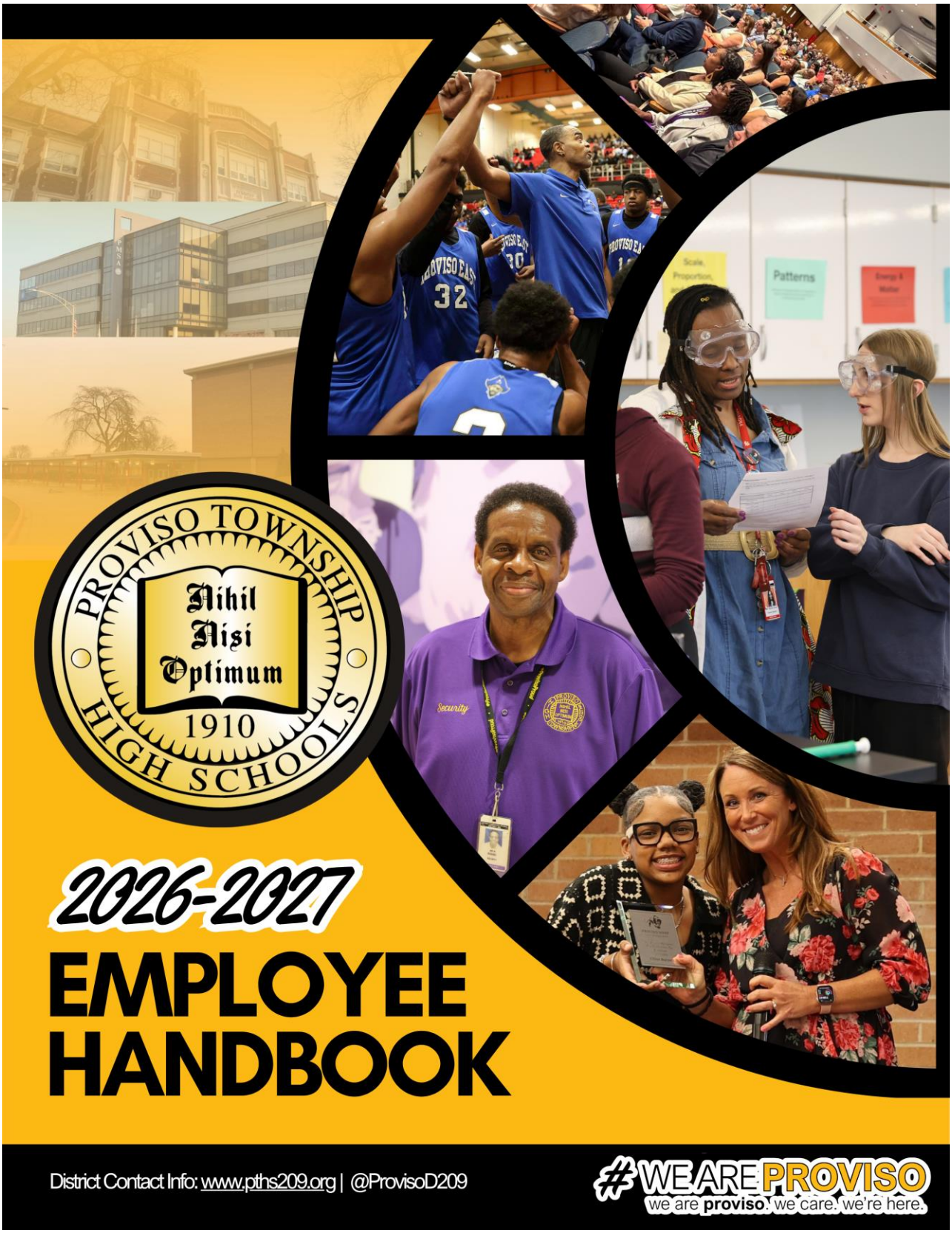


Employee Handbook Disclaimer

This Employee Handbook is in its initial form and is subject to change. The District will periodically update this handbook throughout the school year to improve clarity, usability, and service to employees. The most current version will be the version posted or distributed by the District.

This handbook is not all-inclusive and remains in active development. It is intended as a general reference and does not create a contract or guarantee of employment, compensation, benefits, procedures, or specific outcomes. The District reserves the right, in its discretion and consistent with law, to amend, modify, interpret, suspend, or rescind any portion of this handbook at any time, with or without advance notice.

If there is any conflict between this handbook and an employee's individual employment contract, an applicable collective bargaining agreement (CBA), or Board policy/bylaws, the terms of the contract, CBA, and Board policy/bylaws control and supersede this handbook. Similarly, if this handbook conflicts with Illinois law, federal law, or the Illinois School Code, the applicable law and Board policy will govern.

Nothing in this handbook alters the terms and conditions of employment established by individual contracts, CBAs, Board policy, or applicable law, nor does it restrict the District's management rights as permitted by law and policy.

Where applicable, details about benefits are governed by contracts and policy. If there is a conflict between this handbook and a plan document, the plan document controls.

Employees are responsible for reviewing the current handbook and updates.

We're committed to an inclusive, continually improving handbook shaped by your perspectives. We welcome feedback to help us continually improve this resource. Please review the current handbook and updates, and share feedback so this resource works for everyone. Submit suggestions here: https://forms.office.com/r/E6nuqYRyxi



Table of Contents

Mission 6
Vision 7
District Organization 7
Assemblies 7
Assessment Calendar 2025-2026 8
Bell Schedule 14
Business Office 15
Calendar 20
Care and Maintenance of Rooms 21
Child Abuse and Neglect 22
Collective Bargaining Agreement (CBA) 25
Conference Request/Reflection 26
Confidentiality Agreement 30
Course Overloads and Drops 31
Course Syllabus 32
Data Privacy and Security 33
District Approved Curriculum 35
District Approved Platforms 36
Diverse Learners/Special Education 39
Dress Code 40
Dual Credit Certification 41
Electronic Communication Guidelines 42
Emergency Procedures Manual 44
English Learners (EL) 48
Ethical Employee Behavior 49
Ethical Relationships with Students 51
Extracurricular Activities 53

