personal gain.
- Safeguard district-issued devices, student data, and confidential records.

Relationships with Students and Families

- Do not engage in favoritism, inappropriate relationships, or actions that could be perceived as grooming or unprofessional.
- Maintain professional communication with students and families through approved platforms and channels.
- Remain culturally responsive and inclusive when working with students and families from diverse backgrounds.

Reporting Violations

Employees are required to report:

- Suspected child abuse or neglect (per the Abused and Neglected Child Reporting Act - ANCRA).
- Any violation of this Code of Ethical Behavior.
- Incidents of discrimination, harassment, bullying, or retaliation.

Reports should be made promptly to supervisors, HR, or appropriate school administrators. Anonymous reports may be submitted where applicable.

Disciplinary Action

Violations of the Code of Ethical Behavior may result in disciplinary action, up to and including termination of employment. Disciplinary decisions will align with due process, Board policy, and applicable collective bargaining agreements.

Acknowledgment

All employees will be required to sign an acknowledgment form verifying that they have read, understood, and agreed to abide by the Code of Ethical Behavior annually. Training on ethics and professional conduct will be provided as part of onboarding and ongoing professional development

Ethical Relationships with Students

District 209 employees are expected to maintain professional, ethical, and appropriate relationships with students at all times. All interactions—whether in person, virtual, or through digital platforms—must reflect respect, integrity, and appropriate boundaries. Staff must serve as positive role models and avoid any behavior that may compromise professional judgment, appear improper, or create conflicts of interest.

Unprofessional conduct, including grooming, favoritism, sexual misconduct, or failure to report suspected abuse, may result in disciplinary action, up to and including dismissal, in accordance with Board policy and state law.

Employees must comply with the following expectations and legal requirements:

Required Policies and Guidelines

- Board Policy 5:120 – Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Defines expectations for professional boundaries, prohibited conduct (including grooming behaviors), and employee-student interactions.

(See also: 23 Ill. Admin. Code Part 22 – Code of Ethics for Illinois Educators)

- Board Policy 5:90 – Abused and Neglected Child Reporting

Outlines the legal requirement for all staff to report suspected child abuse or neglect under the Abused and Neglected Child Reporting Act (325 ILCS 5/).

- Board Policy 5:125 – Personal Technology and Social Media: Usage and Conduct

Establishes guidelines for professional communication and digital interactions with students, including the use of personal technology and social media.

- Board Policy 4:165 – Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Details preventative measures and required staff training regarding grooming and sexual misconduct.

- Board Policy 2:260 – Uniform Grievance Procedure

Provides procedures for reporting concerns or violations related to employee conduct, discrimination, harassment, or violations of student rights.

Additional Protections and Reporting Requirements

District employees must also comply with:

- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)
- Title VII and Title VI of the Civil Rights Act of 1964
- Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act
- State Officials and Employees Ethics Act (5 ILCS 430/)

Questions or Concerns

For clarification or to report a concern, contact your supervisor or the District Complaint Manager listed in Board Policy 2:260 – Uniform Grievance Procedure.

Staff are also encouraged to review all policies via the Board of Education Policy Manual or the district HR department.

Extracurricular Activities

Board Policy 6:190 (Extracurricular and Co-Curricular Activities) supports opportunities that complement academic learning. Staff serving as coaches or club sponsors must follow district and IHSA rules, where applicable. Stipends related to extracurricular activities are specified in Article VII.D. of the CBA. The District and Union recognize that well-organized after-school clubs and activities are essential to student engagement and enrichment. To ensure alignment with student needs, a joint activities committee reviews the structure of extracurricular offerings, including stipends, job descriptions, expectations, and sponsor/coach evaluations. Importantly, any new club proposed for stipend eligibility must first operate for one full year as a pilot program before qualifying for stipend consideration.

Procedures:

1. Submit a proposal for new clubs to the building administrator.
2. Maintain accurate attendance and activity logs.
3. Supervise students during all meetings and events.
4. Communicate regularly with participants and families.
5. Ensure all field trip and transportation forms are submitted in advance.

Field Trips

Board Policy 6:240 (Field Trips) encourages instructional trips aligned with course objectives. Staff must follow district guidelines for planning, safety, and transportation. Trips must be approved in advance by building administration.

Teacher Chaperone Guidelines & Expectations for Field Trips

Effective Date: 2/19/25

Field trips are an essential extension of classroom learning, providing students with valuable real-world experiences. As a teacher chaperone, you play a vital role in ensuring that students remain safe, engaged, and accountable while representing Proviso Township High Schools District 209 in the community. The following guidelines outline your responsibilities and expectations while supervising a field trip.

A field trip is any student experience in which students are “off campus” or “internal”.

An internal field trip is when students are on campus before/after school or on the weekends.

A Jot Form is required for external field trips.

<https://www.jotform.com/232554688571164>

Pre-Trip Responsibilities

Preparation & Communication

- Review the trip itinerary before departure.
- Ensure an adult to student ratio of 1:10 is kept throughout the duration of the trip
- Any non-staff chaperones must be cleared by the school and district administration.
- Communicate behavior expectations and guidelines to students before leaving the school.
- Verify any medical needs with the school nurse.
- Review accommodations, language needs, or behavioral plans for students in your assigned group and ensure they are met.
- Ensure that all students have completed and submitted the necessary permission slips, medical forms, and emergency contact information.

- Be aware of transportation logistics, including bus assignments and designated check-in points.
- Have a process to make direct and immediate contact with your school administration and other chaperones.

Supervision Assignments

- Ensure that all chaperones are assigned a specific group of up to 10 students to supervise throughout the trip.
- Ensure you and all chaperones know the names, emergency contacts, and any medical/language accommodations of the students in your group.
- Maintain accurate attendance records before departure, at each transition point, and before returning to school. If at any point you lose track of a student, immediately notify security of the trip venue and call your school principal.

Expectations During the Field Trip

Student Supervision & Safety

- Always maintain direct supervision of your assigned students, ensuring they remain within designated areas.
- Never leave students unsupervised. If an issue arises, notify the lead teacher or trip coordinator immediately. If a student is lost, contact the venue security and school principal immediately.
- Reinforce appropriate behavior, dress code, and conduct in alignment with District 209 policies.
- Ensure that students follow instructions and respect chaperones, staff, and venue personnel.
- Be alert for signs of illness, injury, or distress and respond accordingly.

Emergency Procedures

- Carry a list of emergency contacts, medical needs, and school administration numbers at all times.
- In the event of a medical emergency, notify venue staff, the trip coordinator, and school administration immediately.
- If a student is missing or separated from the group, remain calm, alert the notify venue security staff, the trip coordinator, and school administration immediately.

- Follow all District 209 safety and crisis procedures in the event of an emergency.

Professional Conduct

- Model appropriate behavior, respect, and enthusiasm for students.
- Maintain a professional and responsible demeanor at all times.
- Do not use cell phones for non-emergency purposes while supervising students.
- Refrain from purchasing food, drinks, or souvenirs for students unless pre-approved by district policy.
- Chaperones must not engage in activities that distract from their supervisory duties.
- Chaperones may not smoke, drink, or engage in any illegal activities while serving as a chaperone.

Return to School Responsibilities

- Take attendance before leaving the venue and before, while and after the field trip. Ensure students board the correct bus and remain seated throughout the return trip. Take attendance before and on the bus.
- Remind students of any post-trip assignments or reflections required.
- Take final attendance when the last student boards the bus.
- Report any injuries, behavioral incidents, or concerns to the lead teacher or school administration upon return.

Additional Guidelines & Important Notes

- Chaperones must remain with students for the entire duration of the trip—no exceptions.
- Alcohol, smoking, vaping, inappropriate language, use of marijuana, and any illegal activities are strictly prohibited.
- If disciplinary action is needed, notify the lead chaperone or administrator—do not handle it alone.
- Any personal expenses (e.g., meals, souvenirs) are the responsibility of the chaperone unless otherwise noted.
- In case of inclement weather or unexpected schedule changes, follow the instructions provided by the lead teacher or administrator.

Further Expectations for All Chaperones on Trips

As a chaperone for a Proviso Township High School District field trip, you are expected to model and enforce positive behavior expectations to ensure a safe, respectful, and productive field trip experience. The following expectations should be upheld throughout the trip:

Professionalism & Leadership

- Maintain a professional demeanor at all times, as you are representing District 209.
- Set a positive example through respectful communication, engagement, and enthusiasm.
- Support and reinforce student behavior expectations consistently throughout the trip.
- Ensure that all students understand and comply with school and district policies during the trip.

Student Supervision & Accountability

- Supervise students at all times—students should never be left unsupervised.
- Conduct regular headcounts and attendance checks, especially during transitions and on the bus upon leaving the venue.
- Keep students within designated areas and ensure they do not wander from the group.
- Ensure students follow all venue rules and expectations (museums, theaters, businesses, etc.).

Do not allow students to separate from the group without explicit permission from the lead chaperone.

Do not engage in extended personal conversations or distractions that take away from your supervision role.

Communication & Respect

- Speak to students with respect and patience at all times.
- Reinforce polite and respectful interactions with venue staff and the public.
- Use clear, firm, and positive communication when redirecting student behavior.

- Maintain open communication with the trip leader, administration, and other chaperones.

Do not use sarcasm, ridicule, or negative remarks when redirecting or addressing student behavior.

Cell Phone & Personal Conduct

- Any communication to students should be done with Microsoft Teams or through Ring Central.
- Use your cell phone only for emergencies or communication related to the field trip.
- Be present and engaged in monitoring students rather than being distracted by personal activities.
- Adhere to all school policies regarding professionalism and appropriate conduct.

Do not engage in personal phone/video calls, texting, or social media use during the trip.

Do not take photos of students without parental consent and school approval.

Student Behavior & Discipline

Ensure that students:

- Follow all school and district policies while on the trip.
- Remain respectful, cooperative, and engaged throughout the experience.
- Refrain from disruptive, inappropriate, or dangerous behavior.
- Follow all safety instructions given by chaperones and venue staff.

If a behavior issue arises:

- Address it calmly and professionally.
- If needed, bring concerns to the lead chaperone or administrator.
- Report serious behavior violations in writing (e.g., disrespect, defiance, safety concerns) immediately to the lead chaperone and/or administrator.

Do not discipline students in a manner that violates school policy.

Do not remove a student from the group alone—always involve another chaperone or administrator if intervention is required.

Safety & Emergency Protocols

- Be aware of emergency procedures and have access to emergency contacts.
- Carry a list of student medical needs and emergency contacts at all times.
- Follow all transportation and departure protocols for buses and venue check-ins.
- Know the location of first aid stations and emergency exits at the venue.

Do not allow students to engage in unsafe activities (horseplay, wandering off, climbing structures, etc.).

Do not leave your assigned students unsupervised for any reason.

By agreeing to chaperone, you acknowledge and accept the responsibility of ensuring student safety, supervision, and a positive learning experience. Thank you for your dedication and support in making our field trips safe, productive, and enjoyable for all students.

Acknowledgment of Guidelines

I have read and understand the Proviso Township High Schools District 209 field trip chaperone guidelines. I agree to uphold these expectations to ensure a safe and successful trip.

