

Bowen High School

Student Handbook

2014 - 2015



This Handbook Belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____

Bowen High School

2710 East 89th Street

CHICAGO, IL 60617

Main Office: 773-535-7650

Attendance Office: 773-535-6330 or 773-535-6631

www.bowenhs.org

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Message from the Principal

Dear Student,

Welcome to the Bowen High School 2014-2015 academic year! The beginning of a new school year is always a great opportunity to reflect upon your personal goals. A new beginning is a time to look back at previous accomplishments and assess what needs to be done to ensure future success. Last year, we made significant strides in freshmen-on-track rates and attendance. These are key indicators that our staff is continuously improving its services for you, our most prized asset!

Your high school experience should be a positive one where you will learn concepts, make new friends, and deepen your identity. You must believe that you will be successful and truly believe it is impossible to fail. At Bowen, we will prepare you with the tools necessary to visualize and implement your goals to ensure you are prepared for success. As you look to the challenges ahead, remember to identify what you want for your future, believe you deserve it, and most importantly, know you can achieve it.

The Bowen Student Handbook is crafted to provide useful information about our school rules, regulations, academic requirements, clubs, organizations, student privileges and responsibilities. Having this information at hand, will help you understand how to get and stay on the path to college success.

We are looking forward to a great year at Bowen High School. Once again, welcome!

Sincerely,

A handwritten signature in purple ink that reads "Nia Abdullah". The signature is written in a cursive style and is placed on a light beige rectangular background.

Nia Abdullah
Principal

Vision Statement

All Bowen students and families will obtain an excellent education, compete globally, and affect positive change in their community.

School Colors

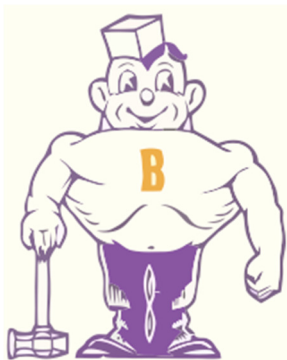
Purple and Gold

School Crest



School Mascot

Boilermaker



Administrative Email Directory

Principal
Assistant Principal
Athletic Director
Attendance Coordinator
Business Manager
Clerk
Case Manager (SPED)
Dean of Students
Engineer (Acting)
Lunchroom Manager
College and Career Specialist
Counselor (A – Z)
Programmer
(SIG) Manager/Instructional Coach
Social Emotional Intervention Specialist/CARE TEAM
Technology Coordinator
Youth Advocate

Nia Abdullah - nmabdullah1@cps.edu
Catherine Whitfield – cbwhitfield2 @cps.edu
Ronald Wilson – rwilson5@cps.edu
Brianna Nkemeh – bnnkemeh@cps.edu
Ofelia Sosa - ososa@cps.edu
Teresa Herrea - therrera@cps.edu
Cheryl Jenkins-Richardson - cljenkins-richard@cps.edu
Darnell Wilson - dswilson@cps.edu
Cecilia Gonzalez – cgonzalez106@cps.edu
Frances Moore – fgmoos@cps.edu
Eugene Robinson - erobinson12@cps.edu
Darlene Mathews - dsbell@cps.edu
Timothy Wedryk - tmwedryk@cps.edu
Fatima Cooke - fycooke@cps.edu
Beina Link - TBA
David Stockman - dstokman@cps.edu
Karen Stewart – klmckinley@cps.edu

Teacher Leader Email Directory

Curriculum Coordinator

Katie Smith - krwilliams6@cps.edu

Department Chairs

Applied Arts
English
Math
Language
Science
Social Science

Vanessa Young - vayoung1@cps.edu
Elizabeth Hayes – ewhayes@cps.edu
Claire McCauley – cemccauley@cps.edu
Patricia Holloway - plholloway@cps.edu
Jason Grey – jgrey1@cps.edu
Maureen Gilligan – magilligan@cps.edu