Field Trips....54
Final Exams....60
Fundraising and Handling of Money....61
Grade Book....62
Grade Change....64
Guidelines for Starting a New Student Club or Activity....67
Hall Passes....68
Homebound Blank Forms....69
Identification Cards (IDs)....71
Instructional Framework....72
Jury Duty....73
Keys and Doors....75
Lesson Plans....76
Liability....77
Mandated State Activities....78
Multi-Tiered System of Supports (MTSS)....79
Open House and Parent/Teacher Conferences....80
Organizational Structure....81
Personal Leave and Sick Leave....84
Personal Technology and Social Media....89
Professional Behavior....91
Progress Reports and Report Cards....94
Recommendation for Alternative School Placement....95
Recommendation for Evening School Placement....97
Recording Student Attendance....98
Release Periods (Non-teaching periods)....99
Remote Learning/e-Learning....100
Staff Communication....101
Staff Department and PLC Meetings....107
Student Activities....108

Student Code of Conduct 109
Student Discipline/Intervention 110
Student Surveys 113
Student Teachers and Student Interns 116
Technology 119
Technology Personal Devices 124
Textbook and Literature Novel Selection Process 125
Use of School Equipment 126
Visitors 129
Volunteers and Chaperones 131
Work Hours 133

Mission

The MISSION of Proviso Township High Schools is “Pursuit of Nothing But the Best” which means we provide a quality comprehensive education that encourages academic excellence and learning for life.

To accomplish this MISSION, students, families, teachers, administrators, support staff, and the
community will work in partnership to create a positive learning environment that promotes our motto, nihil nisi optimum, (Nothing But the Best).

The success of this MISSION is dependent on the commitment of every member of the Proviso
community to the following beliefs:

- We believe everyone is capable of learning.
- We believe in high-performance expectations for all students.
- We believe the school environment should promote high self-esteem for every student and staff member.
- We believe our curriculum should prepare students for the future.
- We believe technology should be integrated throughout the curriculum.
- We believe a high level of reading, writing, and oral communication skills is essential.
- We believe our schools should be safe, modern learning centers accessible for community use.
- We believe in a progressive education, a compassionate environment, and a financially responsible organization.
- We believe in stimulating creativity, intellectual curiosity, and independent thinking.
- We believe all members of the Proviso community are responsible for motivating students toward high achievement.
- We believe our success as a people is determined by our ability to live with and understand one another regardless of our cultural, spiritual, or physical differences.
- We believe in fostering behaviors which promote physical health and personal well-being.
- We believe individuals should determine appropriate behavior, good citizenship, and respect for self and others at all times.

Vision

Equity, Excellence, Relevance for ALL

District Organization

Please find district organization chart located on our website at Discover 209 > Our Departments.

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 2026-2027

Proviso Township High Schools District 209
2026-2027 Assessment Calendar

Last updated 6/11/2026

LOCAL, STATE, AND NATIONAL EXAMS				
Assessment	**Administration Dates**	**Grade(s) & Subjects**	**Purpose**	**Format**
WiDA Language Screener	7/1/26 – 5/28/27	9-12	Determine eligibility for EL services	
Summit K-12 Auto Placement	8/13/26 – 5/26/27	9-12	Placement of EL students	
Fall PreACT 9 & PreACT 10 & PreACT	10/8/26	9-11	Inform instruction; program, school, & district evaluation; scholarships	
PSAT/NMSQT	10/19/26 – 10/30/26	Selected 10-11	Scholarship eligibility	
Avant Language Proficiency Test Administration #1	11/30/26 – 12/4/26	9-12 in Spanish 3, French 3, & above	State of Illinois Seal of Biliteracy	
Final Exams Semester 1	12/16/26 – 12/18/26	9-12	Inform instruction and measure student growth	
ACCESS for ELs	1/25/27 – 2/15/27	9-12	State reporting and determine eligibility for EL services	
Accuplacer: East	1/27/27 & 1/29/27	9-11	Dual Credit & Dual Enrollment Placement for SY27	
Accuplacer: PMSA	2/3/27 & 2/5/27	9-11	Dual Credit & Dual Enrollment Placement for SY27	
Accuplacer: West	2/10/27 & 2/12/27	9-11	Dual Credit & Dual Enrollment Placement for SY26	
Dynamic Learning Maps Alternative	3/10/27 – 5/5/27	11	Alternative Assessment in Reading, Math, and	

Assessment (DLM-AA)			Science for diverse learners; state reporting; and program evaluation	
Illinois Fitness Assessments (Fitness Gram Test)	3/15/27 – 6/11/27	10 in P.E./Wellness	State reporting	
Spring PreACT 9 & PreACT 10	3/11/27	9 & 10	Inform instruction; program, school, & district evaluation; scholarships	
Spring ACT	4/8/27	11 (and some 12)	College admissions; program, school and district evaluation; State graduation requirement	
Avant Language Proficiency Test Administration #2	PMSA 4/14/27 East/West 4/19/27 – 4/23/27 Make ups Ongoing	9-12 in Spanish 3, French 3, & above with EL	State of Illinois Seal of Biliteracy	

LOCAL, STATE, AND NATIONAL EXAMS				
Assessment	**Administration Dates**	**Grade(s) & Subjects**	**Purpose**	**Format**
Advanced Placement (AP) Exams*	4/30/27 – 5/14/27	By course enrollment	College credit; school and district evaluation	
Graduating Students Semester 2 Final Exams	5/13/27 – 5/14/27	12	Inform instruction and measure student growth	

Semester 2 Final Exams	5/24/27 – 5/26/27	9-11	Inform instruction and measure student growth	

* See following pages for AP Exams

PTHS D209 GRADING PERIODS			
Grade Reporting		**Administration Dates**	**Grades**
SEMESTER 1	Mid Quarter 1 Progress Reports	9/21/26	9-12
	End of Quarter 1 (Grades due by 4:00pm)	10/16/26	9-12
	Mid Quarter 2 Progress Reports	11/16/26	9-12
	End of Quarter 2 (Grades due by 4:00pm)	12/15/26	9-12
	Semester 1 Final Exams	12/16/26 – 12/18/26	9-12
	End of Semester 1	12/18/26	9-12
	Semester 1 Grades due by 4:00pm	***12/18/26***	***9-12***
SEMESTER 2	Mid Quarter 3 Progress Reports	2/8/27	9-12
	End of Quarter 3 (Grades due by 4:00pm)	3/19/27	9-12
	Mid Quarter 4 Progress Reports	4/26/27	9-12
	Graduating Students Semester 2 Final Exams	5/13/27 – 5/14/27	12
	Graduating Students Grades due by 4:00pm	5/14/27	12
	End of Quarter 4 (Grades due by 4:00pm)	5/21/27	9-11
	Semester 2 Final Exams	5/24/27 – 5/26/27	9-11
	End of Semester 2	5/26/27	9-11