Name: _____

Signature: _____

Date: _____

Final Exams

Board Policy 6:280 (Grading and Promotion) allows schools to administer final exams as part of the grading process. Exams must align with course standards and provide a valid measure of cumulative understanding. Refer to the District Assessment Calendar section for dates. Article IV, Section A, item 7 of the CBA specifies information about Final Exams. Teachers may leave campus after completing all final exam duties, including grade submission and check-out. Exam periods will rotate each semester for fairness, unless administration provides written justification. Final schedules must be shared by the first day of the semester. On the last workday, teachers may check out and receive pay once all tasks are complete. In emergencies, check-out may be delayed, and teachers must remain remotely available for the rest of the day.

Procedures:

1. Design final exams that reflect key course content.
2. Provide review materials and clear expectations.
3. Adhere to building-wide final exam schedules.
4. Maintain secure storage of exams and answer keys.
5. Submit grades within the designated deadline.

Fundraising and Handling of Money

Grade Book

Board Policy 6:280 (Grading and Promotion) requires timely and accurate record-keeping of student progress and attendance.

Teachers are responsible for assigning student grades based on performance and evidence, and those grades should be entered in PowerSchool's PowerTeacher Pro.

Teachers must maintain accurate and timely records by updating their gradebooks weekly for parent access. Additionally, they are expected to communicate with parents about student performance and log those interactions in PowerSchool's Log Entries. If a teacher believes contact information is incorrect, they must notify building administration to ensure accurate family engagement.

Procedures:

1. Update grade books weekly in the SIS (Student Information System).
2. Use district-approved grading scales and categories.
3. Take attendance each class period accurately.
4. Report attendance issues to the main office or designated staff.
5. Submit progress report and report card grades by the posted deadlines within the Assessment Calendar.

PTHS Grading Practices Implementation Grading Categories and Weights

The categories and weightings below were determined by each department.

English

Summative assessments: 40%
Formative assessments: 30%
Skills practice: 20%
Participation: 10%

Science

Summative assessment: 50%
Labs: 25%
Formative assessment: 15%
Classwork: 10%

**Applied Technology/
Engineering & Technology**
Projects: 30%

Math

Tests: 60%
Other assessments: 20%
Assignments: 20%

Social Studies

Tests, quizzes, projects, major written assignments, and other assignments the teacher determines should be weighted as such: 75%
Minor assignments, homework, practice work, some classwork, etc.: 25%

Business

Projects: 35%
Production/Assignments: 30%

Tests/Quizzes: 25%

Labs: 25%

Applied academics: 20%

Family and Consumer Sciences

Projects: 40%

Assessments (Tests/Quizzes/Labs): 40%

Classwork: 20%

World Languages

Assessments: 60%

Practice: 25%

Participation: 15%

Tests/Quizzes: 25%

Classwork /participation: 10%

Fine Arts and Music

Projects: 60%

Classwork: 20%

Participation: 20%

Physical Education/Wellness/

Health/Drivers Ed

Attendance and Daily Participation: 70%

Assessments: 20%

Written Assignments/Homework: 10%

Grade Change

Grade changes must follow District 209's formal process, ensuring transparency, documentation, and administrative oversight. Per Board procedures and CBA Article IV, Section D.7, the authority to assign grades rests with the classroom teacher. However, grades may be reviewed and revised only when there is documented, objective evidence of error or approved instructional circumstances. Grade changes are submitted using the district's Grade Change Authorization Form and require tiered approval based on the timing of the change.

Procedures:

1. A Grade Change Authorization Form must be completed for all historical grade revisions in PowerSchool.
2. The form must specify the course, original and revised grade, and a valid reason for the grade change (e.g., miscalculation, technical error, evaluation of additional work).
3. The teacher must review the request and indicate agreement or disagreement. If the teacher is unavailable, the building principal initiates the process.
4. Grade changes within 30 school days require principal approval.
5. Grade changes older than 30 school days require approval from both the principal and Deputy Superintendent.
6. Grade changes older than one year must also be approved by the Superintendent.
7. Once authorized, the registrar will update PowerSchool and file the signed form for documentation.

Grade Change Authorization Form

This form is required for all historical grade changes recorded in PowerSchool.

Student Last Name:		Student First Name:	
Student ID Number:		Student Grade Level:	

School:	<input type="radio"/> East <input type="radio"/> West <input type="radio"/> PMSA	Date of Grade Change Request:	
1. Course and Grade Information:			
Teacher:		Grade Status:	
Course Code:		<input type="radio"/> Original Grade issued within the last 30 school days (<i>Principal must approve</i>) <input type="radio"/> Original Grade issued more than 30 school days ago (<i>Principal and Deputy Superintendent must approve</i>) <input type="radio"/> Original Grade issued more than 1 year ago (<i>Principal, Deputy Superintendent and Superintendent must approve</i>) <input type="radio"/> Original Grade not yet issued to student (<i>Must also mark one box above</i>)	
Course Name:			
School Year:			
Term:	<input type="radio"/> Q1 <input type="radio"/> S1 <input type="radio"/> Q3 <input type="radio"/> S2		
Original Grade:			
Revised Grade:			
2. Specify reason(s) for grade change:			
<input type="radio"/>	Miscalculation of test or assignment scores		
<input type="radio"/>	A technical error in assigning a particular grade or score		
<input type="radio"/>	The evaluation of an extra assignment which impacts upon a grade (or Summer Quarter 5)		
<input type="radio"/>	Use of an inappropriate grading/evaluation system		
<input type="radio"/>	Failure to meet grade posting deadline causing incorrect grade reporting		
<input type="radio"/>	Other (<i>valid reason must be authorized in writing by the Deputy Superintendent or their designee</i>) Specify reason: _____		
3. Teacher Review:			
Teacher has reviewed the grade change request: <input type="radio"/> Yes <input type="radio"/> No If no, explain reason(s): _____ If yes, the teacher <input type="radio"/> agrees <input type="radio"/> disagrees with the change. If teacher disagrees, explain reason(s): _____			
Teacher Name (print): _____		Teacher Signature:	Date: _____

4. Principal Determination:	
<input type="radio"/> Approve <input type="radio"/> Deny , explain reason(s): _____	
Principal Signature:	Date: _____

5. Other Authorization (required if grade issued more than 30 school days ago)	
Deputy Superintendent Signature:	Date: _____
<input type="radio"/> Approve <input type="radio"/> Deny , explain reason(s): _____	
Superintendent of Schools Signature:	Date: _____
<input type="radio"/> Approve <input type="radio"/> Deny , explain reason(s): _____	

Date Historical Grade changed in PowerSchool:

Registrar Signature:

Guidelines for Starting a New Student Club or Activity

Employees who wish to sponsor or participate in student clubs, organizations, or extracurricular activities must follow established procedures to ensure compliance with district expectations, board policies, and contractual obligations.

All staff involvement in student activities must align with the following:

Reference Documents:

- **Student Activities Handbook** – Procedures, forms, and responsibilities for student organizations [Student Activity Manual 25-26 \(1\).pdf](#)
- **District Policy 6:190** – *Extracurricular and Co-Curricular Activities*
- **District Policy 5:120** – *Employee Ethics; Conduct; and Conflict of Interest*
- **Collective Bargaining Agreement (CBA 2024–2028), Article XX** – *Club and Extracurricular Assignments*

Key Guidelines:

- Employee sponsors must provide supervision and attend all official meetings and events.
- Club proposals must be submitted using the official form found in the *Student Activities Handbook*.
- Building administrators will review proposals before final approval.
- All activities must follow district protocols for budgeting, fundraising, and student participation.
- Stipend eligibility is subject to Board approval and must follow the guidelines outlined in CBA Article XX. Late-start or partial assignments may be prorated.

Next Steps:

Before launching or supporting a student activity:

- Consult with your building administrator or student activities coordinator.
- Review the Student Activities Handbook, Employee Handbook, and CBA for detailed guidance.
- Contact Human Resources for additional clarification or support.

Hall Passes

Hall Pass Use

To maintain a safe, orderly, and accountable school environment, all teachers are expected to adhere to the following guidelines regarding hall pass usage:

1. **Authorization:** Students may only leave the classroom during instructional time with a valid hall pass issued by the teacher. Passes should be granted only for legitimate reasons such as using the restroom, visiting the nurse, or attending a scheduled appointment (e.g., guidance counselor, administrator).
2. **Pass Format:** Only school-approved hall passes should be used. These must be clearly labeled with the student's name, date, time, destination, and the teacher's signature or initials.
3. **One-at-a-Time:** Teachers should allow only one student out of the classroom at a time to minimize disruption and ensure safety.
4. **Time Limits:** Passes should be issued with reasonable time limits. Teachers should monitor the return time of students and follow up if students are gone longer than expected.
5. **Restricted Times:** Hall passes should generally not be issued during the first or last ten minutes of class, during school-wide testing, or during other critical instructional periods unless it is an emergency.
6. **Accountability:** Teachers should keep a simple log of all hall pass use, including time out, destination, and time returned. This promotes accountability and supports school-wide tracking if needed.

By consistently applying these guidelines, teachers help support student safety, reduce unnecessary classroom disruptions, and reinforce expectations for responsible behavior.

Homebound Blank Forms

Proviso Township High Schools District 209

Special Education Department

Application for Home and Hospital Instruction

Today's Date _____

Parent/Guardian must complete this application (please print)

My child is unable to go school due to a medical condition and I am requesting:

Home Instruction ☐

Hospital Instruction ☐

Student's Name _____ ID # _____ DOB _____

Parent/Guardian(s) Name _____

Address _____ Home Phone _____
_____ Work Phone _____
_____ Cell Phone _____

Student's Counselor _____

I understand that home instruction will not be provided unless my child is out sick for more than ten (10) school days and a doctor's note with a medical diagnosis and the length of time of which my child will be out of school is in my child's file. I understand that the note has to have the date of when my child will start home instruction and approximately the time they will be able to return to school; the note must be on doctor's letterhead or have a stamp with the doctor's full name and phone number. I am also aware that an adult (21 years or older) must be present during the entire time of the tutor's instruction.

Signature of Parent or Guardian

Date

**Proviso Township High Schools
District 209**

Homebound Tutoring Program

Medical Doctor Release Form

It is important that District 209 be officially inform of **any legal medical reasons** which necessitate a student/patient being excused from regular school attendance for any period of time exceeding 10 concurrent school days.

In case of teen pregnancy, this includes any time excused prior to delivery and/or a period from delivery through postpartum [six (6) weeks for normal delivery and eight (8) weeks for cesarean delivery].

Name of student: _____

Student ID#: _____ DOB: ____/____/____

Legal Medical Reason: _____

Dates to excuse the student: From ____/____/____ To ____/____/____

For Pregnancies only

Estimated date of delivery: ____/____/____

By signing below I attest that I have received and read the above procedures of District 209 related to homebound instruction and recommend excusing the student, my patient, from regular attendance in school for the legal medical reason(s) indicated above.

