



Township High School District 214 Registration Information 2021-22

Welcome to the 2021-22 school year. The first full day of classes will be **Wednesday, August 11, 2021**.

On-Line Registration will begin **Monday, June 7, 2021**. [CLICK HERE](#) for the direct registration link.

Township High School District 214 uses an On-Line Registration and Fee Payment Process. You may complete your registration at home or at any location where you have Internet access. Please plan to allow at least 30 minutes to complete the registration. If you do not have access to a computer, or if you prefer to pay using cash, check, or money order, please go to your home school's main office to complete the registration process.

Due to the global COVID-19 pandemic and economic burden put on many families, the Board of Education has voted to waive the 2021-22 registration fee for all students. Co-Curricular fees will also be waived. However, in some cases, a nominal registration or administration fee will be charged.

Students on a fee waiver will have the applicable fees waived. Any optional fees (not included online), health and immunization records, athletic registrations, and other information included in this packet will need to be mailed in or dropped off in the main office.

Meal Benefits Application: If you are applying for a fee waiver, you must do so using the Meal Benefits Application link located in the **Infinite Campus Parent Portal** under "More/Meal Benefits Tab. Please click on this link for more information: [Food and Nutrition Services/Lunch Application](#)

ONLINE APPLICATIONS MUST BE SUBMITTED AND SIGNED BY AN ADULT HOUSEHOLD MEMBER WHO HAS SET UP AN AUTHORIZED E-SIGNATURE ON FILE. WE CANNOT APPROVE APPLICATIONS SUBMITTED AND SIGNED BY STUDENTS.

Athletes: All athletic physicals must be submitted before a student may participate in pre-season practice or fall sports.

Health Forms: You must submit a current physical and the appropriate immunization records in addition to completing the On-Line Registration in order for your enrollment to be considered complete. You can download and print these medical related forms from the website. [Health Services/Health Forms and Information](#)

iPad Distribution: Freshman students will be given their iPads during the first two days of class if not sooner.

Online Schedule: Class schedules will be released on **Tuesday, August 3rd**. Only those students who have submitted **ALL** required health and immunization records, registration fees, birth certificates/passports (for incoming freshman students), and have had all past obligations cleared (library fines, fees, uniforms, etc.) will receive their schedules.

Parking Passes: All obligations must be settled before purchasing a parking permit. You may purchase passes during the week of **August 2nd-5th, 2021**. Seniors will have the opportunity to purchase passes first, followed by juniors, and, if spots are available, then sophomores. More information to come.

Registration Documents: You must submit a current physical and the appropriate immunization records in addition to completing the On-Line Registration in order for your enrollment to be considered complete. You can download and print these registration documents, including medical forms, below.

Residency: Residency that is not approved through the "CLEAR" system, must be verified in order for students to register for school. Letters have been sent out with detailed information.

Student Accident Insurance: Enrollment forms for coverage through 1st Agency Insurance Company are available in the Main Office or on the RMHS website, under "Parents>Forms". If you elect this additional coverage for your student, follow the instructions outlined in the brochure. Markel Insurance Company is not affiliated with Township High School District 214.

Students attending Alternative Schools or Programs Outside the District: are required to register and apply for fee waivers at their respective home school main office. It is imperative that all students, regardless where they attend school, register at their home schools. Failure to register within the appropriate timelines will result in the suspension of all services including transportation.

Transportation: is **free** for students living **beyond 1.5 miles** from school and sign-up is not necessary. Students not eligible for free transportation may purchase bus service (\$675 for the 2021-22 school year), based on seat availability on regular routes. Please contact the main office for more information.

School Hours/Contact: **Monday - Thursday (*June and July Only*) 7:30 a.m. - 3:00 p.m. Beginning Monday, August 2, 2021, the building is open Monday-Friday.** The main office number is (847) 718 -5600.

We look forward to seeing you in August!

Distrito Escolar del Municipio 214

Información de Registro

2021-22

Bienvenidos al año escolar 2021-2022. El primer día completo de clases será **el miércoles 11 de agosto del 2021**

La registración en línea comenzará el lunes 7 de junio del 2021. *Aquí está el enlace directo a esa página:*
[Presione Aquí.](#)

Las escuelas del distrito 214 de Township High School utilizan un proceso de registro y pago de tarifas en línea. Puede completar su registro en casa o en cualquier lugar donde tenga acceso a Internet. Se tomará por lo menos 30 minutos para completar el registro. Si no tiene acceso a una computadora, o si prefiere pagar en efectivo, cheque o giro postal, vaya a la oficina principal de su escuela local para completar el proceso de registro.

Debido a la pandemia mundial de COVID-19 y la carga económica que pesan sobre muchas familias, la Junta de Educación ha votado para eliminar la tarifa de inscripción 2021-22 para todos los estudiantes. También se eliminarán las tarifas cocurriculares. Sin embargo, en algunos casos se cobrará una tarifa nominal de registro o administración.

Los estudiantes con una exención de tarifas solo pagarán las tarifas aplicables si se registran en deportes u otras actividades. Cualquier tarifa opcional (no incluida en línea), registros de salud y vacunas, registros deportivos y otra información incluida en este paquete deberá enviarse por correo o dejarse en la oficina principal.

Solicitud de beneficios de comida: si está solicitando una exención de tarifas, debe hacerlo utilizando el enlace Solicitud de beneficios de comidas, que se encuentra en el **[Infinite Campus Parent Portal/portal de padres](#)** estará bajo "More/Meal Benefits que es "Mas / Beneficios de comidas". Haga clic en este enlace para obtener más información: [Food and Nutrition Services/Lunch Application](#).

LAS SOLICITUDES EN LÍNEA DEBEN SER ENVIADAS Y FIRMADAS POR EL PADRE O TUTOR DEL HOGAR QUE HA CONFIGURADO LA FIRMA ELECTRÓNICA AUTORIZADA EN EL ARCHIVO. NO PODEMOS APROBAR LAS SOLICITUDES ENVIADAS Y FIRMADAS POR LOS ESTUDIANTES.

Atletas: Todos los exámenes físicos atléticos deben presentarse antes de que el estudiante pueda participar en la práctica de pretemporada o en los deportes de otoño.

Formularios de salud: debe presentar el examen físico actual y los registros de vacunación correspondientes, además de completar el registro en línea para que su inscripción se considere completa. Haga clic en este enlace para descargar e imprimir los formularios médicos relacionados. [Health Services/Health Forms and Information](#).

Distribución de iPad Los estudiantes de primer año recibirán sus iPads los primeros dos días de clase, si no antes.

Horario en línea: Los horarios de clases se darán a conocer el martes 3 de agosto. Solo aquellos estudiantes que hayan presentado TODOS los registros de salud y vacunas requeridos, tarifas de inscripción, certificados

de nacimiento / pasaportes (estudiantes de primer año que ingresan) y obligaciones anteriores (multas de biblioteca, tarifas, uniformes, etc.) recibirán su horario.

Pases de estacionamiento: Puede comprar pases durante la semana del 2 al 5 de agosto de 2021. Los estudiantes que son Seniors tendrán la oportunidad de comprar pases el 2 de agosto y los estudiantes que son Juniors tendrán la oportunidad de comprar pases el 3 de agosto y, si hay lugares disponibles, los estudiantes que son Sophomores. Más información próximamente.

Documentos de registro: debe presentar un examen físico actual y los registros de vacunación apropiados además de completar el registro en línea para que su inscripción se considere completa. Puede descargar e imprimir estos documentos de registración incluyendo las formas de salud, en la parte de abajo.

Residencia o domicilio: La residencia o domicilio que no está aprobado a través del sistema "CLEAR" debe ser verificada para que los estudiantes se registren en la escuela. Se han enviado cartas con información detallada.

Seguro de accidentes para estudiantes Los formularios de inscripción del seguro de accidentes para estudiantes para la cobertura a través de 1st Agency Insurance Company están disponibles en la oficina principal o en el sitio web de RMHS, en "Padres / Formularios". Si elige esta cobertura adicional para su estudiante, siga las instrucciones descritas en el folleto. Markel Insurance Company no está afiliada al Distrito 214 de Township High School.

Los estudiantes que asisten a escuelas alternativas o programas fuera del distrito deben registrarse y solicitar exenciones de tarifas en la oficina principal de su respectiva escuela local. Es imperativo que todos los estudiantes, independientemente de dónde asistan a la escuela, se registren en su escuela de origen. Si no se registra dentro de los plazos adecuados, se suspenderán todos los servicios, incluido el transporte.