Grade Level Leaders

9th
10th
11th
12th

Catherine Fletcher – cmfletcher1@cps.edu
April Knighten – aknighten@cps.edu
TBA
Darlene Mathews – dsbell@cps.edu

BHS Bell Schedule



Period	Time
1	8:00 – 8:50
2	8:55 – 9:45
3	9:50 – 10:40
4	10:45 – 11:35
5	11:40 – 12:30
6	12:35 – 1:25
7	1:30 – 2:20
8	2:25 – 3:15

CLOSED CAMPUS

Bowen has a closed campus policy. This means that students are not permitted to go outside for lunch or at any time during the school day for any reason unless accompanied by a staff member for the purpose of an educational activity. This policy is for the protection of students, parents, and staff.

STUDENT FEES

The following fees can be paid by money order or in cash:

9th, 10th and 11th Grade: **\$100 fee** includes course and student fees, and school ID and lanyard

12th Grade: **\$300 fee** includes course and student fees, school ID and lanyard, graduation fee and cap & gown

Payment plans are available upon request (\$35 is required at orientation to start payment plan)

Start On Time – Hall Sweeps

When the bell rings students have 5 min to get to class. Teachers, security and administration will all be in the halls encouraging students to move along and get to class ON TIME. Students who are caught in the hall after the bell has rung will be escorted to one of our sweep rooms to be processed.

Bowen Hallway Behavior

- Wear ID's where they can be seen at ALL times.
- Walk efficiently in halls.
- Avoid congregating in groups that block traffic in halls and on stairs.
- Use a Voice Level of 2.
- Avoid banging on classroom doors and lockers.
- Follow the directions and requests of all staff members the first time you are asked.

When tardy bell rings

- Students should be in class and ready to learn
- Students who are tardy should report to the closest sweep room escorted by a staff on the positive sweep team

Sweep Behavior

When being escorted to sweep room

- Follow directions and request of all staff members
- Correct all behaviors first time asked
- Walk (Not Run)

While in sweep room:

- Allow adult to scan ID
- Sit quietly and wait for escort to class

When returning to class:

- Return quietly with no disruptions to the class

Hall Sweep Consequences

- 1st – 4th Tardy = Warning
- 5th = Detention (No Show to Detention = In School Suspension)
- 6th – 9th = Warning (Call to Parent)
- 10th = Detention (No Show to Detention = In School Suspension)
- 11th – 14th = Warning (Call to Parent)
- 15th = Detention (No Show to Detention = In School Suspension)
- 16th -19th = Warning (Call to Parent)
- 20th = Detention (No Show to Detention = In School Suspension)

High School Graduation Requirements

Your high school education will open the door to countless possibilities in post-secondary education and the workforce. Your coursework will prepare you to be college and career ready. Your core courses will emphasize the fundamental subject areas of English, Mathematics, Science and Social Science. Other courses available for you to take include World Language, Art, Music, Drafting, Physical Education/Health and ROTC, and electives offered in the core subject areas. You will also have the opportunity to experience and explore a program of career development in preparation for the numerous career education and technical training choices available to you. Please work with your high school counselor to ensure that all required courses are completed prior to graduation.

You are encouraged to strive for high levels of achievement, which will pave the way for continued success throughout your high school years. We wish you successful completion of all high school graduation requirements. Best of luck!