Doctor's Signature

Print Doctor's Name

Doctor's Phone Number

Date: ____/____/____

Address

Any student desiring homebound tutorial services **must return this form**, complete with medical reason indicated, and signed and dated by doctor.

Questions? Contact the school nurse at 708-338-4180 or fax information to 708-338-4199.

Identification Cards (IDs)

- The district will provide a staff ID card for building access across the district.
- For identification purposes, all staff shall display their ID at all times from entry to exit on campus.
- Staff IDs allow for utilization of copy machines and the elevators at PMSA.
- If their staff ID is not working properly or lost, they shall immediately notify their direct supervisor.
- If their staff ID is lost or stolen, they shall immediately notify their direct supervisor. Upon notification of the lost or stolen ID, it will be immediately deactivated, and staff will be issued a new staff ID.

Instructional Framework

The district's instructional framework guides planning, delivery, and assessment aligns with Board Policy 6:40 (Curriculum Development) and 6:120 (Education of Children with Disabilities). Proviso Township High School's Instructional Framework is found in the district's website: <https://www.pths209.org/Page/4487>

Proviso Township High Schools' instructional framework is rooted in research-based practices that support equitable, rigorous, and responsive teaching. At its core is the Gradual Release of Responsibility model, which moves instruction through four phases: focused instruction (“I do”), guided instruction (“We do”), collaborative learning (“You do it together”), and independent learning (“You do it alone”). Teachers are expected to plan and deliver lessons aligned to identified priority standards, using backward design to clarify big ideas, develop assessments, and build meaningful learning experiences.

The framework emphasizes personalization through flexible pacing, equitable access to learning, and standards-referenced grading. Instruction is informed by a variety of assessment tools—including formative, common, interim, and summative assessments—to guide decision-making and support student progress. Teachers are encouraged to foster strong relationships, understand and address the impacts of trauma, and create supportive environments that enhance student agency, critical thinking, and academic achievement.

Professional Learning Communities (PLCs) support implementation through collaborative data analysis, shared learning goals, and continuous instructional improvement.

Procedures:

1. Use the Gradual Release of Responsibility (GRR).
2. Develop daily learning targets aligned to Illinois Learning Standards.
3. Incorporate checks for understanding and engagement strategies.
4. Reflect on instructional impact and adjust accordingly.
5. Participate in professional development on effective pedagogy.

Jury Duty

Proviso Township High Schools District 209 supports employees in fulfilling their civic duties. If you are called to serve on a jury, we recognize the importance of this responsibility and will ensure you are supported throughout your service.

Notifying the District

If you receive a jury duty summons:

- Notify your immediate supervisor as soon as possible.
- Submit a copy of the official jury summons to your supervisor or Human Resources.
- After jury service, provide official documentation of attendance from the court.

Failure to submit the required documentation may result in the use of your accrued leave time.

Pay and Leave During Jury Service

Your eligibility for paid leave during jury duty depends on your employee group, as outlined below:

Certified Staff (PTU Local 571)

While the current PTU contract (2024–2028) does not specifically address jury duty, Illinois law ensures your rights:

- You will receive your regular pay during jury service.
- No deduction will be made from your accrued leave.
- You may retain jury duty compensation unless otherwise required by law or District policy.

Support Staff (Proviso Support Staff Council – WSTU Local 571)

Under Article IV of the 2024–2027 agreement:

- You will receive your full regular pay while serving on jury duty.
- No leave time will be deducted, provided you give reasonable notice and submit proof of service.

Custodial and Maintenance Staff (SEIU Local 73)

Per Article XIV, Section 14.1 of the 2021–2025 agreement:

- You will be excused from work and receive your regular pay for each day you are required to report or serve.
- You are required to submit any jury duty compensation received from the court to the District, excluding mileage or meal allowances.

Continuation of Benefits

All employees will continue to receive their full benefits (e.g., health insurance, retirement contributions) during approved jury duty leave, regardless of bargaining unit.

Keys and Doors

- The district will provide staff with the keys they need to do their job; e.g., teachers – classrooms, PE – gym areas and locker rooms, Art – classroom and storage, Autos – shop, etc.
- The building principal or designee will notify maintenance of what keys are needed for their staff.
- If teachers need keys not originally provided, such as an elevator key at East or West, they must request that from their direct supervisor and the building principal or designee will notify maintenance that they have approved the request.
- Staff are prohibited from making copies of any keys provided by the district for any reason.
- Staff are prohibited from installing any additional locks in their assigned areas such as file cabinets, desks, a safe, etc.
- If their keys are lost or stolen, staff must immediately report that to their direct supervisor.
- A police report is also required if keys are stolen.
- Keys must be turned in at the end of every school year.
- If staff need to keep their keys, their direct supervisor must sign off on that.
- Keys are not to be given to students for any reason.
- Doors shall not be left unlocked when not in use.
- Doors shall not be propped open with door stoppers or other wedges without staff supervision of the area. No exceptions.

Lesson Plans

Board Policy 6:40 (Curriculum Development) supports instructional planning aligned with standards and pacing guides. The CBA allows for administrator review of plans upon request.

Procedures:

1. Create weekly lesson plans including objectives, materials, and activities.
2. Align plans with district curriculum and student needs.
3. Submit plans if requested by an administrator.
4. Store plans in an accessible location (digital or binder).
5. Revise plans based on assessment data or student feedback.

Liability

As an employee of the District, you are generally protected when performing your duties in good faith, however, this protection does not extend to criminal behavior, fraud, intentional or reckless misconduct, or any actions taken beyond the authority you have been granted.

All employees must uphold the highest ethical standards. You may not use your position for personal financial gain, accept gifts or favors from vendors, or participate in District business in which you have a financial interest. Those in supervisory or purchasing roles are required to file an annual Statement of Economic Interests. Political activities on District time or using District resources are strictly prohibited.

Every staff member is a mandatory reporter of suspected child abuse or neglect. If you have reason to believe a student is being harmed, you must immediately contact the Illinois Department of Children and Family Services. Failing to report suspected abuse can result in both disciplinary action up to termination and potential criminal charges under state law. Likewise, any breach of professional boundaries—such as inappropriate contact or communication with students—will lead to severe disciplinary and legal consequences.

You may remain personally responsible for losses caused by your own negligence or misconduct. This includes damage to District property through careless acts, theft not covered by insurance, or violations of the District's drug- and alcohol-free workplace policy. A conviction for a job-related drug offense may result in disciplinary action, up to and including termination, and could require the District to report the offense to state or federal grant authorities if applicable.

Employees are responsible for understanding both the protections provided and the personal liabilities you assume as an employee of the District. Adhering to these guidelines helps safeguard you, our students, and the District as a whole.

Mandated State Activities

What is Mandatory Compliance Training?

All PTHS 209 employees must complete annual compliance training to meet state and federal regulations. These trainings promote a safe and healthy work environment and include:

- Sexual Harassment
- Blood-borne Pathogens
- Mental Health Awareness
- Dignity for All Students & Code of Conduct
- Student Data Privacy
- Child Abuse Reporting

How Training Is Completed

- Training is provided via the Global Compliance Network (GCN) platform.
- Can be done online from any computer with internet, speakers, and Adobe Flash.
- Tutorials vary in length from 5 to 30 minutes.
- Employees may complete them in one or multiple sessions.

How to Log In to GCN

1. Visit <http://site.gcctraining.com/>
2. Click "LOGIN"
3. Enter PTHS 209 organization code: _____
4.
 - a. New users: click the orange button, follow prompts, and select job title/department
 - b. Returning users: enter your User ID
5. Select and complete the required tutorials from the drop-down menu.

Need Help?

Contact the Office of Human Resources with any questions or issues related to compliance training.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a proactive, data-driven framework designed to help all students succeed academically, behaviorally, socially, and emotionally. It provides high school educators with a structured way to identify student needs early, provide targeted support, and monitor progress.

At its core, MTSS is built around three tiers of support:

- Tier 1: Universal Supports – High-quality, evidence-based instruction and practices delivered to all students. This includes strong classroom management, clear expectations, and differentiated instruction to meet diverse learning needs.
- Tier 2: Targeted Supports – For students who need more help, small group interventions are provided. These supports are focused, short-term, and address specific areas like reading comprehension, math skills, or executive functioning.
- Tier 3: Intensive Supports – These are individualized interventions for students with significant needs. Supports may include one-on-one instruction, behavior plans, or referrals to specialized services.

MTSS **emphasizes collaboration among educators, ongoing assessment, and data-informed decision-making.** It also integrates academic and behavioral supports (such as PBIS) into a cohesive system.

MTSS means:

- Using data to inform instruction and identify students needing additional support.
- Collaborating with counselors, specialists, and other staff to plan and implement interventions.
- Creating an inclusive classroom where all students can access learning.

MTSS is not a program—it is a mindset and approach that ensures every student gets what they need to succeed.

Open House and Parent/Teacher Conferences

These events foster family engagement and transparency. Board Policy 8:95 (Parental Involvement) encourages staff to facilitate open communication with families. The CBA includes provisions for participation in scheduled conferences.

Procedures:

1. Attend all required conference events unless excused by administration.
2. Prepare to discuss your relevant course syllabi and any relevant student work.
3. Create a welcoming and informative environment.
4. Document parent attendance and follow-up actions.
5. Provide language accommodations if required.

Organizational Structure

Personal Leave and Sick Leave

Under Board Policy 5:250, employees earn paid sick leave for absences due to personal illness, injury, or medical appointments. In addition, you may use up to 30 work days of paid sick leave for nonmedical necessity reasons related to the birth of a child within 12 months of the birth. These days may be taken at any time during that period, and weekends, holidays, and school breaks do not count toward the 30 days. You may also use up to 30 work days of sick leave for adoption or foster care purposes—such as attending placement proceedings or caring for the child once placed—and the District may require documentation that the adoption or foster care process is underway. Any sick leave beyond these special uses (or general extended illness) is governed by your collective bargaining agreement or individual employment contract, which may include requirements for medical certification.

Personal leave is available for personal business matters—such as family obligations, legal appointments, or other urgent needs—and is listed alongside sick leave as an approved leave type in Board Policy 5:250. Specific details on how many personal days you receive each year, how they accrue, advance notice requirements, and blackout dates are determined by your collective bargaining agreement or individual employment contract.

All leave must be used for its intended purpose. Misuse of sick or personal leave—for example, taking leave under false pretenses or for unapproved reasons—may result in disciplinary action. For full information on accrual rates, eligibility, notice procedures, and any required documentation, please consult your collective bargaining agreement or contact Human Resources.

Sick Leave

Teachers (PTU Local 571, AFT)

Absence Due to Illness:

A teacher who is absent from duty because of death in the immediate family or because of personal illness or serious illness in the immediate family shall receive full salary in accordance with the plan for sick leave or bereavement leave, details of which are as follows:

- 1. Definition of Sick Leave**

The definition of sick leave shall be interpreted to mean personal illness, serious illness in the immediate family or household, or death in the immediate family or household.