El transporte es gratuito para los estudiantes que viven a más de 1.5 millas de la escuela y no es necesario registrarse. Los estudiantes que no sean elegibles para el transporte gratuito pueden comprar el servicio de autobús (\$675 para el año escolar 2021-22), según la disponibilidad de asientos en las rutas regulares. Comuníquese con la oficina principal para obtener más información.

Horario escolar de verano / Contacto: de lunes a jueves (solo junio y julio) 7:30 a.m. - 3:00 p.m. A partir del lunes 2 de agosto de 2021, el edificio estará abierto de lunes a viernes. El número de la oficina principal es (847) 718-5600.

¡Esperamos verte en agosto!



State of Illinois Certificate of Child Health Examination

Student's Name			Birth Date	Sex	Race/Ethnicity	School /Grade Level/ID#
Last	First	Middle	Month/Day/Year			
Address			Parent/Guardian		Telephone # Home	
Street	City	Zip Code				Work

IMMUNIZATIONS: To be completed by health care provider. The mo/da/yr for every dose administered is required. If a specific vaccine is medically contraindicated, a separate written statement must be attached by the health care provider responsible for completing the health examination explaining the medical reason for the contraindication.

REQUIRED Vaccine / Dose	DOSE 1			DOSE 2			DOSE 3			DOSE 4			DOSE 5			DOSE 6		
	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR
DTP or DTaP																		
Tdap; Td or Pediatric DT (Check specific type)	<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT		
Polio (Check specific type)	<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV		
Hib Haemophilus influenza type b																		
Pneumococcal Conjugate																		
Hepatitis B																		
MMR Measles Mumps. Rubella										Comments:								
Varicella (Chickenpox)																		
Meningococcal conjugate (MCV4)																		
RECOMMENDED, BUT NOT REQUIRED Vaccine / Dose																		
Hepatitis A																		
HPV																		
Influenza																		
Other: Specify Immunization Administered/Dates																		

Health care provider (MD, DO, APN, PA, school health professional, health official) verifying above immunization history must sign below. If adding dates to the above immunization history section, put your initials by date(s) and sign here.

Signature	Title	Date
Signature	Title	Date

ALTERNATIVE PROOF OF IMMUNITY

1. Clinical diagnosis (measles, mumps, hepatitis B) is allowed when verified by physician and supported with lab confirmation. Attach copy of lab result.
 *MEASLES (Rubeola) MO DA YR **MUMPS MO DA YR HEPATITIS B MO DA YR VARICELLA MO DA YR

2. History of varicella (chickenpox) disease is acceptable if verified by health care provider, school health professional or health official.
 Person signing below verifies that the parent/guardian's description of varicella disease history is indicative of past infection and is accepting such history as documentation of disease.
Date of Disease **Signature** **Title**

3. Laboratory Evidence of Immunity (check one) Measles* Mumps Rubella Varicella Attach copy of lab result.**
 *All measles cases diagnosed on or after July 1, 2002, must be confirmed by laboratory evidence.
 **All mumps cases diagnosed on or after July 1, 2013, must be confirmed by laboratory evidence.

Completion of Alternatives 1 or 3 MUST be accompanied by Labs & Physician Signature: _____
 Physician Statements of Immunity MUST be submitted to IDPH for review.

Certificates of Religious Exemption to Immunizations or Physician Medical Statements of Medical Contraindication Are Reviewed and Maintained by the School Authority.

Last First Middle	Birth Date Month/Day/ Year	Sex	School	Grade Level/ ID
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HEALTH HISTORY TO BE COMPLETED AND SIGNED BY PARENT/GUARDIAN AND VERIFIED BY HEALTH CARE PROVIDER

ALLERGIES (Food, drug, insect, other)	Yes No	List:	MEDICATION (Prescribed or taken on a regular basis.)	Yes No	List:
Diagnosis of asthma?	Yes No		Loss of function of one of paired organs? (eye/ear/kidney/testicle)	Yes No	
Child wakes during night coughing?	Yes No		Hospitalizations?	Yes No	
Birth defects?	Yes No		When? What for?		
Developmental delay?	Yes No		Surgery? (List all.)	Yes No	
Blood disorders? Hemophilia, Sickle Cell, Other? Explain.	Yes No		When? What for?		
Diabetes?	Yes No		Serious injury or illness?	Yes No	
Head injury/Concussion/Passed out?	Yes No		TB skin test positive (past/present)?	Yes* No	*If yes, refer to local health department.
Seizures? What are they like?	Yes No		TB disease (past or present)?	Yes* No	
Heart problem/Shortness of breath?	Yes No		Tobacco use (type, frequency)?	Yes No	
Heart murmur/High blood pressure?	Yes No		Alcohol/Drug use?	Yes No	
Dizziness or chest pain with exercise?	Yes No		Family history of sudden death before age 50? (Cause?)	Yes No	
Eye/Vision problems? _____ Glasses <input type="checkbox"/> Contacts <input type="checkbox"/> Last exam by eye doctor _____			Dental <input type="checkbox"/> Braces <input type="checkbox"/> Bridge <input type="checkbox"/> Plate Other		
Other concerns? (crossed eye, drooping lids, squinting, difficulty reading)			Information may be shared with appropriate personnel for health and educational purposes.		
Ear/Hearing problems?	Yes No		Parent/Guardian		
Bone/Joint problem/injury/scoliosis?	Yes No		Signature		
			Date		

PHYSICAL EXAMINATION REQUIREMENTS Entire section below to be completed by MD/DO/APN/PA

HEAD CIRCUMFERENCE if < 2-3 years old HEIGHT WEIGHT BMI BMI PERCENTILE B/P

DIABETES SCREENING (NOT REQUIRED FOR DAY CARE) BMI>85% age/sex Yes No And any two of the following: **Family History** Yes No
Ethnic Minority Yes No **Signs of Insulin Resistance** (hypertension, dyslipidemia, polycystic ovarian syndrome, acanthosis nigricans) Yes No **At Risk** Yes No

LEAD RISK QUESTIONNAIRE: Required for children age 6 months through 6 years enrolled in licensed or public school operated day care, preschool, nursery school and/or kindergarten. (Blood test required if resides in Chicago or high risk zip code.)

Questionnaire Administered? Yes No **Blood Test Indicated?** Yes No **Blood Test Date** **Result**

TB SKIN OR BLOOD TEST Recommended only for children in high-risk groups including children immunosuppressed due to HIV infection or other conditions, frequent travel to or born in high prevalence countries or those exposed to adults in high-risk categories. See CDC guidelines. http://www.cdc.gov/tb/publications/factsheets/testing/TB_testing.htm.

No test needed **Test performed** **Skin Test: Date Read** / / **Result: Positive** **Negative** **mm** _____
Blood Test: Date Reported / / **Result: Positive** **Negative** **Value**

LAB TESTS (Recommended)	Date	Results	Date	Results
Hemoglobin or Hematocrit				Sickle Cell (when indicated)
Urinalysis				Developmental Screening Tool

SYSTEM REVIEW	Normal	Comments/Follow-up/Needs	Normal	Comments/Follow-up/Needs
Skin			Endocrine	
Ears		Screening Result:	Gastrointestinal	
Eyes		Screening Result:	Genito-Urinary	LMP
Nose			Neurological	
Throat			Musculoskeletal	
Mouth/Dental			Spinal Exam	
Cardiovascular/HTN			Nutritional status	
Respiratory		<input type="checkbox"/> Diagnosis of Asthma	Mental Health	
Currently Prescribed Asthma Medication: <input type="checkbox"/> Quick-relief medication (e.g. Short Acting Beta Agonist) <input type="checkbox"/> Controller medication (e.g. inhaled corticosteroid)			Other	

NEEDS/MODIFICATIONS required in the school setting **DIETARY** Needs/Restrictions

SPECIAL INSTRUCTIONS/DEVICES e.g. safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridge, false teeth, athletic support/cup

MENTAL HEALTH/OTHER Is there anything else the school should know about this student?
If you would like to discuss this student's health with school or school health personnel, check title: Nurse Teacher Counselor Principal

EMERGENCY ACTION needed while at school due to child's health condition (e.g., seizures, asthma, insect sting, food, peanut allergy, bleeding problem, diabetes, heart problem)?
Yes **No** If yes, please describe.