REQUIRED COURSES	DESCRIPTION	UNITS REQUIRED
Credit Bearing Requirements		
English	English I, English II, English III, English IV.	4 credits
Mathematics	Algebra, Geometry, Advanced Algebra/Trigonometry. (Students successfully completing Algebra and/or Geometry prior to entering high school will follow an appropriate three-year math sequence.)	3 credits
Science	Biology and 2 years of Laboratory Science, which must include Chemistry, Earth and Space Science, Environmental Science, or Physics.	3 credits
Social Science	World Studies, United States History, and one other Social Science course.	3 credits
World Language	Two years of the same world language.	2 credits
Fine Arts	One year of Music and one year of Art or Drafting.	2 credits
Physical Education	One year of Physical Education I/Health or ROTC I/Health and Physical Education II/Drivers Education or ROTC II/Drivers Education in 9th and 10th grades.	2 credits * All students must take four years of PE beginning Fall 2014 or have an approved waiver. Please see Counselor for additional information.
Career Education/ROTC/Advanced Academic Option	CTE programs, advanced academic/fine arts options or ROTC III, ROTC IV.	2 credits
Electives	Selection of an additional three courses not already listed above.	3 credits
Total Credits Required	Students must earn a minimum of 24 credits as described above to earn a diploma from the Chicago Public Schools.	
Non-Credit Bearing Requirements		
Service Learning	Four approved classroom-integrated service-learning projects that amount to a minimum of forty hours. Twenty hours must be completed by the end of tenth grade.	
Consumer Education	Complete a course integrating consumer education curriculum.	
Public Law 195	Demonstrate knowledge of U.S. and Illinois constitutions as part of subject-area curricula and/or Constitution test.	
PSAE	Public Act 93857 requires students to take the Prairie State Achievement Examination (PSAE) as a condition for receiving a regular high school diploma.	

Promotion Requirements

Minimum units of credit required for promotion from:

Grade 9	5.0 credits + 10 Service Learning Hours
Grade 10	11.0 credits + 20 Service Learning Hours
Grade 11	17.0 credits + 30 Service Learning Hours
Grade 12	24.0 credits + 40 Service Learning Hours

Students who do not meet these requirements are required to make up their deficiencies in Summer School, Evening School, or Saturday School.

Service Learning (SL) Information

What is service learning?

Service learning is a CPS requirement for graduation which enables students to take what they have learned and share it in a productive way for the benefit of other people. Service learning has three parts: learning something new, service, and reflection. All three parts must be completed to earn the service learning credit

What are the requirements?

- Freshmen, sophomores and juniors must complete four service learning projects of a minimum of 15 hours each, in order to be eligible for graduation. Hours are no longer accepted for freshmen, sophomores, or juniors.
- Seniors must complete forty service learning hours in order to be eligible for graduation.
- How do I fulfill the service learning requirement?
Some service learning projects will be offered by teachers while completing classwork; other service learning projects will be offered by the Service Learning Coordinator, Mrs. Holloway. All students are welcome to ask her for opportunities to complete projects other than those offered by teachers. Mrs. Holloway can be found in room 405, or she contacted by email: plholloway@cps.edu.

What are some examples of SL?

- An environmental science class, studying the effects of pollution on the earth might help clean trash on a beach while sharing what they learned about the effects of pollution.
- A social studies class learning about a war's effect on those who fought the war might write a letter to people in the military.
- An English class might go read to elementary students.

Standardized Testing Requirements

PSAE

Every April, all juniors take the Prairie State Achievement Exam (PSAE). This test is administered over two days. On the first day, juniors take the ACT, and on the second day, juniors take the Work Keys exam. All juniors must be present both days and take both tests to be promoted to be seniors. ***(This may change due to new state testing requirements)***

Advanced Placement Exams

Students enrolled in an Advanced Placement (AP) class will take the AP test in May according to the national schedule released by College Board. If you are enrolled in an AP course, you are required to take the exam. If you do not take the exam, you will fail your AP course and pay \$80 for your unused test.

ACCESS

Students receiving English as a second language and bilingual support will take the ACCESS test in January and February, according to the schedule determined by the bilingual lead.

EXPLORE, PLAN and ACT (EPAS)

Freshmen will take the Explore and sophomores will take PLAN periodically throughout the year to help students and teacher prepare students to succeed on the PSAE. Juniors will take ACT practice test during these times.