- The immediate family, for purposes of this Agreement, shall be defined as parents, spouse, children, adopted children, foster children, brothers, sisters, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law and legal guardians.
- Where sick leave is taken for a serious illness in the immediate family or household, the teacher must utilize the period of such sick leave for the purpose of assisting the individual whose illness has caused the leave to be taken.

2. Physician's Certificate

The Board may require a physician's certificate as a basis for pay during leave after an absence of three (3) consecutive working days for personal illness, or as it may deem necessary in other cases.

3. Amount of Leave

Teachers shall be granted sick leave in the amount of fourteen (14) days at full pay in each school term or seven (7) days in a semester for any teacher who is hired to commence teaching during the second semester of a school term.

- Teachers who are hired to commence teaching during the second semester of a school term shall receive half (1/2) of the allotted amount above.

4. Accumulation

If any such teacher does not use the full amount of annual sick leave thus allowed, the unused amount shall accumulate to an unlimited number of school days at full pay.

5. Establishment of Record

The cumulative record for the presently employed teachers shall be established as of their initial date of employment.

6. Experience Credit

Teachers who receive a leave of absence on account of illness shall not receive teaching experience credit for the duration of the leave but shall retain their place on the salary schedule.

7. Bereavement Leave

A teacher shall be entitled to a three (3) day paid leave for a death in the immediate family of the teacher or the teacher's household. Such leave shall not be considered as part of sick leave.

- The immediate family, for purposes of this Agreement, shall be defined as parents, spouse, children, brothers, sisters, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law (the foregoing includes those designated as “step-”) legal guardians and other members of the teacher’s household.
- If there is reason to believe that there may have been a misuse of this leave, the teacher may be asked to submit proof of death and relationship to the Human Resources Department.

Support Staff (West Suburban Teachers Union Local 571, IFT AFT)

Sick Leave

Each employee eligible to participate in the Illinois Municipal Retirement Fund shall be entitled to use sick leave without loss of pay. Twelve (12) month bargaining unit employees shall receive twelve (12) sick leave days each year. All other employees shall receive ten (10) sick leave days a year except those employees who work less than ten (10) months per year shall receive a prorated number of sick days. Sick leave not used in the year of service for which it was granted shall accumulate without limitation. Employees who begin employment after the beginning of the school year shall be credited with prorated sick leave based upon one (1) sick day leave for each month or fraction of a month between the date of employment and the end of their employment year. Employees shall be notified on each pay period of their current number of sick, vacation and personal days available.

Definition of Sick Leave

Sick leave shall mean absence from work caused by the employee's illness or death of a member of the immediate family (as defined below). The definition of sick leave shall mean personal illness or serious illness in the immediate family (as defined below) or a death in the employee's household or death in the immediate family (as defined below).

- Immediate family or household includes spouse, children, adopted/foster children, parents, siblings, mothers and fathers-in-law, brothers and sisters-in-law, grandparents, grandchildren and legal guardians.

Physician’s Statement

The Board may require a physician's statement, or if treatment is by prayer or spiritual means, that of a spiritual advisor or practitioner of such person's faith, before compensation of sick days will be made for absences of four (4) consecutive days or more.

Custodial & Maintenance Staff (SEIU Local 73, CTW)

Sick Leave

Sick Leave, usage of Sick Leave and the definition of immediate family for determining usage of Sick Leave shall mean absence from work as detailed in Section 105 ILCS 5/24-6 of the Illinois School Code. Use of Sick Leave will be limited to the number of days accrued pursuant to Sick Leave Accrual below. In the absence of a compelling emergency or legitimate use, Sick Leave cannot be taken the day immediately before or the day immediately after holidays or vacation day(s). If Sick Leave is used the day immediately before or immediately after a holiday without proof of a compelling emergency or legitimate use, the employee shall be docked for the Sick Leave used and the holiday pay. If Sick Leave is used the day immediately before or immediately after a vacation day without proof of a compelling emergency or legitimate use, the employee shall be docked for the Sick Leave used and the corresponding number of vacation day(s).

Physician's Certification of Illness

The Board of Education may require a physician's certificate as a basis for pay during leave after an absence of three (3) or more consecutive working days or based upon a reasonable suspicion of misuse due to a pattern of abuse.

Computation of Sick Leave Use

Sick leave and personal days shall be figured on an hourly rather than a daily basis. Employees will be charged only for hours used for these purposes.

Sick Leave Accrual

Employees shall accrue twelve (12) sick days per fiscal year. If an employee does not use the annual sick leave allowed, the unused amount shall accumulate to an unlimited reserve.

First Year Accrual Proration

Newly hired fulltime custodial employees shall be given sick leave credit of five sixths (5/6) day per month, up to ten (10) days, for the first year of employment.

Personal Leave

Teachers (PTU Local 571, AFT)

1. Teachers shall be entitled to three (3) days per year for personal business, religious holidays or unforeseen emergencies, which cannot be attended to before or after school hours, or on Saturdays, Sundays or holidays. Notice of such absence, within reason, shall be given, when possible, at least one (1) day in advance. In the absence of compelling emergency, such personal leave days cannot be taken

before or after holidays or vacations except for the purpose of religious holidays. Unused personal leave days shall be added to the teacher's accumulated sick leave under this Agreement.

2. An application form for personal business leave will be used.

Support Staff (West Suburban Teachers Union Local 571, IFT AFT)

Personal Business / Emergency

Employees shall receive two (2) personal business/emergency days a year. Application shall be made as soon as possible in the event an emergency occurs that does not afford a one (1) day notice. In the absence of compelling emergency, such personal leave days cannot be taken before or after holidays or vacations.

Unused Personal Business Days

Unused personal business days shall be accumulated as sick days.

Custodial & Maintenance Staff (SEIU Local 73, CTW)

Procedure and Use of Personal Days

Notice of such absence shall be given, when possible, at least forty-eight (48) hours in advance. Personal days may be used in half day/four (4) hour increments. In the absence of compelling emergency, such personal leave days cannot be taken before or after holidays or vacations. If any personal leave is used the day immediately before or immediately after a holiday without written permission from the Superintendent or designee and/or without proof of a compelling emergency or legitimate reason, the employee shall be docked his/her pay for the day used. Unused personal leave days shall be added to the employee's accumulated sick leave under this Agreement. If the District suspects misuse of such days, it may request verification of the absence and use of time; if the use is determined to be inappropriate, the District may dock the employee's pay for the day used.

Request Form for Personal Days

An application for personal business leave will be used. The personal business leave form should be submitted at least forty-eight (48) hours in advance of the scheduled day, if possible, to the Superintendent or his/her designee. However, within reason, a request made less than forty-eight (48) hours in advance will be considered and shall not be unreasonably denied.

Personal Technology and Social Media

This aligns with the District's Board of Education policies, including Policy 5:125 — Personal Technology and social media; Usage and Conduct, and complements the District's Acceptable Use Policy.

Purpose:

This outlines the appropriate use of personal technology and social media by District employees, board members, and volunteers. It emphasizes professional conduct, confidentiality, appropriate communication methods, and maintaining clear boundaries with students. Personal use is permitted only during non-work times and must not disrupt school operations.

Definitions:

- **Social Media:** Platforms such as Facebook, Instagram, TikTok, X (Twitter), Snapchat, Discord, YouTube, and similar, used for sharing content and communication.
- **Personal Technology:** Devices not owned or authorized by the District that transmit, record, or access information (e.g., smartphones, tablets, laptops, smartwatches).

User Responsibilities:

- **Professional Conduct:** All employees, board members, and volunteers must follow District policies and the Illinois Code of Educator Ethics when using personal technology or social media. Inappropriate or private information accessible to students or staff must not be posted.
- **Communication:** Use District-approved methods for communicating with students and parents/guardians. Personal devices or social media may only be used for official communications if authorized.
- **Work Environment:** Personal technology and social media use must not interfere with job duties, disrupt the educational environment, or hinder school services.
- **Reporting:** Report inappropriate student contact or suspected abuse discovered through personal technology or social media to supervisors promptly.
- **Confidentiality:** Do not disclose confidential student or personnel information without proper approval.
- **Intellectual Property:** Unauthorized use of District logos or copyrighted materials is prohibited.
- **Personal Use:** Personal use of technology and social media is allowed only during non-work times and when it does not disrupt school operations.

- **Risk Acknowledgment:** The District does not monitor or filter personal technology or social media use. Users assume all risks related to their use.
- **Boundaries:** Do not “friend” students or engage in personal, non-school-related communication with students via personal technology or social media.

Professional Behavior

Aligned with the Illinois Code of Ethics for Educators and State Law

All District 209 employees are expected to model the highest standards of professional behavior in all interactions with students, families, colleagues, and the broader school community. This includes maintaining integrity, fairness, respect, and clear boundaries at all times.

District policy aligns with the Code of Ethics for Illinois Educators (23 Ill. Admin. Code Part 22) and incorporates all relevant legal mandates, including the Abused and Neglected Child Reporting Act, Title IX, and statutes regarding grooming, sexual misconduct, and employee-student boundaries. 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest. [Policy-5120 \(4\).pdf](#)

Standards of Professional Conduct

Employees must:

- Demonstrate professional integrity and maintain appropriate relationships with students and others.
- Use only school-approved communication tools with students (e.g., Schoology, Microsoft Teams, district email).
- Avoid any personal, unapproved contact with students outside their professional role.
- Not transport students in personal vehicles without prior written approval.
- Refrain from taking or storing student photos on personal devices (delete after official use).
- Avoid any situation—on or off campus—that may create the appearance of an inappropriate relationship.

Grooming, Boundary Violations, and Sexual Misconduct

Employees must not engage in grooming or sexually inappropriate conduct. Prohibited behaviors include but are not limited to:

- Romantic invitations, dating, or sexualized dialogue
- Inappropriate self-disclosure or exposure
- Possessing or sharing student images inappropriately
- Contacting students privately through personal email, social media, or messaging apps

Defined by 105 ILCS 5/22-85.5 and 720 ILCS 5/11-25 (Grooming Law) See Board Policy 4:165 – Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Mandatory Reporting Responsibilities

Employees are mandated reporters and must report suspected:

- Child abuse or neglect
- Grooming behavior
- Sexual misconduct
- Violations of student safety or employee-student boundaries

Reports must be made in compliance with:

- 5:90 – Abused and Neglected Child Reporting
- 2:265 – Title IX Sexual Harassment Grievance Procedure
- 2:260 – Uniform Grievance Procedure

Ethics, Conflicts of Interest, and Outside Employment

Employees must avoid real or perceived conflicts of interest, including:

- Participating in contracts where they or a close relative has a financial stake
- Accepting gifts from vendors or institutions of higher education (especially for school counselors)
- Using their position for personal financial gain

See Board Policy 2:105 – *Ethics and Gift Ban*

See Board Policy 5:100 – *Staff Development Program*

Training Requirements

All employees are required to complete annual training on:

- Mandated reporting laws
- Ethics and professional conduct
- Sexual misconduct prevention
- Grooming behavior and boundary violations
- Title IX and discrimination procedures

Required by [5 ILCS 430/], [325 ILCS 5/], and District Board Policy

Consequences for Violations

Violations of this policy or failure to report may result in:

- Disciplinary action, up to and including dismissal

- Reporting to the Illinois State Board of Education (ISBE) for license review
- Legal action or civil penalties depending on the severity of the offense

See Board Policies:

- 5:200 – Terms and Conditions of Employment and Dismissal
- 5:290 – Employment Termination and Suspensions
- 7:20 – Harassment of Students Prohibited

Related Legal References

- Code of Ethics for Illinois Educators – [Illinois Educator Code of Ethics](#)
- Abused and Neglected Child Reporting Act – [325 ILCS 5/11](#)
- Sexual Misconduct & Grooming – [105 ILCS 5/22-85.5](#)
- Title IX – [Title IX and Sex Discrimination | U.S. Department of Education](#)

Progress Reports and Report Cards

Board Policy 6:280 (Grading and Promotion) requires consistent communication of student progress. Quarterly progress reports and/or semester report cards are emailed to students and parents/guardians by district office. Deadlines/timelines for grade reporting are found within the Assessment Calendar.