On the basis of the examination on this day, I approve this child's participation in _____ (If No or Modified please attach explanation.)
PHYSICAL EDUCATION Yes No **Modified** **INTERSCHOLASTIC SPORTS** Yes No **Modified**

Print Name	(MD,DO, APN, PA) Signature	Date
Address		Phone



State of Illinois Certificate of Child Health Examination

Student's Name				Birth Date	Sex	Race/Ethnicity	School /Grade Level/ID#											
Last		First		Middle		Month/Day/Year												
Address				Parent/Guardian		Telephone # Home												
Street				City		Zip Code												
Work				Work		Work												
IMMUNIZATIONS: To be completed by health care provider. The mo/da/yr for every dose administered is required. If a specific vaccine is medically contraindicated, a separate written statement must be attached by the health care provider responsible for completing the health examination explaining the medical reason for the contraindication.																		
REQUIRED Vaccine / Dose	DOSE 1			DOSE 2			DOSE 3			DOSE 4			DOSE 5			DOSE 6		
	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR
DTP or DTaP																		
Tdap; Td or Pediatric DT (Check specific type)	<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT		
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MMR Measles Mumps, Rubella																		
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Other: Specify Immunization Administered/Dates																		
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Date of Disease						Signature						Title						
3. Laboratory Evidence of Immunity (check one) <input type="checkbox"/> Measles* <input type="checkbox"/> Mumps** <input type="checkbox"/> Rubella <input type="checkbox"/> Varicella Attach copy of lab result. *All measles cases diagnosed on or after July 1, 2002, must be confirmed by laboratory evidence. **All mumps cases diagnosed on or after July 1, 2013, must be confirmed by laboratory evidence.																		
Completion of Alternatives 1 or 3 MUST be accompanied by Labs & Physician Signature: _____ Physician Statements of Immunity MUST be submitted to IDPH for review.																		

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Apellido	Nombre	Inicial	Fecha de Nacimiento Mes / Día / Año	Sexo	Escuela	Grado/Núm. de Ident.
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HISTORIAL MÉDICO- PARA SER COMPLETADO Y FIRMADO POR PADRES/TUTOR Y VERIFICADO POR EL PROVEEDOR DE CUIDADO DE SALUD

ALERGIAS (Alimentos, drogas, insectos, otro)	Sí <input type="checkbox"/> No <input type="checkbox"/>	Anótelas todas:	MEDICINAS (Anote todas las recetadas o tomadas con regularidad)	Sí <input type="checkbox"/> No <input type="checkbox"/>
¿Tiene diagnóstico de asthma? ¿Despierta el niño tosiendo en la noche?	Sí No		¿Tiene pérdida de funciones en uno de los órganos? (Ojos/Oídos/Riñones/Testículos)	Sí No
¿Tiene defectos de nacimiento?	Sí No		¿Ha sido hospitalizado? ¿Cuándo? ¿Para qué?	Sí No
¿Tiene retrasos del desarrollo?	Sí No		¿Ha tenido alguna cirugía?(anótelas todas) ¿Cuándo? ¿Para qué?	Sí No
¿Tiene problemas de la sangre? Hemofilia, Glóbulos Falciformes (Sickle Cell), Otro	Sí No		¿Ha tenido heridas graves o enfermedades?	Sí No
¿Tiene diabetes?	Sí No		¿Prueba positiva de TB (Pasado o Presente)?	Sí No
¿Tiene heridas en la cabeza/golpe/desmayo?	Sí No		¿Enfermedad de TB (Pasado o Presente)?	Sí No
¿Tiene convulsiones? Cómo se manifiestan?	Sí No		¿Usa tabaco (tipo, frecuencia)?	Sí No
¿Tiene problemas cardiacos/No respira bien?	Sí No		¿Toma alcohol/drogas?	Sí No
¿Tiene soplo en el corazón/presión arterial alta?	Sí No		¿Historial de familiares de muerte repentina antes de los 50 años? ¿Causa?	Sí No
¿Tiene mareos o dolor de pecho al hacer ejercicios?	Sí No			
¿Problemas con los ojos/visión? <input type="checkbox"/> Lentes <input type="checkbox"/> Lentes de Contacto <input type="checkbox"/> Último examen <input type="checkbox"/>			Dental <input type="checkbox"/> Ganchos <input type="checkbox"/> Puente <input type="checkbox"/> Placas <input type="checkbox"/> Otro	
¿Otras Preocupaciones? (bizco, párpados caídos, parpadear, dificultad cuando lee)				
¿Tiene problemas de los oídos/no oye bien?	Sí No		La información en este formulario se puede compartir con el personal apropiado para propósitos de salud y educación.	
¿Tiene problemas de los huesos/articulaciones/heridas/escoliosis?	Sí No		Firma del Padre/Tutor	Fecha

PHYSICAL EXAMINATION REQUIREMENTS Entire section below to be completed by MD/DO/APN/PA

HEAD CIRCUMFERENCE if <2-3 years old **HEIGHT** **WEIGHT** **BMI** **B/P**

DIABETES SCREENING (NOT REQUIRED FOR DAY CARE) BMI>85% age/sex Yes No And any two of the following: **Family History** Yes No
Ethnic Minority Yes No **Signs of Insulin Resistance** (hypertension, dyslipidemia, polycystic ovarian syndrome, acanthosis nigricans) Yes No **At Risk** Yes No

LEAD RISK QUESTIONNAIRE: Required for children age 6 months through 6 years enrolled in licensed or public school operated day care, preschool, nursery school and/or kindergarten. (Blood test required if resides in Chicago or high risk zip code.)

Questionnaire Administered? Yes No **Blood Test Indicated?** Yes No **Blood Test Date** **Result**

TB SKIN OR BLOOD TEST Recommended only for children in high-risk groups including children immunosuppressed due to HIV infection or other conditions, frequent travel to or born in high prevalence countries or those exposed to adults in high-risk categories. See CDC guidelines. http://www.cdc.gov/tb/publications/factsheets/testing/TB_testing.htm.

No test needed **Test performed** **Skin Test: Date Read** / / **Result: Positive** **Negative** **mm** _____
Blood Test: Date Reported / / **Result: Positive** **Negative** **Value**

LAB TESTS (Recommended)	Date	Results	Date	Results
Hemoglobin or Hematocrit				Sickle Cell (when indicated)
Urinalysis				Developmental Screening Tool

SYSTEM REVIEW	Normal	Comments/Follow-up/Needs	Normal	Comments/Follow-up/Needs
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Eyes		Screening Result:	Genito-Urinary	LMP
Nose			Neurological	
Throat			Musculoskeletal	
Mouth/Dental			Spinal Exam	
Cardiovascular/HTN			Nutritional status	
Respiratory		<input type="checkbox"/> Diagnosis of Asthma	Mental Health	

Currently Prescribed Asthma Medication:
 Quick-relief medication (e.g. Short Acting Beta Agonist)
 Controller medication (e.g. inhaled corticosteroid)

NEEDS/MODIFICATIONS required in the school setting **DIETARY** Needs/Restrictions

SPECIAL INSTRUCTIONS/DEVICES e.g., safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridge, false teeth, athletic support/cup

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Yes **No** If yes, please describe.

On the basis of the examination on this day, I approve this child's participation in _____ (If No or Modified please attach explanation.)

PHYSICAL EDUCATION Yes No Modified **INTERSCHOLASTIC SPORTS** Yes No Modified

Print Name _____ (MD,DO, APN, PA) **Signature** _____ **Date** _____
Address _____ **Phone** _____



PROOF OF SCHOOL DENTAL EXAMINATION FORM

Illinois law (Child Health Examination Code, 77 Ill. Adm. Code 665) states all children in kindergarten and the second, sixth and ninth grades of any public, private or parochial school shall have a dental examination. The examination must have taken place within 18 months prior to May 15 of the school year. A licensed dentist must complete the examination, sign and date this Proof of School Dental Examination Form. If you are unable to get this required examination for your child, fill out a separate Dental Examination Waiver Form.

This important examination will let you know if there are any dental problems that need attention by a dentist. Children need good oral health to speak with confidence, express themselves, be healthy and ready to learn. Poor oral health has been related to lower school performance, poor social relationships, and less success later in life. For this reason, we thank you for making this contribution to the health and well-being of your child.