	Semester 2 Grades due by 4:00pm	***5/26/27***	***9-11***

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	4/30/27 by 10:59pm	10-12	Students can earn college credit	
AP World Languages and Cultures Personalized Project Reference	4/30/27 by 10:59pm	10-12	Students can earn college credit	
AP Human Geography	5/3/27 Morning	12	Students can earn college credit	
AP Physics C: Mechanics	5/3/27 Morning	12	Students can earn college credit	
AP Biology	5/3/27 Afternoon	12	Students can earn college credit	
AP US Government & Politics	5/4/27 Morning	10-12	Students can earn college credit	
AP English Literature & Composition	5/5/27 Morning	12	Students can earn college credit	
AP Physics C: Electricity and Magnetism	5/5/27 Afternoon	12	Students can earn college credit	
AP Physics 1	5/5/27 Afternoon	12	Students can earn college credit	

AP Physics 2	5/6/27 Morning	12	Students can earn college credit	
AP World History: Modern	5/6/27 Morning	9-12	Students can earn college credit	
AP African American Studies	5/6/27 Afternoon	11-12	Students can earn college credit	
AP Chemistry	5/6/27 Afternoon	11-12	Students can earn college credit	
AP Art and Design 3 Portfolio Components	5/7/27 10:59pm		Students can earn college credit	
AP US History	5/7/27 Morning	11-12	Students can earn college credit	
AP Drawing Portfolio	5/7/27 by 7:00pm	11-12	Students can earn college credit	
AP 2-D Art & Design	5/7/27 by 10:59pm	11-12	Students can earn college credit	
AP 3-D Art & Design	5/7/27 by 10:59pm	11-12	Students can earn college credit	
AP Calculus AB	5/10/27 Morning	11-12	Students can earn college credit	
AP Calculus BC	5/10/27 Morning	11-12	Students can earn college credit	
AP Seminar	5/10/27 Afternoon	11-12	Students can earn college credit	
AP Music Theory	5/10/27 Afternoon	10-12	Students can earn college credit	
AP Statistics	5/11/27 Afternoon	12	Students can earn college credit	
AP English Language & Composition	5/12/27 Morning	11	Students can earn college credit	
AP Computer Science A	5/12/27 Afternoon	10-12	Students can earn college credit	

AP Spanish Language & Culture	5/13/27 Morning	11-12	Students can earn college credit	
AP Environmental Science	5/13/27 Afternoon	11-12	Students can earn college credit	
AP Spanish Literature & Culture	5/14/27 Morning	12	Students can earn college credit	
AP Computer Science Principles	5/14/27 Morning	9-12	Students can earn college credit	
AP Psychology	5/14/27 Afternoon	11-12	Students can earn college credit	

Proviso Township High Schools District 209
Final Exam Schedule School Year 2026-2027
Semester 1

Wed. December 16, 2026*		
Period	***Time***	***Minutes***
3 EXAM	*9:00 - 10:20*	*80*
2 EXAM	*10:25 - 11:45*	*80*

Thurs. December 17, 2026*		
Period	***Time***	***Minutes***
7 EXAM	*9:00 - 10:20*	*80*
8 EXAM	*10:25 - 11:45*	*80*

Fri. December 18, 2026*		
Period	***Time***	***Minutes***
1 EXAM	*9:00 - 10:20*	*80*
4 EXAM	*10:25 - 11:45*	*80*

5 EXAM	*11:50 - 1:10*	*80*
MAKE-UP EXAMS	*1:15 - 2:35*	*80*
Final grades for Periods 3, 2, and 5 are due on Thurs. December 17, 2026 by 9:30am		

6 EXAM	*11:50 - 1:10*	*80*
MAKE-UP EXAMS	*1:15 - 2:35*	*80*
Final grades for Periods 7, 8, and 6 are due on Fri. December 18, 2026 by 9:30am		

MAKE-UP EXAMS	*11:50 - 1:10*	*80*
0 & 9 EXAMS (PMSA only)	*11:50 - 1:10*	*80*
Final grades for Periods 1 and 4 (and Periods 0 & 9 PMSA only) and Make-ups are due on Fri. December 18, 2026 by 4:00pm		

*** Please note:**

Students shall not be released early from class if they finish their exams.

Teachers will be allowed to leave campus each day of final exams after all professional obligations for final exams have been completed (submission of all grade records and the assigned Grade Level Principal per each building's checkout procedure).

Lunch for certified staff members will take place from 1:15-2:35pm during final exams.

Proviso Township High Schools District 209
Final Exam Schedule School Year 2026-2027
Semester 2

Mon. May 24, 2027*		
Period	***Time***	***Minutes***

Tues. May 25, 2027*		
Period	***Time***	***Minutes***

Wed. May 26, 2027*		
Period	***Time***	***Minutes***

4 EXAM	*9:00 - 10:20*	*80*
1 EXAM	*10:25 - 11:45*	*80*
3 EXAM	*11:50 - 1:10*	*80*
MAKE-UP EXAMS	*1:15 - 2:35*	*80*
Final grades for Periods 4, 1, and 3 are due on Tues. May 25, 2027 by 9:30am		

6 EXAM	*9:00 - 10:20*	*80*
8 EXAM	*10:25 - 11:45*	*80*
7 EXAM	*11:50 - 1:10*	*80*
MAKE-UP EXAMS	*1:15 - 2:35*	*80*
Final grades for Periods 6, 8, and 7 are due on Wed. May 26, 2027 by 9:30am		

5 EXAM	*9:00 - 10:20*	*80*
2 EXAM	*10:25 - 11:45*	*80*
MAKE-UP EXAMS	*11:50 - 1:10*	*80*
0 & 9 EXAMS (PMSA only)	*11:50 - 1:10*	*80*
Final grades for Periods 2 and 5 (and Periods 0 & 9 PMSA only) and Make-ups are due on Wed. May 26, 2027 by 4:00pm		

*** Please note:**

Students shall not be released early from class if they finish their exams.

Teachers will be allowed to leave campus each day of final exams after all professional obligations for final exams have been completed (submission of all grade records and the assigned Grade Level Principal per each building's checkout procedure).