BHS Expectations

All BHS students have the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, BHS has adopted an Positive Behavior Intervention System to ensure that we are actively working towards an environment where adults and students can thrive.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

The BHS PBIS Plan includes: teaching positive school rules; implementing a social emotional skills development and enhancement programs; positively reinforcing appropriate student behavior; using effective classroom management (Discipline in the Secondary Classroom); providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

STUDENT RESPONSIBILITIES

Students are expected to learn and model the BHS Student Behavioral Expectations follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

BE HERE

- I come to school regularly and on time, ready to learn

BE RESPONSIBLE

- I take responsibility for my actions.
- I choose how I respond to others.
- I give my best in everything I do

BE SAFE

- I am responsible, like everyone else, for maintaining safety at school.
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

PARENT/CAREGIVER RESPONSIBILITIES

Parents/Caregivers will take an active role in supporting BHS efforts to maintain a welcoming school climate.

- Support the implementation of the school's PBIS Plan.
- Be familiar with and review the BHS Student Behavioral Expectations and school rules with their children.
- Reinforce positive behavior and acknowledge their child(ren) for demonstrating appropriate conduct. 4. If misconduct escalates, parent/caregivers will cooperate with the school as a collaborative partner to address student's needs.
- Send the student to school prepared for work--with books, pencil/pen, homework, and appropriate dress.
- Insure that the student attends school regularly and is on time.
- Provide a home environment that encourages respect for the school and the learning process; provide a healthy environment with adequate nutrition, and rest.
- Take corrective action when requested by the teacher or principal.

TEACHER RESPONSIBILITIES

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

- Defining, teaching, reviewing and modeling BHS Student Behavior Expectations
- Acknowledging and reinforcing appropriate student behavior and school rules.
- Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
- Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
- Following the behavior support plan for students with disabilities available to all staff working with identified students.
- Reporting the behavior to the school administrator or Dean at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions.
- Assuming responsibility for all students of the school, not just those in individual classrooms.
- In the event a student is placed in In School Suspension, the teacher MUST provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

PRINCIPAL RESPONSIBILITIES

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

- Ensuring that BHS Student Behavior Expectations
- Annually developing, implementing and evaluating a PBIS Plan.
- 3. Utilizing methods for recording, collecting and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population.
- 5. Providing necessary training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
- 7. Implementing the consistent application of reasonable alternatives to suspension, expulsion and suspended expulsions that include the use of equitable consequences consistent with CPS policy.
- 8. Collaborating and partnering with after-school programs and outside agencies when appropriate.
- 9. Assembling an ongoing collaborative team at the school (CARE TEAM) with appropriate staff and the parent/caregiver(s) to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies
 - d. Community agency referrals

Assembly Expectations and Logistics

Students will:

- Grab all belongings out of their lockers after designated period/class
- Follow the instructions of all adults
- Use respectful language at all times
- Respect ALL presenters and acts
- Remain seated throughout the assembly
- Cheer and clap ONLY at appropriate times
- Be dismissed only when given the signal by their teacher, Dean or AP
- Receive consequence of ISS or OSS depending on severity of offence or disruption

Teachers will:

- Review student expectations with ALL classes during the week of assembly . (Make sure student are aware of the consequences for not following expectations)
- Escort assigned class to the Auditorium at starting 15 minutes after the start of designated (Security will notify classes when to come down)
- Instruct students during designated passing period to get all belongings – students will not be permitted back to their lockers after assembly
- Remain with designated period class the duration of the assembly
- Monitor student behavior and redirect as necessary
- Report to security, principal/AP or dean of any students who refuse to follow expectations
- Assist with sweeping the halls & rotate and monitor student behavior in the assembly if no class is scheduled for period of assembly

Security will:

- Assist with clearing the halls after designated period – Remind student to get all belongings to take to designated period
- Pull classrooms on assigned floor starting 15 min after the start of designated period. (Ms. Whitfield will notify each floor security when to begin pulling classes)
- Remind students to get all belongings
- Report to the auditorium after floor and bathrooms are cleared
- Assist in supervising areas in the auditorium
- Address any students who refuse to follow expectations
- Assist in clearing the auditorium after assembly is over