Procedures:

1. Enter grades by the published deadline for each reporting period per the Assessment Calendar.
2. Use district grading scales and rubrics as referenced in the Gradebook section.
3. Provide narrative comments when necessary.
4. Notify families of concerns prior to report card release.

Recommendation for Alternative School Placement

Procedures and Required Documentation for Expulsion and Alternative School Placement Packets

Alternative School Placement Packets

Follow these procedures when recommending placement in the DREAM, PEACE or Seniors Plus Programs. Alternative school placement packets must include all of the documents shown below, in the order listed. The indicator at the end of each line shows which documents are required for PEACE or Seniors Plus packets. All documents should be printed single-sided. The packet should come from a building principal or assistant principal.

1. Recommendation for Alternative School Placement (with Principal signature; note if this is a placement pending

Board action for expulsion and indicate the first day following the suspension in the “Start Date” and “Pending BOE” for the “End Date”) **[DREAM, PEACE & Seniors Plus]**

2. Discipline Recommendation Rationale (signed by Principal; note if this is placement pending Board action for expulsion) **[PEACE]**

3. Discipline Incident Report (detailing what happened, including statements from involved parties and witnesses) **[PEACE]**

4. Special Education Discipline Checklist (signed by Dean and Principal) **[DREAM, PEACE & Seniors Plus]**

5. Student Profile Form (Once received and approved, the Director of Student and Family Services will sign the form showing district approval for placement) **[DREAM, PEACE & Seniors Plus]**

6. Student Discipline Summary **[PEACE]**

7. Screenshot from the “View Student Info” screen in PowerSchool **[DREAM, PEACE & Seniors Plus]**

8. Screenshot from the “Schedule List View” screen in PowerSchool **[PEACE]**

9. Unofficial Transcript **[DREAM, PEACE & Seniors Plus]**

10. Screenshot from the “Quick Lookup” screen in PowerSchool **[PEACE]**

11. Screenshot from the “Attendance” screen in PowerSchool (Adjust screen so information is not cut off) **[PEACE]**

12. Screenshot from the “Log Entries” screen in PowerSchool **[PEACE]**

13. Copy of student’s record from “Incident Management” **[PEACE]**

14. Counselor's Evaluation (Typed and answered in complete sentences. Check grammar and spelling) **[PEACE]**

15. Teacher's Evaluations (One from each current teacher. Typed and answered in complete sentences. Check grammar and spelling) **[PEACE]**

16. Student Intervention Record form **[PEACE]**

17. Notice to Athletic Director of Proposed ALOP Placement (Signed by Athletic Director. Does not indicate a determination of eligibility for participation in interscholastic athletics) **[DREAM, PEACE & Seniors Plus]**

Once placements in the DREAM, PEACE or Seniors Plus Programs are approved by the Deputy Superintendent, a copy of the appropriate **ALOP Parent Notification** letter will be sent to the parent by the Director of MTSS, and a conference with the student and parents scheduled, in coordination with the supervisor of the program (DREAM – Karina Carbajol; PEACE & Seniors Plus – Pedro Peralta). Student Success Plans for these programs will be completed during intake by the Proviso ALOP staff in collaboration with the student, parents and staff from the student's school.

Once a student and his/her parents accept placement in the program, the Director of MTSS will notify school staff and request that the student's information in PowerSchool be updated.

Recommendation for Evening School Placement

Procedures and Required Documentation for Evening School Placement Packets

The following criteria must be met to be considered for the Proviso Evening School Program:

- Student must be a third-year student.
- Student is 5 or more credits deficient
- Student has an attendance rate of at least 65%-75%.

Follow these procedures when recommending placement in the Proviso Evening School Programs. Proviso Evening School placement packets must include all the documents listed below, in the order shown. The indicator at the end of each line shows which documents are required for PEACE or Seniors Plus packets. All documents should be printed single-sided. The packet should come from a building principal or assistant principal.

1. Recommendation for Alternative School Placement (with Principal signature; indicate the first day following the suspension in the “Start Date” and “Pending BOE” for the “End Date”)
2. Special Education Discipline Checklist (signed by Dean and Principal)
3. Student Profile Form (Once received and approved, the Director of MTSS will sign the form showing district approval for placement)
4. Unofficial Transcript
5. Screenshot from the “Attendance” screen in PowerSchool (Adjust screen so information is not cut off)
6. Notice to Athletic Director of Proposed ALOP Placement

Once the Deputy Superintendent approves placements in the Evening School Program, a copy of the appropriate Evening School letter will be sent to the parent by the Director of MTSS, and a conference will

be scheduled with the student and parents, in coordination with the Coordinator of the Evening School Program. Student Success Plans for these programs will be completed during intake by the Proviso ALOP staff, in collaboration with the student, parents, and staff from the student’s school.

Once a student and his/her parents accept placement in the program, the Director of MTSS will notify the school staff and request that the student’s information in PowerSchool be updated.

Recording Student Attendance

Accurate attendance is essential for safety and state reporting. Board Policy 7:70 (Attendance and Truancy) governs daily record-keeping particularly to track chronically absent and truant students. Thought attendance should be taken promptly during each period, teachers have up to four (4) days to correct attendance in PowerSchool. In the event a teacher is absent, substitute teachers will have access to enter attendance through a PowerSchool Substitute Portal seen on the Daily Bulletin on the home screen of PowerSchool.

Procedures:

1. Take attendance at the start of every class period and submit within PowerSchool.
2. Mark absences/tardies in the SIS promptly.
3. Report discrepancies to the attendance office.
4. Follow up with students who have chronic absences.
5. Submit attendance corrections through official forms.

Release Periods (Non-teaching periods)

Each full-time teacher is entitled to one planning period, one duty-free lunch equal in length to a class period, and one administration-directed Academic Support Period. The Academic Support Period may be used for student support, professional learning, team collaboration, curriculum work, IB tasks, admissions, EL or Special Education case management, and staff meetings. Any additional teaching assignment beyond the standard schedule is voluntary and compensated. If a teacher agrees to a sixth teaching assignment, it replaces their planning period. Article IV.E.2.a of the CBA governs use of planning and Academic Support Period.

Remote Learning/e-Learning

Aligned with Public Act 101-0012 [105 ILCS 5/ School Code](#) and ISBE Guidelines

In accordance with Public Act 101-0012, Proviso Township High Schools District 209 has adopted an approved e-Learning Plan to ensure continuity of learning during emergency closures such as inclement weather or other unforeseen circumstances. Under this plan, e-Learning days are considered official instructional days and meet the requirements set forth by the Illinois State Board of Education (ISBE).

On days when the district shifts to e-Learning, students are expected to participate remotely in learning activities that reflect daily instructional goals and standards. Teachers and staff are responsible for maintaining student engagement and instructional quality in alignment with state and district expectations.

Teacher Expectations on e-Learning Days

Staff must adhere to the following guidelines when working remotely:

- Deliver virtual instruction and assignments using the district-approved Learning Management System (LMS), Schoology.
- Take student attendance and monitor engagement throughout the instructional day.
- Be available during contracted hours via Microsoft Teams, RingCentral, or other approved platforms to support student learning and communicate with families.
- Immediately notify your supervisor if unable to work remotely due to technology or connectivity issues.
- Ensure remote learning activities are standards-aligned, accessible, and provide opportunities for meaningful student interaction and feedback.

Refer to:

Board Policy 6:185 – [Remote Educational Program Policy](#)

District e-Learning Plan Overview [District e-Learning Plan Overview](#)

Board Policy 5:200 – Terms and Conditions of Employment and Dismissal

ISBE e-Learning Guidance – Public Act 101-0012

For more information about remote learning procedures, refer to:

- Board Policy 6:40 – Curriculum Development
- Board Policy 6:235 – Access to Electronic Networks

Staff Communication

Social Media Use Guidelines

Purpose

Social media is a powerful communication tool that, when used responsibly, can enhance community engagement and promote the mission and vision of Proviso Township High Schools District 209. This section provides clear expectations for staff on appropriate social media use in alignment with District Policy 8:10, Public Relations.

General Expectations

Representing the District

- Only the Superintendent, Communications Director, or their designees are authorized to make official public statements on behalf of the District.
- All public-facing communication, including social media posts, must support the District's mission to foster community understanding, trust, and goodwill.
- Staff may not use their personal social media accounts to represent or speak on behalf of District 209. Staff may, however, express personal opinions about the District on their own social media platforms, so long as it is done at their own discretion and clearly communicated that these views are personal and not representative of the District's official position.

Professional Conduct on Social Media

- Personal social media activity must:
 - Not disrupt the educational process.
 - Not disclose confidential student or employee information.
 - Not include discriminatory, harassing, defamatory, or vulgar content.
 - Not undermine the reputation or public trust of District 209.
- Staff should maintain a clear boundary between personal and professional social media use.
- Staff are discouraged from “friending” or “following” current students on personal social media accounts. Professional relationships should be maintained through District-approved platforms only.

Social Media Content Guidelines

Do

Share District events, programs, and student achievements using approved District social media accounts.

Maintain privacy settings on personal accounts to control public access.

Direct media inquiries to the Superintendent or Communications department.

Do Not

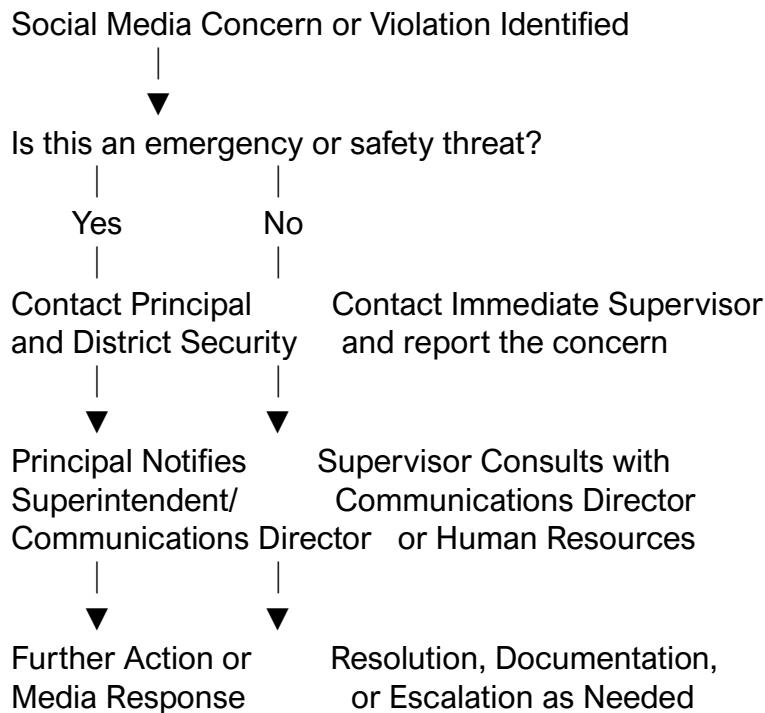
Post student photos or videos on personal accounts without written parental consent.