Lunch for certified staff members will take place from 1:15-2:35pm during final exams.

Proviso Township High Schools District 209
Final Exam Schedule School Year 2026-2027
Semester 2
Graduating Students

Mon. May 17, 2027*		
Period	***Time***	***Minutes***
1	*8:00 - 8:50*	*50*
2 EXAM	*8:55 - 9:45*	*50*
3	*9:50 - 10:40*	*50*
4 EXAM	*10:45 - 11:35*	*50*
5	*11:40 - 12:30*	*50*
6 EXAM	*12:35 - 1:25*	*50*
7	*1:30 - 2:20*	*50*
8 EXAM	*2:25 - 3:15*	*50*
Final grades for Periods 2, 4, 6, and 8 are		

Tue. May 18, 2027*		
Period	***Time***	***Minutes***
1 EXAM	*8:00 - 8:50*	*50*
2	*8:55 - 9:45*	*50*
3 EXAM	*9:50 - 10:40*	*50*
4	*10:45 - 11:35*	*50*
5 EXAM	*11:40 - 12:30*	*50*
6	*12:35 - 1:25*	*50*
7 EXAM	*1:30 - 2:20*	*50*
8	*2:25 - 3:15*	*50*
Final grades for Periods 1, 3, 5, and 7 are		

Wed. May 19, 2027*		
Period	***Time***	***Minutes***
Make-up Exams (if necessary)		
Final Make-up Exam grades are		

due on Fri. May 14, 2027 by 9:30am		*due on Mon. May 17, 2027 by 9:30am*		*due on Mon. May 17, 2027 by 4:00pm*	

*

Please Note:

Senior final exams are not to be administered before the scheduled time, unless the student has a final exam conflict due to AP testing.

Teachers must enter final grades into PowerSchool and submit printouts of grades showing Q3, Q4, E2 and S2 by the deadlines above. Comments should only be recorded in S2.

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)
- Staff will seek the approval of their supervisor when in need of purchasing goods.
- 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
    - 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 Ivisions 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.

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/jZOo83ouRTAT6ytBleSI.

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. Sia Albans, Director of Professional Development and Performance Management 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	Deputy Superintendent of Finance	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
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.

Proviso Township High Schools District 209
School Calendar
2026-2027

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Holiday: Independence Day Observed
4 Holiday: Independence Day

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 & 10 New Teacher Orientation
11 District Institute - No Student Attendance
12 District Institute - No Student Attendance
13 All Student Attendance

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Holiday: Labor Day
17 Back to School Night (6-8pm)
18 Early Release
24 Half Day Inservice

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Bring Your Parent To School
8 Practice ACT
12 Holiday: Columbus Day
16 End of 1st Quarter
22 Parent-Teacher Conferences, 1-3, 5-8 pm
23 Early Release Schedule
29 Half Day Inservice

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Holiday: Veteran's Day
23-24 Non-Attendance Day
25-27 Holiday: Thanksgiving Break

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16-18 Semester 1 Final Exams
18 End of Semester 1
23-31 Winter Break Non-Attendance Days
24-25 Holiday: Christmas Eve and Christmas Day
31 Holiday: New Year's Eve

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Holiday: New Year's Day
4 District Institute - No Student Attendance
5 School Resumes
18 Holiday: Dr. Martin Luther King, Jr. Observed
28 Half Day Inservice

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 District Institute - No Student Attendance
15 Holiday: Birthday of President Abraham Lincoln (Observed)
25 Half Day Inservice
26 Holiday: Casimir Pulaski Observed

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 PreACT 9 & PreACT 10
19 End of 3rd Quarter
22-26 Spring Break
29 School Resumes

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 Parent-Teacher Conferences, 1-3, 5-8 pm
2 Early Release Schedule
5 State Accountability Testing
23 Non-Attendance Day

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

22 Graduation Day
21 End of Quarter 4
24-26 Semester 2 Final Exams
26 End of Semester 2
31 Holiday: Memorial Day
27-28 Possible Emeregency Days

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 Possible Emergency Days
7 Summer School starts
18 Juneteenth National Freedom Day (Observed)

Count of Days

84	Semester 1 Attendance Days
2	Semester 1 Institute Days
92	Semester 2 Attendance Days
2	Semester 2 Institute Days
5	Emergency Days
185	Total Days

Calendar Legend

- School Starts
- School Ends without emergency days
- Institute Day - no student attendance
- Non Attendance Day
- Holiday
- Quarter/Semester Ends
- Parent Teacher Conferences
- Early Release or Half-Day
- Back to School Night
- Possible Emergency Day
- All District Testing
- Bring Your Parent to School Day

Care and Maintenance of Rooms

Staff members are responsible for maintaining the safety and organization of their assigned areas at all times. Doors should remain unobstructed to allow clear visibility and ensure they can close properly. Additionally, classrooms must be free from small appliances, such as microwaves, coffee makers, and refrigerators, to maintain a safe environment.

Each staff member is expected to familiarize themselves with the West 40 compliance rules and regulations relevant to their assigned areas, with the full guidelines available through the links provided. Specific regulations apply to certain spaces, including art rooms, PE areas, kiln storage, the auto shop, the theatre/auditorium, and the clearance of entry/exit points. Staff should consult their direct supervisor for guidance on these regulations, especially regarding the temporary use of extension cords.

For additional reference, staff can review the 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. All staff are responsible for yearly DCFS training.

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

1. 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.

2. 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.

3. 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.

4. How to Report

a. 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

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

5. Legal Protections for Reporters

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

6. 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

7. 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

8. 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

9. 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.

10. Staff Support & Resources

Support is available via:

- Employee Assistance Program (EAP)
- School Counseling Department

- District 209 Legal & HR Office

11. 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

12. 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, department chairs, counselors, librarians, and social workers as determined by the salary schedule. It does not include full-time administrators.
    - 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. This form will be available electronically through Onflo. Paper forms will not be accepted after 9/1/2026.
2. Attach 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 the Conference Reflection Form on Onlfo within 7 days along with receipts for reimbursement (food, travel, lodging, etc.). See exhibit in BOE Policy 2:125.
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.

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
- When emailing about a student, they should be referenced by Proviso's 6-digit identification number, not their name.

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 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. If access is needed, please contact your direct supervisor.