Roles of Administration

<p><u>B. Nkemeh & B. Link</u></p> <ul style="list-style-type: none"> · Assist with passing out programs at the door for students entering the auditorium · Assist with escorting classes to appropriate areas of the auditorium · Assist with rotating & monitoring student behavior in the gym 	<p><u>D. Mathews, E. Robinson, J.Norman</u></p> <ul style="list-style-type: none"> · Assist with clearing the floors – Mathews (4th), Norman (3rd), Robinson (2nd) · Report to the auditorium to assist with rotating & monitoring behavior in the assembly 	<p><u>Dr. Richardson</u></p> <ul style="list-style-type: none"> · Assist with escorting classes to appropriate areas of the auditorium · Assist with rotating & monitoring student behavior in the gym
<p><u>D. Wilson & K. Stewart</u></p> <ul style="list-style-type: none"> · Assist with escorting classes to appropriate areas of the auditorium · Assist with rotating & monitoring student behavior in the gym · Address all severe behavior infractions 	<p><u>C. Whitfield</u></p> <ul style="list-style-type: none"> * Communicate with security for pulling classrooms * Monitor the flow into the auditorium * Assist with rotating & monitoring student behavior in the auditorium * Address all severe behavior infractions 	<p><u>N. Abdullah</u></p> <ul style="list-style-type: none"> * MC/Announce each of the presentations/acts * Assist with making sure student noise levels are appropriate * Address all severe behavior infractions

Disciplinary Infraction: CPS Student Code of Conduct

Education thrives when parents, students, and teachers work together toward common goals. Discipline is an integral component of education that works best when everyone involved knows exactly what to expect. To ensure a unified purpose among schools, CPS developed the Student Code of Conduct. It sets forth a firm foundation for students, parents, and teachers to build effective school and classroom behavior management programs. Teachers will distribute the Code of Conduct during the first week of school. If you do not receive it, ask your child's teacher or your school principal. More specifics can be found in the Code of Conduct from Chicago Public Schools

Acts of Misconduct are categorized into 6 groups. The first two groups are reserved for minor infractions that result in either a detention or parent teacher conference. Consequences for Group 3 violation are at administrator's discretion; however the minimum is a parent-teacher conference. Groups 4-6 are major violations with the minimum of a suspension. Further consequences are at the principal and Board of Education's discretion.

<p>Group 1 – Inappropriate Behaviors 1-3 Disruptive behavior 1-4 Loitering 1-5 Cutting class 1-6 Persistent tardiness</p> <p>Disciplinary Action - First Violation Minimum: Teacher-Student Conference, Reflection Sheet, Referral to therapeutic group Maximum: Teacher-Student-Parent Conference, Peer Jury Referral</p> <p>Disciplinary Action - Repeated/Flagrant Violations Minimum: Teacher-Student-Parent-Resource-Person-Admin Conference Maximum: In-School Suspension</p>	<p>Group 2 – Disruptive Behaviors 2-1 Posting unauthorized materials 2-2 Leaving school without permission 2-5 Failing to abide by school rules and regulations 2-7 Use or possession of tobacco products and lighters 2-8 Defying school personnel</p> <p>Disciplinary Action - First Violation Minimum: Teacher-Student Conference, Reflection Sheet Maximum: Teacher-Student-Parent-Resource Person-Administrator Conference, In-School Suspension</p> <p>Disciplinary Action - Repeated/Flagrant Violations Minimum: In-School Suspension Maximum: Suspension (one to five days) or Disciplinary Reassignment</p>
<p>Group 3 – Seriously Disruptive Behaviors Any behavior that is seriously disruptive 3-2 Gambling 3-3 Fighting – two people, no injuries 3-4 Profane, indecent, immoral language 3-5 Persisting in serious acts of disobedience or misconduct 3-8 Forgery 3-9 Display of gang affiliation 3-10 Bullying behaviors</p> <p>Disciplinary Action - First Violation Minimum: Teacher-Student-Parent-Resource Person-Administrator Conference, Referral to therapeutic group Maximum: Suspension (one to three days)</p> <p>Disciplinary Action - Repeated/Flagrant Violations Minimum: In-school suspension: (one to five days) Maximum: Suspension (one to five days) Disciplinary Reassignment by Network</p>	