To be completed by the parent or guardian (please print):

Student's Name:	Last	First	Middle	Birth Date: (Month/Day/Year)
Address:	Street	City		ZIP Code
Name of School:	ZIP Code		Grade Level:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Parent or Guardian:	Last Name		First Name	
Student's Race/Ethnicity:				
<input type="checkbox"/> White <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Multi-racial <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____				

To be completed by dentist:

Date of Most Recent Examination: _____ (Check all services provided at this examination date)
 Dental Cleaning Sealant Fluoride treatment Restoration of teeth due to caries

Oral Health Status (check all that apply)

- Yes No **Dental Sealants Present on Permanent Molars**
- Yes No **Caries Experience / Restoration History** — A filling (temporary/permanent) OR a tooth that is missing because it was extracted as a result of caries OR missing permanent 1st molars.
- Yes No **Untreated Caries** — At least 1/2 mm of tooth structure loss at the enamel surface. Brown to dark-brown coloration of the walls of the lesion. These criteria apply to pit and fissure cavitated lesions as well as those on smooth tooth surfaces. If retained root, assume that the whole tooth was destroyed by caries. Broken or chipped teeth, plus teeth with temporary fillings, are considered sound unless a cavitated lesion is also present.
- Yes No **Urgent Treatment** — abscess, nerve exposure, advanced disease state, signs or symptoms that include pain, infection, or swelling.

Treatment Needs (check all that apply). For Head Start Agencies, please also list appointment date or date of most recent treatment completion date.

- Restorative Care** — amalgams, composites, crowns, etc. Appointment Date: _____
- Preventive Care** — sealants, fluoride treatment, prophylaxis Appointment Date: _____
- Pediatric Dentist Referral Recommended** Treatment Completion Date: _____

Additional comments: _____

Signature of Dentist _____ License #: _____ Date: _____





FORMULARIO COMPROBANTE DEL EXAMEN DENTAL ESCOLAR

La ley de Illinois (Child Health Examination Code, 77 Ill. Código Administrativo 665) índice que todos los niños en kínder, segundo, sexto, y noveno grados en escuela pública, privado, o parroquial adquieran examinación dental. La examinación se tiene que haber hecho entre 18 meses antes de 15 Mayo del año escolar. Un dentista licenciado tiene que hacer el examen, firmar y ponerle fecha a esta Formulario Comprobante de Examen Dental Escolar. Si no puede obtener este examen requerido, completa el Formulario de Renuncia Voluntaria del Examen Dental Escolar

Este examen importante le dejara saber si hay algún problema que requiere atención de un dentista. Los Niños necesitan buena salud bucal para habla con confianza, expresar se, ser saludables y ser listos para aprender. La salud bucal malo ha sido relacionado con bajo actuación escolar, malas relaciones sociales, y menos éxito más adelante in la vida. Por esta razón, le damos gracia por su contribución al salud y bien estar de su niño.

Para ser completado por el padre/madre (por favor impresión):

Nombre del Estudiante:	Apellido	Nombre	Inicial	Fecha de Nacimiento: (Mes/Dia/Año)
Dirección:	Calle	Ciudad	Código Postal	
Nombre de la Escuela:	Código Postal	Grado:	Sexo: <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	
Nombre del padre/madre o encargado				
Raza/Etnicidad del Estudiante:				
<input type="checkbox"/> Blanco <input type="checkbox"/> Hispano/Latino <input type="checkbox"/> Asiático <input type="checkbox"/> Otro _____ <input type="checkbox"/> Nativo de Alaska o Indio Americano <input type="checkbox"/> Afroamericano <input type="checkbox"/> Multirracial <input type="checkbox"/> Desconocido <input type="checkbox"/> Nativo de Hawái o otras islas del Pacífico				

To be completed by dentist:

Date of Most Recent Examination: _____ (Check all services provided at this examination date)
 Dental Cleaning Sealant Fluoride treatment Restoration of teeth due to caries

Oral Health Status (check all that apply)

- Yes No **Dental Sealants Present on Permanent Molars**
- Yes No **Caries Experience / Restoration History** — A filling (temporary/permanent) OR a tooth that is missing because it was extracted as a result of caries OR missing permanent 1st molars.
- Yes No **Untreated Caries** — At least 1/2 mm of tooth structure loss at the enamel surface. Brown to dark-brown coloration of the walls of the lesion. These criteria apply to pit and fissure cavitated lesions as well as those on smooth tooth surfaces. If retained root, assume that the whole tooth was destroyed by caries. Broken or chipped teeth, plus teeth with temporary fillings, are considered sound unless a cavitated lesion is also present.
- Yes No **Urgent Treatment** — abscess, nerve exposure, advanced disease state, signs or symptoms that include pain, infection, or swelling.

Treatment Needs (check all that apply). For Head Start Agencies, please also list appointment date or date of most recent treatment completion date.

- Restorative Care** — amalgams, composites, crowns, etc. Appointment Date: _____
- Preventive Care** — sealants, fluoride treatment, prophylaxis Appointment Date: _____
- Pediatric Dentist Referral Recommended** Treatment Completion Date: _____

Additional comments: _____
 Signature of Dentist _____ License #: _____ Date: _____

THE PACER

Subscribe to *The Pacer*, the **award-winning** student newspaper from Rolling Meadows High School.

Due to the pandemic, we did not produce any print publications during the 20-21 school year, but that will change for this upcoming school year. While much of our publication can be found online at rmhspacer.com, we will also be producing print papers for 21-22!

Paper subscriptions for the 2021-2022 calendar year are \$15 and can be ordered by completing the form below.

Please mail the form, along with a check made out to RMHS Pacer, to:

The Pacer
Rolling Meadows High School
2901 Central Road
Rolling Meadows, Illinois 60008

Name: _____

Address: _____

City: _____ State: _____ ZIP Code: _____

Student's name: _____

Student ID number: _____



Mustang Athletic Booster Club Membership Form 2021-22

Help Support Your Rolling Meadows High School Athletic Teams!

\$25.00 for a yearly membership

Athletic Booster Member Contributions:

The Athletic Booster Club has donated over \$300,000 to the Athletic Programs throughout the years.

Helped fund summer sports camps	Boys and Girls Swimming – warm ups
Athletic Trainer- ultrasound machine, Impact software	Multiple programs - HUDL video editing program
Competitive Dance- competition uniforms	Fitness Center - new equipment
Boys and Girls Golf - rain suits	Sport Facilities Improvements - recognition banners in gym

Visit <https://www.rmhsboosters.com/page/show/5232354-your-donations> for a comprehensive list.

Our mission: The Boosters are dedicated to aid in the development of all athletic activities for the benefit of the students, the athletes, the school and community; to create public awareness for the school's athletic activities and promote good sportsmanship on the part of the participants and spectators. We do this in a variety of ways, from fundraising to sponsoring events.

**WE HAVE over 500 STUDENT ATHLETES, OUR GOAL FOR THIS YEAR IS 440 MEMBERS.
PLEASE SUPPORT YOUR STUDENT ATHLETES!**

Registration Page:

You may pay the membership of \$25 by going to rmhsboosters.com and click "join" or, you may use this form to pay by check.

Please provide us with the following information if you are paying by check.

(There is no need to return the form if you are paying on-line.)

PARENT'S NAMES: _____

EMAIL Addresses 1: _____

EMAIL Addresses 2: _____

Home Address: _____

Phone Number: _____

Children's Names

Year

Sport/Activity/Interests

<u>Children's Names</u>	<u>Year</u>	<u>Sport/Activity/Interests</u>

Mustang Athletic Booster Club's \$25.00 annual dues are easily payable on-line. You can also send a \$25.00 check into the school payable to "Mustang Athletic Booster Club". As a new member, you will receive a special RMHS Athletic Booster Member Decal.

If you have any questions or would like to contact a board member, please visit us online at rmhsboosters.com. You can also reach out to David Kerkemeyer or Anu Maletira, Booster Membership Chairs at gomustangs.17@gmail.com if you have any questions.

Special Note: The Rolling Meadows Mustang Booster Club is a Section 501(c)(3), tax-exempt charitable organization. As such, you may be able to deduct a portion of your contributions for federal income tax purposes. The amount of your deduction would be limited to the excess of any donation over any value you may have received. For further information regarding the deductibility of any gift, please consult your tax advisor.