Procedures:

1. Use the pacing guides, resources, and assessments provided by your department.
2. Collaborate with colleagues during PLC time using the Unit Internalization Protocol to ensure consistent and effective implementation.
3. Participate in curriculum review or revision processes.

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
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
Gaggle	Safety monitoring tool that analyzes district accounts for self-harm indicators,	Administration

	cyberbullying, or unsafe online behavior	
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
Flashlight 360	Speaking and writing progress monitoring for multilingual students.	ML
Subject	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
Microsoft 365	Cloud productivity suite (Word, PowerPoint, Teams, OneDrive) for creating and collaborating.	All Content Areas District Wide
McGraw Hill	Digital curriculum content for multiple subjects.	Social Studies
MyPLTW	Project Lead the Way access for STEM and engineering courses.	Engineering Technology
Newsela	Current events-based content adapted to multiple reading levels.	All Content Areas, Library, District-Wide
Savvas EasyBridge/Realize	Online access to Savvas curriculum and digital tools.	ELA, Math, Science
SchooLinks	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
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.	Word Languages
Azulejo	AP Spanish Literature and Culture instruction	World Language
Avant Assessment	Computer-adaptive world language proficiency testing (STAMP 4S) used to measure skill levels, place students, and award Seal/Commendation of Biliteracy	World Language

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

To ensure that staff maintain a professional appearance that aligns with community standards. By promoting appropriate workplace attire, this policy aims to foster positive learning environments, model professionalism for students, and enhance the overall image of PTHS 209.

Responsibility

Teachers are expected to keep a clean appearance and use good judgment in the choice of clothes and personal grooming. Differences of opinion on this matter between the teacher and Administration shall be reconciled through a conference. The teacher may have a Union representative at such conference and shall be notified of such right.

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. For more information, visit the CTE and Early College Office of our District website.

Tuition Reimbursement Pre-Approval Requirements

To be eligible for tuition reimbursement, all employees must receive pre-approval before the course(s) begins. Pre-approval means you are requesting authorization prior to the start of your classes and indicating your intent to enroll.

The **Tuition Reimbursement Pre-Approval Form** is available on the Proviso website.

Please note:

- Requests submitted after a course has already begun will be **denied**. The dates on the pre-approval form must clearly indicate that approval was requested before the course start date.
- Employees should not assume that enrollment in a course automatically qualifies them for reimbursement. Pre-approval is a required step in the process.

Certified Staff

Please review your Collective Bargaining Agreement (CBA), page 40, specifically Section C(ii), which states:
The District agrees that it will accept coursework from an online program, as long as the coursework is taken from a nationally accredited, commonly recognized, and established program at a university that confers in-house diplomas to on-campus students.

Support Staff
Please review your Collective Bargaining Agreement (CBA), page 34, Section 6.7 – Tuition Reimbursement, with particular attention to Section 6.7.4, which states:
Tuition reimbursement will only be available for courses that relate to the employee's current position, would lead to an improved position within the District, or contribute toward a college degree in an education-related field.

We encourage all employees to review the applicable provisions of their bargaining agreement before enrolling in courses and submitting a tuition reimbursement request. Following these guidelines will help ensure that requests are processed efficiently and in accordance with District policy and contractual requirements.

If you have any questions regarding the tuition reimbursement process, please contact Human Resources before registering for classes.

We are excited to support your professional growth and lifelong learning. Thank you for your cooperation in following the tuition reimbursement process, and we wish you continued success in your educational pursuits.

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 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 Multilingual Learners (MLs) 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.

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. If assistance is needed, consult with your building's Activities Facilitator.
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

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 or 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

Fundraising activities involving students must comply with District guidelines to ensure they are safe, voluntary, and aligned with our educational mission. All fund raising opportunities must be approved by the building principal and the Deputy Superintendent of Finances.

No individual or organization may ask students to participate in fundraising activities during school hours, on school grounds, or during any school activity unless the activity is sponsored by:

- A school-sponsored student organization, or
- A recognized parent or booster organization as outlined in Board Policy 8:90.

All student fundraising must follow these expectations:

- Fundraising efforts must not conflict with instructional programs or activities.
- For schools participating in the School Breakfast Program or National School Lunch Program, food and beverage sales to students during the school day must comply with Illinois State Board of Education competitive food rules.
- Participation must be voluntary, and student safety must always come first.
- A school staff member must supervise all school-sponsored student organization fundraising, and the student activity funds treasurer must safeguard all related financial accounts.
- Fundraising must support the organization's purposes, the general welfare, a charitable cause, or enhance students' educational experiences.
- Funds should be used primarily for the stated fundraising purpose.
- Fundraising that includes donor messages on school property (e.g., tiles, bricks, posters) must:
    - Follow viewpoint-neutral guidelines for message creation.
    - Inform donors that messages are subject to review and must meet established guidelines, or donations will be returned.
    - Include a disclaimer stating that donor messages reflect only the views of the donor and are not an endorsement by the District.

For more details, employees should reference Board Policy 7:325 – Student Fundraising Activities.

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.

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.

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.

Purpose of Grades

Grades should communicate a student's demonstrated mastery of the knowledge, skills, and standards established within the curriculum. Grades should provide meaningful feedback about a student's learning, support student growth and self-reflection, and represent what a student knows, understands, and is able to do.

Guiding Principles

- Grades should primarily reflect learning and mastery.

- Grades should be aligned to curriculum standards and course outcomes.
- Grades should provide students with meaningful feedback about their progress.
- Grades should encourage student reflection, ownership, and continuous improvement.
- Grading practices should be clear, equitable, and understandable to students and families.
- Grading systems should support consistency while recognizing the unique instructional needs of different content areas.

Summative Assessment (60%): Summative assessments should communicate a student's demonstrated mastery of the knowledge, skills, and standards established within the curriculum.

Formative Assessment (30%): Formative assessments provide feedback about an individual student's learning and progress with a standard, objective, and/or skill.

Skills Practice (10%): Skills practice reflects a student's demonstration, application, or representation of what a student knows/has learned within a daily lesson.