<p>Group 4 – Very Seriously Disruptive Behaviors 4-1 False activation of a fire alarm 4-3 Assault 4-4 Vandalism or criminal damage to property 4-5 Battery or aiding in a battery 4-6 Fighting that results in injury 4-7 Theft 4-11 Trespassing 4-13 Possession of a dangerous object 4-14 Use or possession of alcohol</p> <p>Disciplinary Action Minimum: Teacher-Student-Parent-Resource Person-Administrator Conference, Referral to therapeutic group Maximum: Suspension (one to five days), Disciplinary Reassignment by Network</p>	<p>Group 5 – Most Seriously Disruptive Behaviors 5-1 Aggravated assault 5-6 Gang activity or displays of affiliation 5-7 Inappropriate sexual conduct 5-10 False activation of a fire alarm that causes evacuation</p> <p>Disciplinary Action Suspension (five to ten days) and/or Disciplinary Reassignment and/or Police Notification. Both arrest by the Police and expulsion. If a student is expelled, Alternative School Placement may be recommended for the period of the expulsion.</p>
<p>Group 6 – Illegal and Most Seriously Disruptive Behaviors 6-1 Use, possession, and/or concealment of a firearm/destructive device or other weapon 6-3 Arson 6-4 Bomb threat 6-5 Robbery 6-6 Sale, distribution or intent to sell or distribute alcohol, illegal drugs, etc 6-7 Sex violations 6-9 Murder 6-10 Attempted murder 6-11 Kidnapping</p> <p>Disciplinary Action Police Notification and/or arrest, suspension for 5 to 10 days, and expulsion for a period of not less than one calendar year, or as modified on a case-by-case review by the Chief Executive Officer or designee. Alternative School Placement may be recommended for the period of the expulsion.</p>	

BHS Student Dress Code

The following Dress Code is to provide an environment conducive to learning without distractions. These rules also apply to all school-sponsored events.

- Outerwear (jackets, hats, doo-rags, headbands, scarves, etc.) must be placed in student's locker upon arrival
- Clothing or jewelry displaying lewd, vulgar, obscene, offensive language or symbols is a distraction and is not allowed
- Inappropriate logos or designs on clothing, shoes, notebooks or textbooks is not permitted
- Gang affiliated clothing, jewelry, tattoos, or combination of colors is not allowed
- Hair designs advertising, promoting, or picturing alcoholic beverages, tobacco, drugs, or illegal sexual or violent behavior are prohibited
- Hats, caps, sweatbands, bandanas, doo rags, hairnets, hoods, or sunglasses must be kept in student's locker
- Midriff, cleavage, and underwear must be covered at all times
- Shorts and skirts can only be four (4) inches above the knee.
- Spaghetti strap and tank tops must be accompanied with a top which covers the student's shoulders
- Student IDs must be worn around the neck at all times.
- Suggestive or obscene language on clothing or jewelry is prohibited
- All tops must have sleeves and pants are to be worn around the waist.
- Students must comply with the Chicago Public Schools dress code.

- **Students who enter the building out of dress code will not be allowed to enter. Students will have to contact a parent or guardian to bring them the appropriate clothing to wear. Should a parent or guardian not be available, the student will be sent home.**

Attendance Policies

Attendance Expectations

Regular and punctual school attendance provides you with an essential foundation for achieving academic success and assists you in developing habits necessary for college, career and professional life. Consistent attendance enables you to benefit from shared experiences that are integral to your learning process and cannot be replicated outside of the classroom. Students are expected to be in school every day. Parents are expected to contact Bowen High school on the day of the child's absence.