RMHS Athletic Boosters

The RMHS Athletic Boosters would like to expand your membership perks. If you would, consider one of the four membership upgrades to provide additional support to our student athletes. **Membership donations are tax deductible!**

Membership Level	Membership Donation	Membership Benefits
Standard Membership	\$25	<ul style="list-style-type: none">• Booster decal• Member's name will appear on the Booster website
Purple Membership	\$50 (add \$25 to your initial \$25 payment)	<ul style="list-style-type: none">• Booster decal• 8 tickets to a regular season home athletic event (exclusions apply*)• Member's name will appear on the Booster website
Gold Membership	\$100 (add \$75 to your initial \$25 payment)	<ul style="list-style-type: none">• Booster decal• Yard sign• RMHS winter style hat• 12 tickets a regular season home athletic event (exclusions apply*)• Member's name will appear on the Booster website
Lifetime Membership	\$1000 (one time only) (add \$975 to your initial \$25 payment)	<ul style="list-style-type: none">• Booster decal• Yard sign• Family/Household pass, for up to 8 people, to regular season home athletic events (exclusions apply)• Special medallion• Designate \$100 to the sport of your choice• Member's name will appear on the Booster website

*Tickets are for regular season home games only. They cannot be used for away games or for post-season games.

Visit us at www.rmhsboosters.com for more information regarding our group and to upgrade your membership!

Scholarship Search

Name: _____ Date: _____

Name of scholarship: _____

Sponsoring organization: _____

Due date: _____ Award amount: _____

Requirements of scholarship: What requirements must be met to apply for the scholarship? Each organization sets its own requirements. Put "N/A" if the requirement listed below is not part of the scholarship requirements.

GPA? Test scores? _____ Grade level? _____

Geographic (where you live)? _____ Religion? _____

Class rank? _____ Ethnicity? _____

U.S. citizen? _____ Sports? _____ Gender? _____

Must attend a particular college? _____ Special talent? _____

Specific to a major? _____ Parent's employer? _____

List other requirements not listed above:

Will you apply for this scholarship? Explain your reasons:

RMHS Music Boosters Supporter Registration

Become an RMHS Music Booster Supporter for 2021-2022!

The RMHS Music Boosters is an all-volunteer organization comprised of parents, faculty, and friends whose purpose is to support the band, orchestra, color guard, and choral music programs at Rolling Meadows High School.



The Rolling Meadows Music Boosters is recognized by the IRS as a 501(c)(3) non-profit organization. As a result, any donations you make to the organization are tax deductible to the extent allowed by law and IRS regulations. Please consult your tax advisor for further information.

Our Music Booster voting Members, per our bylaws, are all parents/guardians of a member of any of our groups in band, orchestra, color guard, and/or choral. **But anyone can be a Music Booster Supporter - and we welcome donations to help continue to support our students throughout the year!**

We rely on the generosity of our parents, alumni, and community members to provide additional support and encourage you to become a Mustang, Purple, Gold, or Corporate Music Booster Supporter!

To become a Mustang Music Supporter for 2021-2022, please complete the form below or go to Visit our website www.rmhsmusicboosters.com and click "MUSTANG MUSIC SUPPORTER" to complete your registration on our website.

Supporter Level	Donation	Supporter Benefits
Mustang	\$25	<ul style="list-style-type: none"> • Mustangs Music Decal • Supporter's Name Highlighted on our website & concert programs
Purple	\$50	<ul style="list-style-type: none"> • Mustangs Music Decal • Supporter's Name Highlighted on our website & concert programs • 4 Tickets* to any band, choral, or orchestra concert
Gold	\$100	<ul style="list-style-type: none"> • Mustangs Music Decal • Supporter's Name Highlighted on our website & concert programs • Mustang Music Apparel • 8 tickets* to any band, choral, or orchestra concert
Corporate	\$250	<ul style="list-style-type: none"> • Mustangs Music Decal • Company highlighted on RMHS Music Boosters website with link

*Tickets are for regular RMHS concerts performed both in the fall and spring. This does not include the winter holiday concert, district concerts, madrigal dinner, nor any theater production

<p style="text-align: center;">REGISTRATION FORM RMHS MUSTANGS MUSIC SUPPORTER 2021-2022</p>
--

NAME: _____

Name to Appear for Support Recognition on Website and Programs:

EMAIL ADDRESS: _____

HOME ADDRESS: _____

CITY: _____

STATE: _____ ZIP: _____

PHONE NUMBER: _____

CHECK ONE OF THE FOLLOWING (for 2021-2022 school year)

- CURRENT MUSTANGS MUSIC FAMILY
- Mustang Music Alumni
- Supporter (Current RMHS Family/Staff)
- Supporter (Community Member)

Membership Level:

- Mustang \$25
- Purple \$50
- Gold \$100
- Corporate \$250 (will contact directly for website information)

RMHS Mustang Music Supporter registration can easily be done on-line. On our main website you can click on "MUSTANGS MUSIC SUPPORTER" You may also send a check, payable to "RMHS Music Boosters" with this registration form to RMHS, Attn: Music Boosters, 2901 Central Rd, Rolling Meadows, IL 60008

If you have any questions, please visit us online at www.rmhsmusicboosters.com You can also reach out to our board members via email, president@rmhsmusicboosters.com

Please Note: The Rolling Meadows Music Boosters is recognized by the IRS as a 501(c)(3) non-profit organization. As a result, any donations you make to the organization are tax deductible to the extent allowed by law and IRS regulations. Please consult your tax advisor for further information.

MATH TEAM CALCULATOR FUNDRAISER!!!!

START PLANNING FOR NEXT SCHOOL YEAR! HELP SUPPORT MATH TEAM!

Please help support our team by purchasing your calculators through us.

**The calculators will be delivered to students in their first math class.*

A graphing calculator (TI-84 or equivalent) is required in the following freshmen courses:

- Algebra I
- Honors Geometry
- Honors Algebra II

We are selling the **TI-84 Calculator** for **\$108** and you do not have to pay tax!

***We buy the CE which typically goes on sale for \$99 during the back-to-school sales...with tax you would pay \$109. Purchasing through us raises funds for our Math Team!*

You have TWO options to order:

1: Call the front office at **1-847-718-5600** and pay by phone with a **credit or debit card**.

You can also come into the office and do this.

2: Make **checks** payable to ***Rolling Meadows High School***. Drop off in the front office or

mail form below & check to:

**Rolling Meadows High School
Attn: Calculator Sales – Dan Jones
2901 Central Rd.
Rolling Meadows, IL 60008**

We need all orders by July 30, 2021!!!!

_____ **Yes, I want to order a TI-84 Plus Calculator for \$108**

Please Print:

Student Name: _____

Parent Name: _____

Contact Number: _____

Dear Parents,

Your student is enrolled in an English course for the upcoming school year. Township High School District 214's English courses provide instruction and skill development focused on the areas of reading, writing and critical thinking skills. In the area of reading, English teachers will provide contextual and literary analysis experiences that enhance student's personal connections to the text. A specific reading strategy included in this instruction is **annotation**. Annotation encourages critical reading through the use of symbols, marginal notes, essential questions, and connections both to and in the text. The process of annotation allows students to maximize these personal connections in order to create meaning, analyze, and interact with text in a way that is vital to their understanding. District 214 students will be afforded the opportunity to examine text closely and critically through the use of their own paperback novel(s). The attached list includes the title and ISBN number for the novels required for purchase in each English course at your student's high school. Each listing indicates the semester in which the novel will be read. This will assist with your purchasing timeline. Students eligible and approved for a fee waiver will have the materials provided for them.

If a course indicates "Not Applicable" there are no materials required for purchase.

Students and parents are free to purchase the listed paperback novels at any retail or online vendor, i.e., Amazon.com, in order to access the best available pricing. In an effort to provide you with options for purchase we have worked with two book vendors who have worked with the district to make inventory available for all listed materials. Multiple options are available which include in store purchase and online purchase with delivery to your home. We hope that this information is of assistance to you.

We are excited about the upcoming school year and look forward to your student's continued learning.