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:	o East o West o PMSA	**Date of Grade Change Request:**	

1. Course and Grade Information:		
Teacher:		**Grade Status:**
Course Code:		o **Original Grade issued within the last 30 school days** *(Principal must approve)* o **Original Grade issued more than 30 school days ago** *(Principal and Deputy Superintendent must approve)* o **Original Grade issued more than 1 year ago** *(Principal, Deputy Superintendent and Superintendent must approve)* o **Original Grade not yet issued to student** *(Must also mark one box above)*
Course Name:		
School Year:		
Term:	o Q1 o S1 o Q3 o S2	
Original Grade:		
Revised Grade:		

2. Specify reason(s) for grade change:	
o	Miscalculation of test or assignment scores
o	A technical error in assigning a particular grade or score
o	The evaluation of an extra assignment which impacts upon a grade (or Summer Quarter 5)
o	Use of an inappropriate grading/evaluation system
o	Failure to meet grade posting deadline causing incorrect grade reporting
o	Other *(valid reason must be authorized in writing by the Deputy Superintendent or their designee)* *Specify reason:*

3. Teacher Review:	
Teacher has reviewed the grade change request: o Yes o No If no, explain reason(s): If yes, the teacher o agrees o disagrees with the change. If teacher disagrees, explain reason(s):	
Teacher Name (print): **Teacher Signature:**	**Date:**

4. Principal Determination:	
o **Approve** o **Deny**, explain reason(s):	
Principal Signature:	**Date:**

5. Other Authorization (required if grade issued more than 30 school days ago)	
Deputy Superintendent Signature:	**Date:**
o **Approve** o **Deny**, explain reason(s):	
Superintendent of Schools Signature:	**Date:**
o **Approve** o **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 the CBA. 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**

Revised 12/07
Effective 01/07/08

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

_____ Date: ____/____/____

Doctor's Phone Number

_____

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 curriculum, instruction, assessment, and continuous improvement and aligns with Board Policy 6:40 (Curriculum Development) and Board Policy 6:120 (Education of Children with Disabilities). The Proviso Township High Schools Instructional Framework is available on the District website.

Proviso Township High Schools is committed to ensuring that high-quality instruction is in every classroom. Lessons begin with clearly posted learning objectives that are aligned to standards, written in student-friendly language, and referenced throughout instruction. Teachers explain what students are learning, why the learning matters, and how mastery will be demonstrated, while checking for understanding before moving forward.

During focused instruction, teachers make their thinking visible through modeling, think-alouds, and explicit demonstration of academic processes and strategies. Learning is supported through the use of anchor charts, process charts, academic vocabulary, and instructional practices that activate prior knowledge and engage students in meaningful learning experiences.

Teachers regularly use strategic questioning, formative assessment, and checks for understanding to identify misconceptions, monitor student progress, and inform instructional decisions, including reteaching, intervention, enrichment, and flexible grouping. Students are expected to actively engage in learning, articulate lesson objectives, explain the relevance of their learning, and demonstrate their understanding through independent and collaborative work.

The framework is supported through collaborative professional learning practices in which teachers analyze evidence of student learning, refine instructional strategies, and ensure that all students have equitable access to rigorous, standards-aligned learning experiences. Through these practices, Proviso Township High Schools fosters academic achievement, student ownership of learning, and continuous growth for every student.

Procedures:

1. Use the Proviso Instructional Framework to guide lesson design and delivery
2. Collaborate with colleagues during PLC time to internalize the curriculum and use the framework to plan for instruction.

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. All requests can be made through SchoolDude.
- 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.gcntraining.com/
2. Click “LOGIN”
3. Enter PTHS 209 organization code: _____
4. New users: click the orange button, follow prompts, and select job title/department. 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

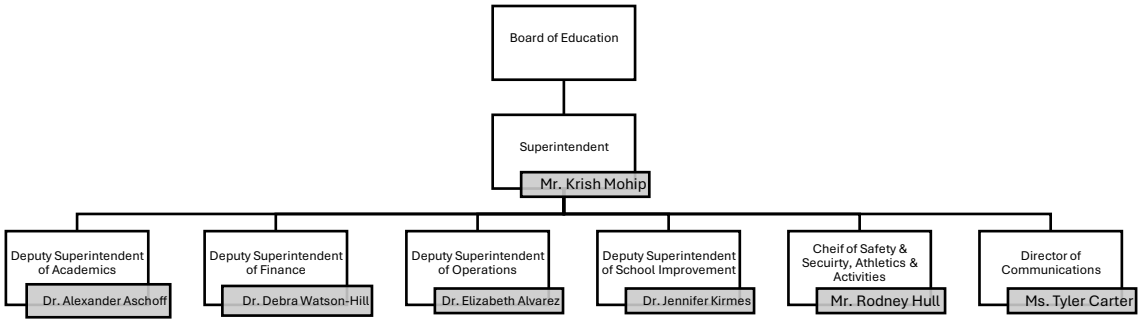
These events foster family engagement and transparency. Board Policy 8:95 (Parental Involvement) encourages staff to facilitate open communication with families. The CBA includes provisions for participation in scheduled conferences. Conferences allow teachers to provide progress updates to parents and suggestions for improvement as well as what the teacher is doing to support growth. The student should also have the opportunity to share what they are doing to meet expectations.

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

District Leadership



Academics

Name	Title	Contact Info	Ask me about…
Dr. Alexander Aschoff	Deputy Superintendent of Academics	Aaschoff@pths209.org 708-616-4502	CTE, early college opportunities, specialized services, multilingual students, driver education, data, research and assessment
Ms. Jonnette Greenhow	Executive Assistant to Academics	Jgreenhow@pths209.org 708-338-5929	CTE, early college opportunities, specialized services, multilingual students, data, research and assessment
Ms. Melissa Damewood	Director of Career and Technical Education	Mdamewood@pths209.org Phone TBD	CTE and Early College

Ms. Toni Johnson	Coordinator of Dual Credit, Dual Enrollment, Dual Degree, and Advanced Placement	Tjohnson@pths209.org 708-668-9853	Dual credit, dual enrollment, dual degree, advanced placement, and college board
Ms. Vanessa Schmitt	Director of Specialized Services	Vschmitt@pths209.org 708-338-5904	Special education, related services, PAEC, McKinney-Vento Liason and homebound instruction
Mr. Dimitrios “Jim” Kallieris	Director of Multilingual Education	Dkallieris@pths209.org 708-765-4617	Multilingual learners
Dr. Aaron Butler	Director of Research, Assessment, and Data	Abutler@pths209.org 708-323-1702	Research, Assessments, and all things Data
Mr. Chase Faull	Coordinator of Data and Assessment	Cfaull@pths209.org 708-202-1629	Assessments
Ms. Matsa Felder	Coordinator of Data and Enrollment	Mfelder@pths209.org 708-575-7845	Enrollment and registration
Ms. Abigail Evans	Research and Data Associate	Aevans@pths209.org 708-575-7052	All things data
Ms. Felicia Lee	Coordinator of Technology Integration	Felee@pths209.org 708-202-6210	Technology in your classroom