Please call 773-535-6331 or 773-535-6011 and leave a message: Please briefly state your name and your child's name. Also, include the reason for the absence and leave a valid/operating callback number. In addition, please note; parents must provide a written note with the dates and reason of the child's absence to the attendance office as soon as possible. The purpose of the student's absence note is to determine if it is excused or unexcused.

Credit for all courses is based on class attendance. You are allowed no more than four (4) absences (excused or unexcused) per semester and no more than eight (8) absences (excused or unexcused) for the school year.

Excused Absences

- Student illness
- Death in the immediate family
- Religious holiday
- Family emergency
- Circumstances causing reasonable concern to the parent for the student's health or safety, or other situations beyond the control of the student, as determined by the principal.

Tardy Policy

- All students should arrive to school at least 15 minutes prior to their start time
- Classes will begin promptly at 8:00 a.m.
- Students are expected to arrive at school on time. When a student is late to school, he or she must obtain a tardy pass at the school entrance. If you are tardy THREE times, this equals a FULL DAY absence! Don't get caught coming to school late!

Unexcused Tardy

- Late Bus: Check the CTA Bus Tracker!
- Waiting on Friends: Leave them!
- Late Breakfast: Come to school early and eat a hearty breakfast.

Excused Tardy

- Medical appointments (documented by a doctor note on official letterhead)
- Extenuating family emergency (documented by a parent or guardian note to Attendance Office)
- Court appointment (documented by an official court stamp or signature)
- Returning from a school sponsored field trip

Class Cut Policy

- Class cutting or missing a class after a student has arrived at school is a very serious offense.
- Students who are reported to have cut class will serve a lunch detention.
- Chronic cuts will result in a parent conference and/or suspension. Chronic cuts include 5 or more infractions.

Truancy Policy

A “truant” is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. “Valid cause” for absence shall include illness, observance of a religious holiday, death of the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances, which cause reasonable concern to the parent for the safety or health of the student.

“Chronic or habitual truant” shall be defined as a child subject to compulsory school attendance and who is absent without valid cause from attendance for 10% or more of the previous 180 regular attendance days.

Extended Illness

If a student is going to be absent for an extended period (more than 5 days) the parent/guardian should immediately contact the student’s counselor, the Attendance Office and the School Nurse. A doctor’s note with a verifiable number must be given to the Attendance Office immediately. You may either fax the note to (773)535-6489 or bring it to the Attendance Office.

Illness during School Hours

A student who becomes ill while in school should be escorted to the Nurse’s Office. If the student is too ill to remain in school, the parent/guardian must be notified before the student is allowed to go home. The parent/guardian should come to school to pick up the student. The student should show the early dismissal (ED) to all his/her teachers upon returning to school.

Excused from Class

Students who wish to be excused from classes to participate in a school-sponsored activity (field trip, game, dance, assembly, etc.) must secure the permission of the teacher of each class to be missed at least one day before the event. A teacher has the right to refuse permission to be absent from their class or such extracurricular events.

Athletes & Attendance

Athletes must be in school for the entire day and attend all classes unless excused by the principal or athletic director. If an athlete cuts a class or leaves the building unannounced, he/she will be ineligible to participate in that day’s practice and/or games.

Homework Policy

Students will have homework assignments EVERY night. Any student who does not complete homework assignments risks failing his or her classes. Any student who is failing a class will be assigned to mandatory tutoring for that subject. The Chicago Board of Education mandates that homework be assigned regularly to students. Homework should be a sequence of well-planned, meaningful assignments for completion outside of class.

The following are suggested time allocations for homework:

9th	120 min/day	10th	130 min/day
11th	140 min/day	12th	150 min/day