Engage in political campaigning using District resources or social media accounts.

Use the District name, logo, or facilities for personal gain or endorsements.

Chain of Communication and Reporting for Social Media Issues

If you encounter or are involved in a potential social media issue, follow this reporting flow chart:



Official District Social Media Use

- The Communications Department will oversee:
 - The creation and management of official District and school social media accounts.

- Regular posting of news, events, and achievements that promote District 209's image.
- Coordination with the Superintendent for media statements and press releases.
- Staff are encouraged to contribute content (e.g., photos of classroom projects or student recognitions) by submitting them to the Communications Department via designated channels.

Additional Reminders

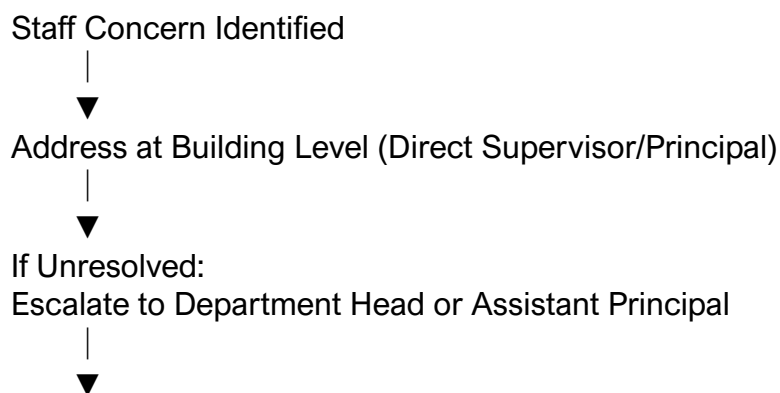
- **Media Inquiries:** Refer all inquiries to the Superintendent or Director of Public & Community Relations
- **Response Time:** Staff should respond to internal District communications within 24 hours. Social media inquiries directed at staff accounts should be acknowledged promptly but forwarded to the appropriate official channels.
- **Privacy & Security:** Never share passwords or access credentials for District social media accounts.

Internal Communication Protocols

Professional Communication Expectations

- Staff are expected to maintain professional, respectful, and timely communication in all interactions with colleagues, students, parents/guardians, and the community.
- Internal emails, voicemails, and messages should be responded to within 24 business hours.
- Staff must follow the chain of command when raising concerns or seeking resolution to issues (See flow chart below).

Chain of Command Flow Chart



If Unresolved:
Escalate to Building Principal



If Unresolved:
Escalate to Central Office (Superintendent or Designee)

Staff should attempt to resolve issues at the lowest level possible before moving up the chain.

Use of District Email and Communication Tools

- District-provided email accounts must be used for all school-related communication.
- Staff must not use personal email accounts for District business.
- Email correspondence must:
 - Protect student and staff confidentiality.
 - Use professional language and avoid slang or emojis.
 - Never include student personal information in group emails unless using the BCC (blind carbon copy) function.

Voicemail and Phone Etiquette

- Voicemail greetings must be professional and updated regularly.
- Voicemails should be returned within 24 business hours.
- Use of school phones must comply with District policies and should not be used for excessive personal calls.

Parent/Guardian Communication Expectations:

- Document all significant parent/guardian contacts regarding student progress, discipline, attendance, or well-being.
- Communicate regularly and proactively regarding student performance and classroom activities.
- Use District-provided communication tools (e.g., school email, Remind, Google Classroom).
- Secure an interpreter for non-English-speaking families when needed.
- Avoid text messaging or social media direct messaging with students and parents using personal devices.

Parent Communication Log Template

Date	Student Name	Parent/Guardian Contacted	Method (Phone, Email, In-Person)	Reason for Contact	Outcome/Next Steps
MM/DD/YYYY	John Smith	Mrs. Smith	Phone	Missing assignments	Parent will follow up with John
MM/DD/YYYY	Jane Doe	Mr. Doe	Email	Positive academic performance	Parent appreciated the update
MM/DD/YYYY	Sam Brown	Mrs. Brown	In-Person	Behavioral concern	Parent agreed to support plan

Maintain communication logs in a secure location in accordance with FERPA guidelines.

Newsletter and Flyer Distribution

- All newsletters and flyers sent to families must be reviewed and approved by the Building Principal or Director of Public & Community Relations.
- Flyers must clearly display the school or district name and date of distribution.
- Content must align with District goals and comply with policy 8:10 and 8:25 (prohibiting discriminatory or disruptive content).

Media and Press Communication

- All media inquiries must be referred to the Superintendent or Director of Public & Community Relations.
- Staff may not make public statements on behalf of the District unless explicitly authorized.
- Personal views may be expressed on personal platforms but must clearly state they do not represent the District.

Digital Communication with Students

- All communication with students must occur through District-approved platforms only.
- Text messaging students from personal devices is prohibited.

- Maintain professional boundaries and always communicate in a way that could be publicly reviewed without concern.

Handling Complaints and Difficult Conversations

- Staff should approach difficult conversations with professionalism, empathy, and a solutions-focused mindset.
- **Complaints Process:**
 - Listen actively without becoming defensive.
 - Address concerns directly with the involved party if appropriate.
 - Document the complaint and any attempted resolution.
 - Escalate to the appropriate supervisor if unresolved.

Personal Correspondence on District Time

- Staff should limit personal communication (phone, email, text) during work hours.
- Excessive use of personal devices during instructional time or duty periods is not permitted.

Records Retention and Documentation

- Maintain all parent communication logs and other official correspondence in accordance with District record-keeping policies.
- Retain documentation related to student concerns, discipline, and academic support for the length required by District guidelines.

Quick Reference Summary

Topic	Expectation
Email Response Time	24 business hours
Voicemail Response Time	24 business hours
Parent Contact Documentation	Required for significant student matters
Personal Device Use	Limited during work hours
Communication with Students	Only via District-approved platforms
Media Inquiries	Forward to Superintendent or Communications Department
Newsletter Approval	Must be reviewed by Principal or Communications Department

Staff Department and PLC Meetings

- **Regular Department Meetings:**
 - Must be scheduled by the principal or designee within the first month of the term/semester, or at least one week in advance.
 - Only two meetings allowed in the first month before the full schedule is set.
- **Special Meetings:**
 - Require three days' notice.
 - Limited to one per month, unless there's an emergency.
- **PLC (Professional Learning Community) Meetings:**
 - Held on the first late start day each week for all teachers (including counselors, librarians, social workers).
 - Participants join subject-area teams.
 - Special education, electives, counselors, and social workers may meet separately, with principal approval, up to twice per month.

Student Activities

Employees involved with student activities must adhere to the guidelines outlined in the [Student Activity Manual](#). These procedures ensure transparency, proper financial management, and alignment with district policies. Staff are responsible for following all approval processes, record-keeping requirements, and reporting protocols as detailed in the manual. Compliance helps maintain accountability and supports a safe, equitable environment for all student activities.

Student Code of Conduct

Teachers are responsible for reviewing the Student Code of Conduct with all students at the beginning of the school year and reinforcing expectations throughout the year as needed.

- The Code of Conduct outlines behavioral expectations, disciplinary procedures, and student rights and responsibilities.
- Teachers should provide time during class to explain key policies and answer student questions.
- Emphasize the importance of respect, safety, academic integrity, responsible technology use, and positive school culture.

By consistently reinforcing the Code of Conduct, teachers help create a safe, respectful, and productive learning environment for all students.

Student Discipline/Intervention

As a district, we are committed to supporting the academic, social, and emotional development of every high school student in a safe, inclusive, and respectful learning environment. We recognize that adolescence is a critical period of growth, and our approach to discipline reflects our belief that all students can learn from their experiences and make positive changes with the right support.

Our philosophy on student discipline is rooted in equity, accountability, and the belief in second chances. We are shifting away from zero-tolerance and exclusionary practices, and instead focusing on proactive intervention and restorative strategies that build community and promote personal responsibility.

Key components of our high school discipline and intervention framework include:

- **Restorative Practices:** When harm occurs, we aim to repair relationships and foster understanding through facilitated dialogue, mediation, and student accountability—rather than punitive consequences alone.
- **Tiered Interventions:** We provide layered supports based on individual student needs, including counseling, behavioral plans, mentoring, and family engagement.
- **Clear Expectations and Consistency:** We work with school leaders to ensure that behavioral expectations are communicated clearly and enforced fairly across all high schools in the district.
- **Culturally Responsive and Equitable Practices:** We are committed to eliminating disparities in discipline by addressing implicit bias, using data to monitor outcomes, and providing ongoing staff training.
- **Student Voice and Agency:** We believe students should have a voice in shaping a positive school culture and understanding the impact of their actions.

Ultimately, our goal is not just to manage behavior, but to prepare our high school students for life beyond graduation—with the self-awareness, responsibility, and conflict-resolution skills they need to succeed in college, careers, and civic life.

We hold ourselves accountable for creating systems that support—not punish—students, and we are dedicated to working collaboratively with families, educators, and the broader community to ensure that every student has the opportunity to grow, learn, and lead.

We have created an Intervention Guide that will provide guidance in addressing violations of our Student's Code of Conduct.

Intervention	Description of Behavior Concern	Responsible Party	Implementation Steps
Social Work	Addresses environmental and social emotional concerns that negatively affect academic and behavioral progress	Social Worker	<ol style="list-style-type: none"> 1. Email social worker with intervention request and confirm receipt. 2. Notify the parents that a referral has been made. 3. Document request in PowerSchool.
Counseling	Addresses concerns that are affecting the student's success in the classroom and progress towards post-secondary goals	Counselor	<ol style="list-style-type: none"> 1. Email counselor with intervention request and confirm receipt. 2. Notify parents that a referral has been made. 3. Document request in Power School.
Mediation	Problem-solving process to help students identify and resolve issues intended to prevent further disruption to the school environment; could also involve parents, guidance counselor, social worker, teachers, and other staff	Assistant Principal	<ol style="list-style-type: none"> 1. Notify parent /guardian and other involved parties. 2. Send a calendar invitation to staff and parents/guardians 3. Write an agreement about resolution. 4. Document meeting in Power School.
Restorative Practices	Open discussion involving participants aimed at repairing harmed relationships and helping students accept responsibilities	Assistant Principal	<ol style="list-style-type: none"> 1. Notify parents and other parties involved. 2. Send a calendar or written invite to staff and/or students. 3. Write an agreement about resolution. 4. Document the meeting in Power school.
Parent Conferences	Scheduled to discuss behavior; could include counselor, teachers, case managers, behavior interventionist, and/or social worker	Assistant Principal Behavior Interventionist	<ol style="list-style-type: none"> 1. Notify parents/guardians and schedule a meeting. 2. Inform and invite all parties to the scheduled meeting. 3. Document meeting in Power School.