Business Office – see page 23

Operations

Name	Title	Contact Info	Ask me about…
Dr. Elizabeth Alvarez	Deputy Superintendent of Operations	(708)488-7780 Ealvarez@pths209.org	HR, Safety & Security, B &G, IT, Kitchen, Transportation, Policy, & Compliance training
Lizett Reyes	Executive Assistant	Lreyes@pths209.org	
Food & Nutrition	• Stephanie Garza-Director - Food & Nutrition Services • Roberto Gonzalez –Asst. Manager of food services • Joe Ratley-PMSA Kitchen Supervisor • Jennifer Wachowski-West Kitchen Supervisor • Letitia Dixon-East Kitchen Supervisor • All Kitchen staff	708-676-3653 Sgarza@pths.org Rgonzalez@pths209.org Jratley@pths209.org Jwachowski@pths209.org Ldixon@pths209.org	Food & Nutrition
Security	• Rodney Hull-Chief of Security, Athletics and Activities	(708)835-4512 Rhull@pths209.org Jshelby@pths209.org	Athletics, Safety & Security Oversees all Security and

	• Julius Shelby-West Athletic Director • All Building Security Guards a nd Cafeteria Monitors		Cafeteria Monitors in schools Oversees Athletic Directors
HR Department	• William Breisch-Director of HR • Dr. Latoya Mcintosh-Director of Investigations & Recruitment • Lizett Reyes-Admin Assist • Michele Edward-HR Generalist • Jacqueline Fields-Benefits Specialist • Regina Collins-HR Coordinator I • Benefits Generalist-Vacant	Wbreisch@pths209.org (872) 250-3757 Lmcintosh@pths209.org (708)435.0074 cell (708)202.1612 Lreyes@pths209.org Medwards@pths209.org Jfields@pths209.org Rcollins@pths209.org	WB-Human Resources LM-Investigations and Recruitment
IT	• Eric Santos-Director of IT • Lamont Bennet-Coordinator II Information Systems • Diego Delgadillo-Coordinator 1 Network Solutions • Mariah Emory-Admin Asst. • Daniel Gaidelis-Coordinator II Information Systems	• 708-338-5970 Esantos@pths209.org • 872-278-9968 Lbennet@pths209.org • 708-325-2997 delgadillo@pths209.org • 708-338-5920 Memory@pths209.org • 708-202-1821 Dgaidelis@pths209.org	IT

	• Stephanie Harris-Coordinator II Student Information Systems • David Huerta-Coordinator II Information Systems • Marc Jones-Admin Assist • Faraz Uddin-Coordinator I computer solutions	• 708-338-4154 Sharris@pths209.org • 708-575-9486 Dhuerta@pths209.org • 708-288-0221 Mjones@pths209.org • 224-659-9505 Fuddin@pths209.org	

School Improvement

Name	Title	Contact Info	Ask me about…
Dr. Jennifer Kirmes	Deputy Superintendent of School Improvement	(708) 323-2485 Jkirmes@pths209.org	Anything you think can make our schools better.
Athanasia Albans	Director of Professional Development and Performance Management	(708) 575-7332 Aalbans@pths209.org	Certified Staff Evaluations, Conferences, Professional Development Credit, New Educators
Dr. Debra Dianna Thomas	Coordinator Of Alternative Learning Programs	(708) 427-8452	Evening School, Alternative School Options and Placement Processes, Restorative Discipline
Dr. Rubi Ortiz	Director of Curriculum & MTSS	708-441-3028 Rortiz@pths209.org	Curriculum Maps, Instructional Materials

			MTSS, Counseling, Student Success Teams,
Dr. Olimpia Bahena	Director of Instructional Framework Support	Obahena@pths209.org	Proviso Instructional Framework, Instructional Coaching, Department Chairs, Unit Internalization Protocol, PLCs
Jacqueline Hernandez			Scheduling a meeting with Dr. Kirmes, school improvement related purchasing, event planning,

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 workdays of paid sick leave for nonmedical necessity reasons related to the birth of a child within 12 months of 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 workdays 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 Pro-Ration

Newly hired full-time 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 fortyeight (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.

Exhausted Leave of Time

Human Resources will notify employees by email when they are approaching exhausted leave time or have fully exhausted their available leave.

Once all available leave has been exhausted, any additional absences may result in progressive disciplinary action through Human Resources. Continued attendance concerns may ultimately lead to further employment action, up to and including termination, in accordance with applicable Board policy, collective bargaining agreements, and district procedures.

Once all available leave is exhausted on any additional days, an employee does not report to work **will be unpaid**. Employees who continue to be absent after exhausting their leave balances will not receive pay for those absences.

Thank you for your cooperation and continued commitment as we work together to improve employee attendance.

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. Students should only be contracted through official supported platforms such as Microsoft Teams, Outlook, or Ring Central.

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 (viewed above).

Procedures:

1. Enter grades by the published deadline for each reporting period per the Assessment Calendar in PowerSchool.
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

Proviso Township High Schools District 209 offers Alternative Learning Opportunities Programs (ALOP) to support students whose academic, behavioral, attendance, social-emotional, or other needs may require services beyond the traditional school setting. Available programs may include DREAM, Proviso Evening School, PEACE, Seniors Plus+, West40 programs, and other approved alternative placements.

Staff Responsibilities

- When a student may benefit from an Alternative Learning Opportunities Program, staff should first collaborate with the student's counselor, administrator, and intervention team.
- Before discussing placement options or completing referral paperwork, staff must consult with the District's Coordinator of Alternative Learning Opportunities Programs (ALOP).
- Parents/guardians and students must consent to any recommendation for alternative placement before a referral is submitted.
- Final placement decisions are made through the District review process in collaboration with school-based teams.

Important: Early communication with the ALOP Coordinator helps ensure that students are connected to the most appropriate supports and that referrals are processed efficiently.