Sincerely,

Dr. Lazaro J. Lopez

Associate Superintendent for Teaching and Learning

PURCHASE OPTIONS

Barnes and Noble

You may go to any Barnes & Noble to purchase the novels; the store in Deer Park will have the required reading titles as well. The store is located at 20600 N. Rand Rd, in Deer Park (847-438-7444). A bookseller there will be able to assist you. You may also go to the store's website, www.bn.com, to place an order and have shipped to your home.

Follett School Solutions

For Student/Parent purchases for novels with FSS, which are priced up to 45% off Publisher Net Prices and free shipping.

- 1) Visit Follett's web site at www.FollettLearning.com or call 888-511-5114.
- 2) If calling, please identify yourself as a District 214 Student or Parent
- 3) Have your ISBN numbers and book titles available
- 4) When on our web site, click on "Register" (at the bottom of the page)
- 5) Click on "Create an Account"
- 6) Click on "I'm Buying for Myself or My Student"
- 7) Add your Customer Information
- 8) Have your Credit Card available.

All Novel Orders should ship in about 1-3 weeks.

To insure delivery by X, please try to have your novels ordered by X

Additional Online Vendor:

www.amazon.com

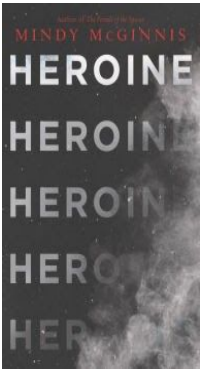
**Rolling Meadows High School
2021-2022 Student Novels**

GRADE LEVEL	COURSE #	COURSE TITLE	BOOK TITLE	ISBN#	SEM 1	SEM 2
11	03971/03972	AP English Language and Composition	One Flew Over the Cuckoo's Nest	978-0451163967		x
11	03481/03482	American Literature and Composition	The Great Gatsby	978-0743273565	x	
12	04051/04052	AP Literature & Composition	A Lesson Before Dying	978-0375702709	x	
12	04051/04052	AP Literature & Composition	The Handmaid Tale	978-0385490818	x	
12	04051/04052	AP Literature & Composition	The Stranger	978-1978188280	x	
12	04051/04052	AP Literature & Composition	Sula	978-1400033430	X	



Summer Reading choices 2021
Choose 1 of 14 novels to read over the summer.
Students enrolled in Honors & AP Students may have additional reading assigned.



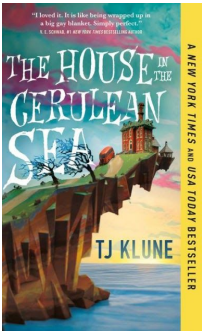


HEROINE by Mindy McGinnis

May contain mature themes

Edgar Award-winning author Mindy McGinnis delivers a visceral and necessary novel about addiction, family, friendship, and hope.

When a car crash sidelines Mickey just before softball season, she has to find a way to hold on to her spot as the catcher for a team expected to make a historic tournament run. Behind the plate is the only place she's ever felt comfortable, and the painkillers she's been prescribed can help her get there. The pills do more than take away pain; they make her feel good. With a new circle of friends—fellow injured athletes, others with just time to kill—Mickey finds peaceful acceptance, and people with whom words come easily, even if it is just the pills loosening her tongue. But as the pressure to be Mickey Catalan heightens, her need increases, and it becomes less about pain and more about want, something that could send her spiraling out of control.



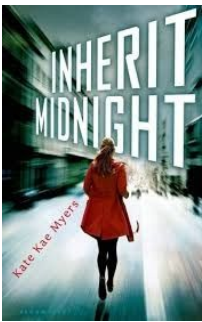
The House in the Cerulean Sea by TJ Klune

May contain mature themes

A magical island. A dangerous task. A burning secret.

Linus Baker leads a quiet, solitary life. At forty, he lives in a tiny house with a devious cat and his old records. As a Case Worker at the Department in Charge Of Magical Youth, he spends his days overseeing the well-being of children in government-sanctioned orphanages. When Linus is unexpectedly summoned by Extremely Upper Management he's given a curious and highly classified assignment: travel to Marsyas Island Orphanage, where six dangerous children reside: a gnome, a sprite, a wyvern, an unidentifiable green blob, a were-Pomeranian, and the Antichrist. Linus must set aside his fears and determine whether or not they're likely to bring about the end of days.

**A NEW YORK TIMES, USA TODAY, and WASHINGTON POST BESTSELLER!
A 2021 Alex Award winner! The 2021 RUSA Reading List: Fantasy Winner!**



Inherit Midnight by Kate Kae Myers

Seventeen-year-old Avery VanDemere's ridiculously wealthy grandmother has decided to leave the family fortune to the relative who proves him or herself worthiest--by solving puzzles and riddles on a whirlwind race around the globe. For Avery, the contest offers a chance to escape. As the black sheep of the VanDemere clan--the illegitimate daughter, sent away to boarding school--she'd love to use that prize money to run away from the family who ostracized her . . . and discover the truth about her long-lost mother.

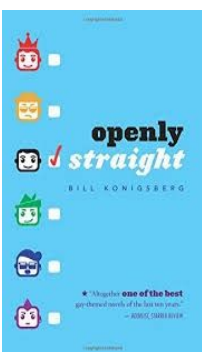
Marshall might be Avery's uncle by blood, but there's no love lost between them. He'll do anything to win, even if it means turning on his own children. Riley is the charming son of Grandmother VanDemere's lawyer. As the game progresses, Avery finds herself drawn to him--even though she isn't quite sure she can trust him. Treacherous turns in the competition serve as brutal reminders that only one person can win it all. Is Avery willing to risk both her heart and her life to claim the grand prize?



March (Book One) by Jon Lewis

Congressman John Lewis (GA-5) is an American icon and key figure of the civil rights movement. March is a vivid first-hand the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement. Book One spans John Lewis' youth in rural Alabama, his life-changing meeting with Martin Luther King, Jr., the birth of the Nashville Student Movement, and their battle to tear down segregation through nonviolent lunch counter sit-ins, building to a stunning climax on the steps of City Hall.

Winner of the Robert F. Kennedy Book Award — Special Recognition Named one of the best books of 2013 by USA Today, The Washington Post, Publishers Weekly, Library Journal, School Library

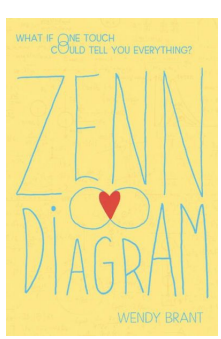


Openly Straight by Bill Koningsburg

May contain mature themes

The award-winning novel about being out, being proud, and being ready for something else... now in paperback.

Rafe is a normal teenager from Boulder, Colorado. He plays soccer. He's won skiing prizes. He likes to write. And, oh yeah, he's gay. He's been out since 8th grade, and he isn't teased, and he goes to other high schools and talks about tolerance and stuff. And while that's important, all Rafe really wants is to just be a regular guy. Not that GAY guy. To have it be a part of who he is, but not the headline, every single time. So when he transfers to an all-boys' boarding school in New England, he decides to keep his sexuality a secret -- not so much going back in the closet as starting over with a clean slate. But then he sees a classmate breaking down. He meets a teacher who challenges him to write his story. And most of all, he falls in love with Ben... who doesn't even know that love is possible.

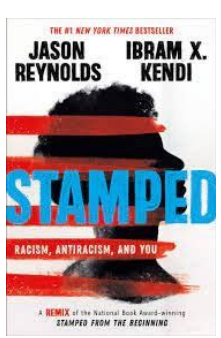


Zen Diagram by Wendy Brant

May contain mature themes

Eva Walker is a seventeen-year-old math genius. And if that doesn't do wonders for her popularity, there's another thing that makes it even worse: when she touches another person or anything that belongs to them — from clothes to textbooks to cell phones — she sees a vision of their emotions. She can read a person's fears and anxieties, their secrets and loves ... and what they have yet to learn about calculus. This is helpful for her work as a math tutor, but it means she can never get close to people. Eva avoids touching anyone and everyone. People think it's because she's a clean freak — with the emphasis on freak — but it's all she can do to protect herself from other people's issues.

Then one day a new student walks into Eva's life. His jacket gives off so much emotional trauma that she falls to the floor. Eva is instantly drawn to Zenn, a handsome and soulful artist who also has a troubled home life, and her feelings only grow when she realizes that she can touch Zenn's skin without having visions. But when she discovers the history that links them, the truth threatens to tear the two apart.