Health Concerns	Utilized when student is displaying signs of medical concerns (e.g., blood sugar, intoxication, negative reaction to medication)	School Nurse	<ol style="list-style-type: none"> 1. Contact Nurse about concerns. 2. Student is escorted to Nurse's Office. 3. Nurse notifies parent/guardian. 4. Document in Power School
Transitional Support	Individual and group support for students with academic and/or behavioral concerns	Academic/ Behavior Interventionist	<ol style="list-style-type: none"> 1. Email AP for Student Support with intervention request form and confirm receipt. 2. Notify parent/guardian that request was made. 3. Document request in PowerSchool.
Reentry Meeting	A restorative conversation before the student returns to school after a suspension (may include counselor, teacher, social worker, and parent/guardian).	Assistant Principal Behavior Interventionist	<ol style="list-style-type: none"> 1. Notify parent/guardian of meeting date/time/ location. 2. Email appropriate staff regarding meeting and confirm receipt. 3. Document parent/ guardian contact in PowerSchool.
Special Support	A collaboration about overall IEP goals as related to the behavior concerns (may include counselor, teacher, case manager, social worker, school psychologist, and parent/guardian).	Assistant Principal SPED Staff Counselor Social Worker	<ol style="list-style-type: none"> 1. Email case manager and appropriate staff regarding concern and request a meeting time (confirm receipt). 2. Notify parent/guardian of concern and meeting request. 3. Document in PowerSchool.
Mentoring	Guidance with social-emotional and academic concerns.	Assistant Principal Counselor	<ol style="list-style-type: none"> 1. Notify mentoring sponsor via email about a request for student participation (confirm receipt). 2. Notify parent/guardian of the request. 3. Document in PowerSchool.

Student Surveys

Student surveys are essential tools for understanding students' experiences, needs, and feedback. They help educators and administrators make data-driven decisions to enhance educational programs. This guide outlines best practices and key focus areas for designing, distributing, and analyzing effective, inclusive student surveys.

Why Student Surveys Matter

- **Informed Decisions:** Data helps improve student engagement and outcomes.
- **Student-Centered:** Surveys center student voices in shaping education.
- **Equity & Inclusion:** Uncovers biases and supports equal opportunities.
- **Continuous Improvement:** Promotes feedback loops for ongoing program enhancements.

The CARES Framework

A simple model for effective surveys:

- **Concise:** Keep surveys brief to prevent fatigue.
- **Accessible:** Ensure all students can participate, including those with disabilities.
- **Relevant:** Align questions with goals.
- **Ethical:** Protect privacy and obtain informed consent.
- **Simple:** Use plain, clear language.

Four Key Focus Areas

1. Design

- **Set Clear Objectives:** Define what the survey aims to achieve.
- **Relevant, Simple Questions:** Avoid jargon, compound, or leading questions.
- **Pilot Testing:** Test with a small group to identify issues.
- **Consistent, Positive, and Balanced Scales:** Use tools like Likert scales with neutral midpoints.
- **Strategic Question Placement:** Put key questions first.

2. Distribution & Accessibility

- Offer multiple formats (online, paper).
- Schedule around academic calendars.
- Send reminders and consider incentives (ethically).
- Use personalized communication to boost engagement.

3. Ethics & Sensitivity

- Informed Consent: Clearly explain purpose and data use.
- Ensure anonymity where needed.
- Avoid stereotypes and use culturally sensitive language.
- Place demographic questions at the end to reduce bias.

4. Analysis & Feedback

- Develop a clear analysis plan.
- Organize data in structured spreadsheets.
- Use AI or seek help for analysis.
- Share feedback with participants to build trust and encourage future participation.

Advanced Survey Development Skills

For those looking to deepen their expertise:

- **Questionnaire Design:** Accurate, unbiased, and adaptive questions.
- **Bias Minimization:** Avoid sampling and response bias.
- **Sampling Strategy:** Ensure representative and sufficient sample sizes.
- **Data Analysis Proficiency:** Use statistical methods and tools.
- **Survey Validation:** Pilot testing, reliability checks (e.g., Cronbach's alpha).
- **Ethical Compliance:** Respect privacy laws and obtain necessary approvals.
- **Multimodal Deployment:** Maintain consistency across platforms.
- **Cultural Competency:** Adapt surveys to be inclusive and respectful.
- **Technology Integration:** Use advanced features and system integration.

- **Longitudinal Design:** Manage repeated survey administration and respondent retention.

Resources

- Author: **Meagan Pollock, Ph.D.**
- Funded by: **Toyota USA Foundation**
- Free tools and templates: CTE & STEM Student Survey Generator
- Full guide citation:
Pollock, Meagan (2024). Best Practices for Student Surveys. NAPE.
[Link to PDF](#)

This resource helps ensure that student surveys are purposeful, inclusive, and impactful—empowering educators to make evidence-based improvements that reflect the voices of all learners.

Student Teachers and Student Interns

The Superintendent or designee is authorized to accept students from university-approved teacher-training programs to complete their student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to [Section 5/21B-80 of the School Code](#) or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a [105 ILCS 5/10-21.9\(g\) Check](#) as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\) Check](#) shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#)); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Registration Act ([730 ILCS 154/75-105](#)).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\)](#) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Ill. State Police (ISP), to the ISP. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to a supervising teacher whose qualifications are acceptable to the District and the student's respective colleges or universities.

Universities/colleges require that supervising teachers, have at least three (3) years of teaching experience in the assigned content area and their Summative Evaluation Rating is either Proficient or Excellent for their last three years of employment.

Student Observers

The Superintendent or designee is authorized to accept students from university/college approved teacher-training programs to complete their practicum hours in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to [Section 5/21B-80 of the School Code](#) or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to complete student observation hours in the District, the Superintendent or designee shall ensure that:

3. The District performed a [105 ILCS 5/10-21.9\(g\) Check](#) as described below; and
4. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\) Check](#) shall include:

4. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
5. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#)); and
6. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Registration Act ([730 ILCS 154/75-105](#)).

The School Code requires each individual student observer or beginning a required to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\)](#) check (including any applicable vendor's fees). Upon receipt of this

authorization and payment, the Superintendent or designee will submit the student observer's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Ill. State Police (ISP), to the ISP. The Superintendent or designee will provide each student observer with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student observers within the District. Student observers should be assigned to a supervising teacher whose qualifications are acceptable to the District and the student's respective colleges or universities.

Universities/colleges require that supervising teachers have at least three (3) years of teaching experience in the assigned content area and their Summative Evaluation Rating is either Proficient or Excellent for their last three years of employment.

Technology Assistance

Acceptable Use Policy (AUP) for Technology & AI Tools Guidelines

Purpose

Technology and digital tools, including AI, are essential for teaching and learning in today's classrooms. District 209 provides staff and students with access to computers, networks, the Internet, and AI-supported tools to enhance instruction and learning.

Access and Responsibilities

All staff and students must:

- Use district devices, networks, and platforms (including AI tools) for educational purposes only.
- Participate in training on appropriate and ethical technology and AI usage before gaining access.
- Keep passwords secure and confidential; never share them by email, text, written notes, or with others.
- Understand that all activity on district systems may be monitored and is not private.
- Avoid posting or sharing personal information or engaging with unverified individuals online.

AI Use Guidelines

- AI tools must be used responsibly and ethically, aligned with instructional goals.
- Do not use AI to produce inappropriate, misleading, or plagiarized content.
- Teachers must review AI-generated materials before using them in the classroom.
- Student use of AI tools must follow teacher guidelines and district expectations.

Prohibited Behavior

Users may not:

- Access or share inappropriate, harmful, or illegal content.
- Engage in cyberbullying, harassment, or threatening behavior.
- Damage or attempt to access restricted parts of the network.

- Use someone else's login or access private files without permission.
- Violate copyright or licensing agreements.

Consequences

Violations of this policy may result in restricted access, loss of privileges, or disciplinary action in accordance with district guidelines.

Reminder

Technology use in District 209 is a privilege—not a right. Let's use it wisely, ethically, and with the safety of all users in mind.

Technology Personal Devices

Teachers are provided with district-issued technology, including a laptop, classroom devices (e.g., Promethean Boards), and access to instructional platforms such as PowerSchool, Schoology, Microsoft Teams, and RingCentral.

If you experience issues with your district-issued laptop, Promethean Board, RingCentral phone, Teams meetings, or other classroom technology, please submit a Help Desk ticket for support. [Technology HelpDesk](#)

Support Contacts

DeJuan Moon, Coordinator II - Student Information Systems dmoon@pths209.org

Login Assistance (PowerSchool & Schoology)

Student Technology Support

Contact Mr. Moon for help with student device issues, logins, or access to platforms.

Felicia Lee, District Coordinator for Technology Integration felee@pths209.org

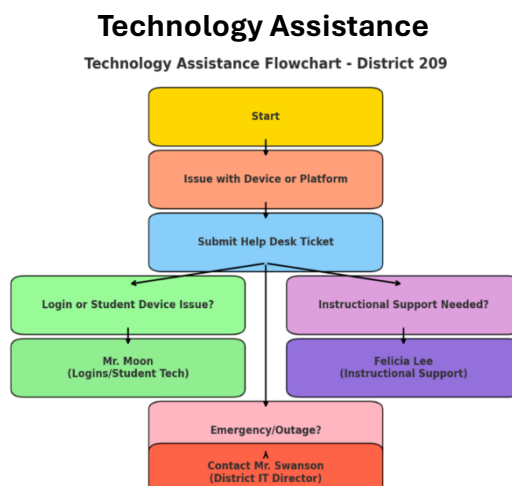
Instructional Support (PowerSchool & Schoology)

Contact Felicia Lee for assistance with gradebook setup, instructional tools, and classroom integration.

Michael Swanson, Director of Technology mswanson@pths209.org

Emergency / Protocols Technology

In case of urgent or building-wide technology failures (e.g., network outages, systems failure), contact Mr. Swanson immediately.



Textbook and Literature Novel Selection Process

All instructional materials must align with the curriculum and be approved per Board Policy 6:210 (Instructional Materials). Teachers may not introduce new core texts without review.

Procedures:

1. Submit proposed texts to the department chair for consideration.
2. Complete a Text Adoption Request Form.
3. The curriculum team reviews and approves or denies the request.
4. Approved texts must be aligned with course objectives and standards.
5. Maintain a list of approved novels and materials in the department shared folder.