ALOP Contact Information

Questions regarding alternative placements, student eligibility, referral procedures, required documentation, or program availability should be directed to:

Dr. Debra Dianna Thomas
Coordinator of Alternative Learning Opportunities Programs (ALOP)
dthomas@pths209.org**Staff should contact Dr. Thomas before initiating any ALOP referral or placement recommendation.**

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. Though 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 (both internal and external) 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 PowerSchool promptly.
3. Report discrepancies to the attendance office.
4. Follow up with students who have chronic absences.
5. Submit attendance corrections to the attendance office if it is beyond the 4 day window for teachers to correct in PowerSchool.

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

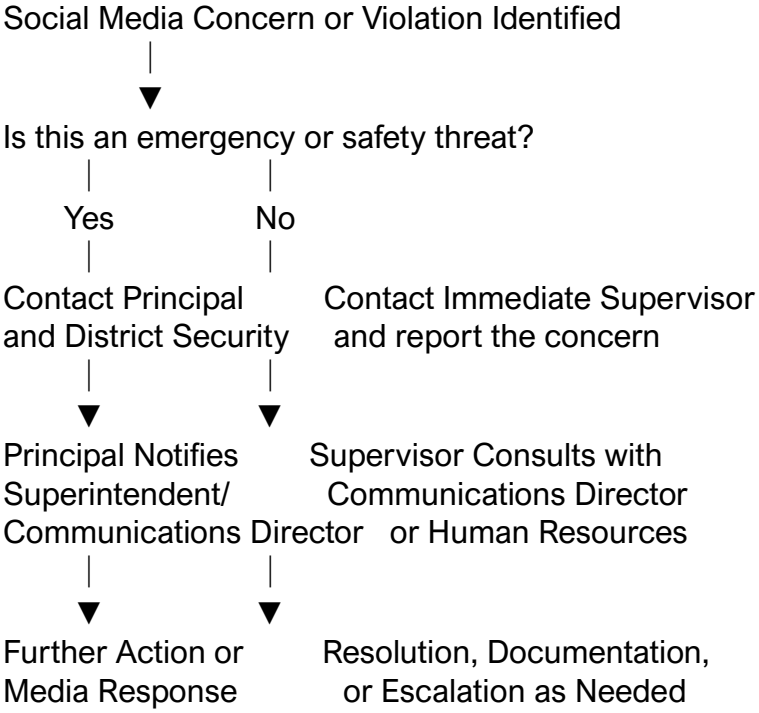
- Personal social media activity must:
    - Not disrupt the educational process.
    - Not disclose confidential student or employee information.
    - Not include discriminatory, harassing, defamatory, or vulgar content.
    - Not undermine the reputation or public trust of District 209.
- Staff should 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	Do Not
Share District events, programs, and student achievements using approved District social media accounts.	Post student photos or videos on personal accounts without written parental consent.
Maintain privacy settings on personal accounts to control public access.	Engage in political campaigning using District resources or social media accounts.
Direct media inquiries to the Superintendent or Communications department.	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

Staff Concern Identified

Address at Building Level (Direct Supervisor/Principal)

If Unresolved:
Escalate to Department Head or Assistant Principal



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 the chain.

Use of District Email and Communication Tools

- District-provided email accounts must be used for all school-related communications.
- 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**	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**	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**	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**	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**	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**	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**	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**	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**	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**	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:

- **C**oncise: Keep surveys brief to prevent fatigue.
- **A**ccessible: Ensure all students can participate, including those with disabilities.
- **R**elevant: Align questions with goals.
- **E**thical: Protect privacy and obtain informed consent.
- **S**imple: 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.

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

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
- Violate Illinois Eavesdropping Statute, 720,ILCS 5/14-2

- Specifically, the Illinois Eavesdropping Statute, **720 ILCS 5/14-2**, provides in relevant part: A person commits eavesdropping when he or she knowingly and intentionally:

  (1) Uses an eavesdropping device, in a surreptitious manner, to overhear, transmit, or record any part of a private conversation to which he or she is not a party, unless done with the consent of all parties to the conversation;

  (2) Uses an eavesdropping device, in a surreptitious manner, to transmit or record any part of a private conversation to which he or she is a party, unless done with the consent of all other parties to the conversation; or

  (3) Intercepts, records, or transcribes, in a surreptitious manner, any private electronic communication without the consent of all parties.

  Under this statute, recording a private meeting without the consent of all participants may constitute a violation of Illinois law.

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 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

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.

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_____

Student Laptop Policy

Each student is provided with **one district-issued laptop** for educational use. Students are responsible for taking care of their assigned device and bringing it to school fully charged each day.

If a student **forgets, loses, or damages** their laptop, they may request a temporary replacement or rental device under the following guidelines:

- **Forgotten Laptop:** Students who leave their laptop at home may sign out a loaner laptop for the day. The loaner must be returned by the end of the school day. Failure to return the loaner laptop will result in a charge being placed on the student's account.
- **Damaged Laptop:** If a student's assigned laptop is damaged, the District will allow **one repair or replacement at no charge**. Any subsequent damage to a laptop may result in a charge to the student's account.
- **Lost Laptop:** Students who lose their assigned laptop are expected to make every reasonable effort to locate and recover it. A replacement may be provided for

instructional use; however, if the original laptop is not recovered, a charge may apply. If the original laptop is later found after a replacement has been issued, the student must immediately return one of the devices to the District.

Students are expected to treat District technology with care and responsibility. Loaner and replacement devices are provided to support uninterrupted access to digital learning resources while maintaining accountability for District property.

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)

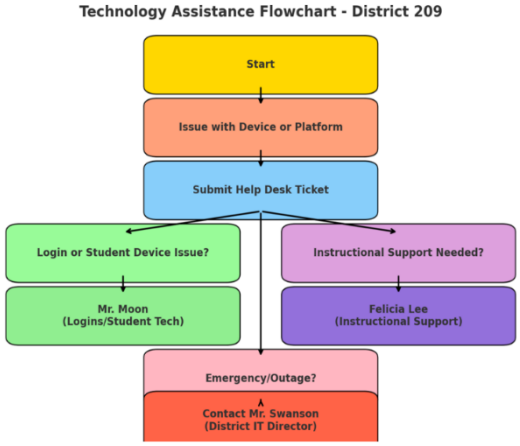
Contact Felicia Lee for assistance with gradebook setup, instructional tools, and classroom integration.

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.

Technology Assistance



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 Rubi Ortiz (rortiz@pths209.org), Director of Curriculum and MTSS 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.

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

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 coordinate 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.