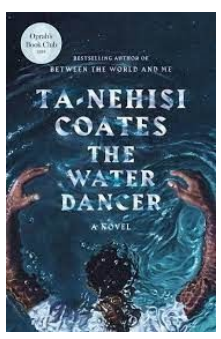
Stamped by Jason Reynolds, Ibram X. Kendi

May contain mature themes

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.

Through a gripping, fast-paced, and energizing narrative written by beloved award-winner Jason Reynolds, this book shines a light on the many insidious forms of racist ideas—and on ways readers can identify and stamp out racist thoughts in their daily lives.

The #1 New York Times bestseller and a USA Today bestseller!

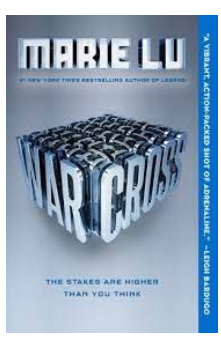


Water Dancer by Ta-Nehisi Coates

May contain mature themes

Young Hiram Walker was born into bondage. When his mother was sold away, Hiram was robbed of all memory of her—but was gifted with a mysterious power. Years later, when Hiram almost drowns in a river, that same power saves his life. This brush with death births an urgency in Hiram and a daring scheme: to escape from the only home he's ever known. So begins an unexpected journey that takes Hiram from the corrupt grandeur of Virginia's proud plantations to desperate guerrilla cells in the wilderness, from the coffin of the Deep South to dangerously idealistic movements in the North. Even as he's enlisted in the underground war between slavers and the enslaved, Hiram's resolve to rescue the family he left behind endures.

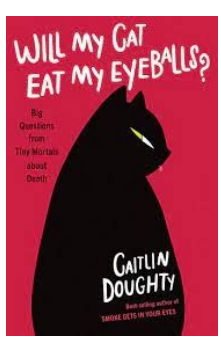
#1 NEW YORK TIMES BESTSELLER • OPRAH'S BOOK CLUB PICK



War Cross by Marie Lu

May contain mature themes

When a game called Warcross takes the world by storm, one girl hacks her way into its dangerous depths. For the millions who log in every day, Warcross isn't just a game—it's a way of life. The obsession started ten years ago and its fan base now spans the globe, some eager to escape from reality and others hoping to make a profit. Struggling to make ends meet, teenage hacker Emika Chen works as a bounty hunter, tracking down Warcross players who bet on the game illegally. But the bounty-hunting world is a competitive one, and survival has not been easy. To make some quick cash, Emika takes a risk and hacks into the opening game of the international Warcross Championships—only to accidentally glitch herself into the action and become an overnight sensation.



Will My Cat Eat My Eyeballs? by Caitlin Doughty, Dianne Ruz (Illustrator)

Everyone has questions about death. In *Will My Cat Eat My Eyeballs?*, best-selling author and mortician Caitlin Doughty answers the most intriguing questions she's ever received about what happens to our bodies when we die. In a brisk, informative, and morbidly funny style, Doughty explores everything from ancient Egyptian death rituals and the science of skeletons to flesh-eating insects and the proper depth at which to bury your pet if you want Fluffy to become a mummy. Now featuring an interview with a clinical expert on discussing these issues with young people—the source of some of our most revealing questions about death—*Will My Cat Eat My Eyeballs?* confronts our common fear of dying with candid, honest, and hilarious facts about what awaits the body we leave behind.

New York Times Bestseller Winner of a Goodreads Choice Award

Student Parking Information

2021-2022

Students and families please see below for information on 2021-2022 school year:

Student parking fee for the school year 2021-2022 is **\$190.00**.

On Tuesday, August 03, 2021 SENIORS may purchase a parking pass from 10:00 AM to 2:00 PM. This is a first come first serve basis. During this time, parking passes will not be sold to any underclassmen.

On Wednesday, August 04, 2021 JUNIORS may purchase a parking pass from 8:00 AM-12:00 PM. This is a first come first serve basis.

After Seniors and Juniors have purchased Parking Passes, we will open purchasing up for Sophomores who are *currently* eligible. We cannot hold parking passes for future eligibility.

Students will not be assigned a parking spot for the school year and they are expected to park in any parking spot that is outlined in white paint for students. Parking spots outlined in yellow paint are reserved for STAFF only.

In order to qualify for a parking pass, **ALL** students must:

1. Submit the 2021-2022 RMHS Student Vehicle Registration application by completing this [RMHS Student Vehicle Registration 2021-2022 Link](#). You will also be able to find this online application link in the electronic information registration packet that will be posted on the RMHS Homepage.
2. All Vehicle registration information (driver's license and insurance card) must be uploaded to the application BEFORE the dates assigned above.
3. Present a current (2021-2022) printed schedule and/or an electronic schedule for verification that all registration and medical requirements have been met and completed.

If you are interested in a RMHS Parking Pass for the 2021-22 school year, please click on the link above and complete the information.



INFORMATION REGARDING “EVERY STUDENT SUCCEEDS” AND ROLLING MEADOWS HIGH SCHOOL

The Elementary and Secondary Education Act (also known as the Every Student Succeeds Act or ESSA) is a federal law meant to ensure that all school children, whatever their economic background, can achieve high academic standards. Because of this law, Rolling Meadows High School receives funding from the federal government in the form of Title I and Title II-A grants. The Title I grant is awarded to the school based on the number of low-income students enrolled. This grant supports programs for children who are at risk of failing. The Title II-A grant helps pay for teacher training and professional development. Title grant funding covers part of the cost of programs at Rolling Meadows such as supplementary tutoring, AVID college readiness, field trips to college campuses, and parent outreach meetings.

ESSA also says that parents have a right to know about the professional qualifications of their children’s classroom teachers. You can ask for information about teachers’ licensing and academic degrees. You also have the right to know whether your child is being provided services by paraprofessionals and what their qualifications are. We are pleased to report all teachers in District 214 are highly qualified, as defined by the Illinois State Board of Education. Highly qualified teachers have a bachelor’s degree or higher and a state teaching license. In addition, for each core subject area of teaching responsibility, all teachers have either passed a content-area test or completed a college degree in that subject. All paraprofessionals are endorsed by the state as paraprofessional educators, having completed at least 60 semester hours of college credit or the equivalent. If this situation ever changes, you will be notified promptly.

Rolling Meadows High School and District 214 encourage you to become involved in your child’s education, as outlined in the accompanying School-Parent Compact. You are invited to attend the annual Title I meeting and parent-teacher conferences, and you are also encouraged to join groups such as the Parent Teacher Organization and the Latino Parent Council. A schedule of parent activities is published in the quarterly newsletter and on the school website. It is district policy that parents, staff and students share the responsibility for improved academic achievement.

Thank you and please enjoy the upcoming school year.



INFORMACIÓN SOBRE “CADA ESTUDIANTE TRIUNFA” Y ROLLING MEADOWS HIGH SCHOOL

La Ley de Educación Primaria y Secundaria (también conocida como Cada Estudiante Triunfa o ESSA, por sus siglas en inglés) es una legislación que intenta asegurar que todos los estudiantes, sin importar sus situaciones económicas, puedan alcanzar altos estándares académicos. Gracias a esta ley, Rolling Meadows High School recibe fondos del gobierno federal en la forma de subvenciones llamadas Título I y Título II-A. La subvención Título I se otorga a la escuela basándose en el número de estudiantes con bajos recursos. Esta subvención apoya programas para niños en riesgo de reprobación. La subvención Título II-A ayuda a pagar por el entrenamiento y desarrollo profesional de maestros. Estas subvenciones federales cubren parte del costo de los programas en Rolling Meadows, tales como la tutoría suplementaria, el curso de preparación universitaria AVID, excursiones a recintos universitarios, y reuniones de enlace familiar.

ESSA también dice que los padres tienen derecho a saber acerca de las cualificaciones profesionales de los maestros de sus hijos. Usted puede pedir información sobre las cualificaciones de los maestros de su hijo/a, incluso sus licencias y títulos universitarios. Usted también tiene el derecho de saber si su hijo/a está recibiendo servicios de un asistente y cuáles son sus cualificaciones. Nos da gusto informarle que todos los maestros en el Distrito 214 están altamente cualificados, según la definición de la Junta Educativa del Estado de Illinois. Los maestros altamente cualificados tienen al menos una licenciatura (bachelor's degree) y una licencia estatal de enseñanza. Además, para cada asignatura principal que el maestro enseña, él/ella ha pasado un examen estatal o ha completado un título universitario en esa materia. Todos los asistentes del Distrito 214 son aprobados por el estado como educadores paraprofesionales, con al menos 60 horas de estudio universitario o el equivalente. Si esta situación cambia, usted será notificado lo más pronto posible.