Use of School Equipment

Use of School Equipment – General

School equipment and materials are provided for educational purposes only. Authorized staff and students may use district-owned items strictly for school-related activities; personal or private use is prohibited. All equipment must remain on campus unless specifically checked out through approved procedures, with responsibility resting on the borrower to ensure proper care, security, and return in good condition. Any damage, loss, or misuse must be reported immediately, and appropriate accountability processes will follow to maintain integrity and compliance.

Use of School Equipment – CTE

Career and Technical Education instructional equipment—including tools, machines, and digital devices—is essential for career-driven learning and must be used solely for approved educational programs. Teachers must uphold strict inventory control, secure storage, and periodic audits to ensure accountability, with any reparations or retirements following district-approved procedures. Students are permitted to check out equipment only with documented authorization, proper training, and signed agreements; misuse or failures to return items may result in replacement of liability and disciplinary action.

Use of School Equipment Policy

I. Purpose

The purpose of this policy is to establish guidelines for the appropriate use of school equipment by employees, including Career and Technical Education (CTE) equipment, to ensure proper care, accountability, safety, and compliance with district policy and legal regulations.

II. General Usage of School Equipment

- School equipment (e.g., computers, printers, projectors, phones) is provided for official school-related duties and responsibilities.
- Personal use of school equipment is strictly prohibited unless specifically authorized by administration.
- Employees are responsible for ensuring equipment is used safely, stored properly, and reported immediately if damaged or malfunctioning.
- Technology equipment use must comply with District 209's Acceptable Use Policy (AUP) and data privacy laws.

- District-owned devices must not be removed from the premises without prior written approval.

III. Use of Career and Technical Education (CTE) Equipment

- CTE equipment includes tools, machinery, simulators, lab instruments, culinary tools, medical models, automotive lifts, welding equipment, etc.
- Only qualified staff and authorized students may operate CTE equipment.
- Safety procedures must be followed at all times, and Personal Protective Equipment (PPE) must be worn where required.
- CTE instructors are responsible for:
 - Conducting safety training and keeping documentation.
 - Performing and logging equipment inspections.
 - Ensuring students follow OSHA-aligned guidelines.
 - Preventing unsupervised student use.
- Equipment must never be used for personal, commercial, or non-educational purposes.
- Staff must report and tag any malfunctioning equipment and remove it from use immediately.

IV. Equipment Checkout and Inventory

- All equipment must be inventoried in accordance with district policy.
- Employees must complete an Equipment Checkout Form when taking equipment off-site.
- CTE instructors must maintain lab-specific inventory logs and update them annually.

V. Loss, Damage, or Theft

- Any loss, theft, or damage must be reported to administration and security immediately.
- Employees may be held financially responsible for negligent or intentional misuse.
- An incident report form must be completed within 24 hours of discovery.

VI. Compliance and Enforcement

- Failure to comply with this policy may result in disciplinary action in accordance with Board policy and collective bargaining agreements.
- Administrators and CTE department heads are responsible for monitoring and enforcing equipment usage protocols.

VII. Annual Review and Training

- All staff using CTE equipment must attend annual safety training.
- The Use of Equipment policy will be reviewed and updated annually.
- Staff must sign acknowledgment forms verifying understanding and compliance.

VIII. References

Occupational Safety and Health Administration (OSHA), U.S. Department of Labor.
<https://www.osha.gov>. Refer to: 29 CFR Part 1910 (General Industry Standards).

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Public Law 115-224, U.S. Department of Education, 2018.

Illinois State Board of Education. “Career and Technical Education (CTE) Program Requirements and Guidance.” <https://www.isbe.net/cte>

Proviso Township High Schools District 209 – Safety & Risk Management Manual, updated annually.

Project Lead the Way – Biomedical & Engineering Lab Safety Guidelines.

NCCER Core Curriculum Safety Modules, 2023 Edition.

NOCTI Technical Standards – Safety Protocols.

Visitors

At Proviso Township High Schools, we welcome authorized visitors—such as parents, guardians, community partners, and educational professionals—who support and enrich students’ learning. To maintain a safe, respectful, and distraction-free environment, all visitors must sign in at the main office, present valid identification, and wear an official visitor badge while on campus. Visits should be scheduled in advance, have a clear purpose, and be coordinated with staff to avoid disrupting instructional time. Guests must stay within approved areas and for the duration of their intended visit; wandering into classrooms or other parts of the building without authorization is not permitted. Unacceptable behavior—including intimidation, disruptive conduct, or violating school policies—may result in removal from campus or restricted access in future. These procedures help us keep our schools secure, support effective instruction, and build community trust.

Visitor Procedures and Protocols

I. Purpose

To ensure the safety and security of all students, staff, and visitors, Proviso Township High Schools requires that all visitors adhere to the following procedures in compliance with district policy and Illinois state law.

II. General Visitor Procedures

- All visitors must enter through the school’s main entrance.
- Visitors must present a valid government-issued photo ID (e.g., driver's license, state ID) at the security checkpoint.
- IDs are scanned using the district's visitor management system, which may conduct a basic background check against registered sex offender databases (per 730 ILCS 150/3). Individuals flagged in this system may be denied entry.
- Visitors will be issued a dated visitor badge, which must be worn at all times.
- Visitors must be escorted or directed to their destination by school staff.
- Upon completion of their visit, visitors must sign out and return their badge.

III. Types of Visitors and Additional Protocols

1. Parents/Guardians:

- Must follow the same check-in process.
- May meet with teachers or administrators by appointment or during designated times.
- May not visit classrooms during instructional time without prior administrative approval.

2. Presenters, Vendors, and Guest Speakers:

- Must be pre-approved by school or district administration.
- May be required to complete a background check or provide documentation depending on the nature of interaction with students.
- Must be escorted by a staff member while on campus.

3. Volunteers and Chaperones:

- Must complete the Volunteer Application and Background Check process.
- Must follow all visitor and volunteer policies as outlined in the Employee and Volunteer Handbooks.

4. Alumni and Former Students:

- Must follow the same check-in procedures.
- Must have a specific, approved reason to be on campus and cannot wander school grounds.

5. Contractors and Maintenance Personnel:

- Must check in with security and wear district-issued ID or visitor badges.
- **May require pre-screening and background verification per Illinois School Code 105 ILCS 5/10-21.9 when regularly on school grounds.**

IV. Prohibited Visitors

- Visitors who refuse to show ID or fail the background screening process may be denied entry.
- Any visitor displaying disruptive, threatening, or unsafe behavior will be asked to leave immediately and may be subject to legal action.
- Registered sex offenders are prohibited from being on school property without the explicit written permission of the superintendent or designee (730 ILCS 150/3).

V. Compliance and Documentation

- All visitor logs are retained for a minimum of one calendar year.
- Security staff and front office personnel are trained in visitor verification, ID scanning, and emergency response procedures.
- School administrators may review visitor logs periodically to ensure compliance and safety.

VI. Emergency Situations

- In the event of a school lockdown, all visitors will be accounted for based on the sign-in system.
- Visitors will be required to follow all instructions from security or emergency personnel.

Volunteers and Chaperones

At Proviso Township High Schools, volunteers and chaperones play a vital role in enriching student experiences. To ensure safety, consistency, and educational effectiveness, all individuals must complete the district volunteer application, including background and clearance checks, before participating. Approved chaperones must be at least 21 years old, adhere to assigned chaperone-to-student ratios, and follow all school rules and staff instructions, modeling appropriate behavior and confidentiality. During events and field trips, chaperones supervise students at all times—never alone with a student—while ensuring groups remain together and accounted for. Prohibited activities include use of alcohol, drugs, weapons, administering medications, or using phones for non-emergency purposes. Chaperones should also be prepared for emergencies, understand behavioral expectations, and respect any student's confidentiality or photo restrictions. These clear procedures help us maintain safe, positive, and legally compliant school environments.

Volunteer and Chaperone Guidelines and Procedures

I. Purpose

To ensure the safety and well-being of all students, Proviso Township High Schools requires that all volunteers and chaperones comply with district policies and applicable state and federal laws. This document outlines the procedures for approving volunteers and chaperones and provides expectations for their conduct.

II. Definition of Volunteer and Chaperone

- A *Volunteer* is an individual who offers services to the district without compensation and who may have contact with students.
- A *Chaperone* is a volunteer specifically assigned to supervise students during school-sponsored trips, activities, or events.

III. Eligibility and Approval Requirements

- All prospective volunteers and chaperones must complete a Volunteer Application Form.
- Volunteers who will be in direct contact with students must undergo a criminal background check, including fingerprinting, as required by the Illinois School Code (105 ILCS 5/10-21.9).
- Individuals convicted of certain offenses (including any violent felony, sex offense, or offense involving minors) are prohibited from volunteering in schools.
- All volunteers must be approved by the building principal or their designee prior to service.

- Volunteers may be required to submit proof of a negative TB test or other health documentation, based on activity type.

IV. Expectations and Code of Conduct

- Volunteers and chaperones must sign a Code of Conduct and Confidentiality Agreement.
- Volunteers must follow school rules, respect student privacy, and maintain professional boundaries.
- Volunteers must not administer discipline or medications, or transport students in personal vehicles.
- All chaperones must attend a mandatory pre-event orientation conducted by the event sponsor or administrator.

V. Background Check and Documentation Procedures

- Background checks will be conducted through an ISBE-approved vendor.
- Fingerprinting services will be coordinated with the district's Human Resources Office.
- Background check results will be reviewed by HR and maintained confidentially.
- Volunteers must re-submit for approval annually or if there is a break in service of more than one year.

VI. Removal or Revocation of Volunteer Privileges

- The district reserves the right to deny or revoke volunteer or chaperone privileges at any time.
- Grounds for removal may include misconduct, failure to follow procedures, or any new disqualifying criminal activity.

VII. Required Forms and Templates (attached in Appendix)

- Volunteer/Chaperone Application Form
- Volunteer Code of Conduct and Confidentiality Agreement
- Background Check Authorization Form
- Pre-Trip Orientation Checklist for Chaperones
- Annual Volunteer Acknowledgment Form

Work Hours

1. Work Hours and Presence

- *Teachers must arrive by 7:45 a.m. and be in place by 7:50 a.m.*
- Required to remain at school for 7 hours and 45 minutes from the start of the workday.
- After-school time is for:
 - Student conferences
 - Teacher-related activities
- Early departures (15 minutes) are allowed on:
 - Fridays
 - Days before spring, Thanksgiving, and winter recess
 - Parent-teacher conference days (attendance required)

2. Bell Schedule

- Standard arrival remains by 7:45 a.m., in place by 8:00 a.m.
- The bell schedule is fixed unless the Board proposes a change before February 1, requiring negotiation with the Union.

3. Early Bird / Late Bird Teachers

- Early Bird: Start and end 1 hour earlier than regular schedule.
- Late Bird: Start and end 1 hour later than regular schedule.
- On early-dismissal days, they may leave after their last class.
- Early Bird teachers get time compensation if required to stay for meetings.
- Participation is voluntary for both Early and Late Bird programs.

4. Leaving the Building

- Teachers may leave during the day only if:
 - They are not supervising or instructing students
 - They have permission from the Principal or designee
- Lunch periods are exempt from this rule.
- Teachers must notify the Principal/designee upon departure and return.