Rolling Meadows High School y el Distrito 214 les recomiendan que se involucren en la educación de su hijo/a, así como se describe en el Pacto adjunto. Se le invita a asistir a la reunión anual de Título I y a las conferencias individuales con los maestros de su hijo/a; también se le alienta a unirse a grupos como la Junta de Padres Latinos y la Parent Teacher Organization. Un calendario de actividades para padres se publica en el boletín y en el sitio Web de la escuela. Es la norma del distrito que los padres, el personal y los alumnos compartan la responsabilidad de mejorar los logros académicos.

Gracias y que disfruten el próximo año escolar.



SCHOOL-PARENT COMPACT FOR ROLLING MEADOWS HIGH SCHOOL

Rolling Meadows High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2021-2022 school year.

(I.) School Responsibilities

Rolling Meadows High School will:

1. Provide high-quality instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, as outlined in Rolling Meadows' School Improvement Plan.
2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to each child's achievement. Parents will be contacted individually to schedule conferences.
3. Provide parents with frequent updates on their children's progress through the Infinite Campus system and grade reports.
4. Provide parents reasonable access to staff. Faculty may be contacted via the online directory, and administrative staff are available for consultation during regular office hours.
5. Provide parents opportunities to volunteer in school activities through the Parent Teacher Organization, the Latino Parent Council, and other means.

(II.) Parent Responsibilities

We, as parents, will support our children's learning in the following ways.

- Monitoring attendance
- Ensuring that homework is completed
- Avoiding distractions like television and internet
- Participating in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education by promptly reading all notices from the school or the school district and responding, as appropriate
- Serving to the extent possible on advisory groups such as Parent Teacher Organization and the Latino Parent Outreach Committee

(III.) Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time or as my teachers recommend.
- Give my parents or the adult who is responsible for my welfare all notices and information that my school provides me.

PACTO ENTRE PADRES DE FAMILIA Y ROLLING MEADOWS HIGH SCHOOL

Rolling Meadows High School y los padres de estudiantes participando en actividades, servicios, y programas financiados por el Título I, Parte A de la Ley “Cada Estudiante Triunfa” concuerdan que este pacto describe cómo los padres, el personal de la escuela, y los estudiantes compartirán la responsabilidad para mejorar los logros académicos de los alumnos y los medios por los que la escuela y los padres colaborarán para ayudar a los estudiantes a lograr los estándares altos del Estado.

Este pacto entre padres y escuela estará en efecto durante el año escolar 2021-2022.

(I.) Responsabilidades de la Escuela

Rolling Meadows High School hará lo siguiente.

1. Proveer instrucción de alta calidad dentro de un ambiente educativo eficaz que ayude a los estudiantes y que los capacite a alcanzar los estándares académicos altos del Estado, así como es resumido en el Plan de Mejoramiento Escolar de Rolling Meadows.
2. Tener conferencias entre padres y maestros, al menos una vez al año, durante las cuales se discutirá este pacto con referencia a los logros de cada estudiante. Los padres serán contactados individualmente para hacer citas para las conferencias.
3. Proveer a los padres con informes frecuentemente sobre el progreso de sus hijos mediante el sistema Infinite Campus y boletas de calificaciones.
4. Darles a los padres acceso razonable al personal de la escuela. Los maestros pueden ser contactados mediante el directorio en línea y el personal administrativo estará disponible durante horarios de oficina.
5. Proveer a los padres oportunidades para servir como voluntarios en actividades escolares por medio del Comité para Padres Latinos, la Parent Teacher Organization, y otras vías de participación.

(II.) Responsabilidades de los Padres

Nosotros, como padres de familia, apoyaremos el aprendizaje de nuestros hijos en la siguientes formas:

- Monitorear su asistencia
- Asegurar que termine sus tareas
- Evitar distracciones como televisión e internet
- Participar en decisiones relacionadas con la educación de mi hijo/a
- Promover el uso positivo del tiempo de mi hijo/a fuera de clase
- Informarme sobre la educación de mi hijo/a leyendo sin demora todas las notificaciones de la escuela o del distrito escolar y contestando, según corresponda
- Servir cuando sea posible en grupos como la Junta de Padres Latinos y la Parent Teacher Organization

(III.) Responsabilidades de los Estudiantes

Como estudiante, yo compartiré la responsabilidad de mejorar mis logros académicos y alcanzar los estándares altos del Estado. Específicamente, yo haré lo siguiente:

- Terminar mi tarea todos los días y pedir ayuda cuando sea necesario.
- Leer al menos 30 minutos cada día fuera de la escuela o así como recomienden mis maestros.
- Darles a mis padres, o al adulto que sea responsable por mi bienestar, todas las notificaciones e información que mi escuela me provea.

School-Parent Involvement Policy for Rolling Meadows High School

Following Township High School District 214 Board Policy 6:170
and Administrative Procedure 6:170 -AP2

This school-level parent involvement policy provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The building principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The building principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2)), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The building principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The building principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The building principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
6. The building principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any comments when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Monitoring attendance, homework, and television viewing.
 - Participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the schools involved, each school shall:

- Provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy, technology, etc., to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, building principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

Política de Participación de Padres y Estudiantes en la Escuela Secundaria Rolling Meadows

Siguiendo la Política de la Mesa Directiva del Distrito 214 6:170
y Procedimiento Administrativo 6:170 -AP2

Esta política de participación de padres a nivel escolar provee una comprensión de la responsabilidad conjunta del Distrito y padres/guardianes para mejorar el desempeño académico y rendimiento escolar. El Distrito provee oportunidades para que padres/guardianes se involucren a nivel escolar en las siguientes maneras:

Participación de Padres/Guardianes

1. Convocando una reunión anual, a una hora conveniente, al cual todos los padres/guardianes de niños participantes están invitados a asistir, para informar a los padres/guardianes sobre la participación de su escuela bajo el Título I y para explicar los requisitos del Título I, y el derecho de padres/guardianes de estar involucrados. El director del edificio o el personal designado deberá:
 - Invitar a todos los padres/guardianes de los niños participantes a la reunión anual de la escuela.
 - Explicar los derechos de los padres/guardianes de estar involucrados en el establecimiento de este pacto.
 - Presentar e involucrar a los representantes del edificio en el comité del Distrito.
 - Proveer una visión general del Título I y dar a padres/guardianes la oportunidad de expresar dudas o inquietudes.
 - Indicar los mecanismos por los cuales se comunicará el trabajo del comité.
 - Buscar la participación y aporte de los padres/guardianes.
 - Proporcionar cuidado de niños para que padres/guardianes que no tienen cuidado de niños puedan asistir.
2. Ofreciendo un número flexible de reuniones, como reuniones en la mañana o en la tarde, y proveendo, con fondos proporcionados por la disposición pertinente del Título I, transportación, cuidado de niños, o visitas domiciliarias, ya que dichos servicios están relacionados con la participación de padres. El director del edificio o personal designado deberá:
 - Proveer a los padres/guardianes con oportunidades para hacer preguntas y dialogar informalmente sobre el logro académico del estudiante y el rendimiento escolar.
 - Involucrar organizaciones de padres en el edificio para ayudar con comunicación e implementación.
 - Desarrollar y utilizar programas de alcance para involucrar a grupos y organizaciones de la comunidad.
3. Involucrando a padres/guardianes de una manera organizada, continua, y oportuna en la planificación, revisión, y mejora de los programas bajo el Título I, incluyendo la planificación, revisión y mejora de la política de participación de los padres de familia en la escuela y el desarrollo conjunto del plan de programación de escuela completa (bajo 20 U.S.C. §6314(b)(2)), excepto si la escuela tiene un proceso para involucrar a los padres/guardianes en la planificación y diseño conjuntos de los programas de la escuela, la escuela puede usar ese proceso si dicho proceso incluye una representación adecuada de los padres/guardianes de los niños participantes. El director del edificio o el personal asignado deberá:
 - Identificar y establecer un proceso por el cual una representación adecuada de padres/guardianes de niños participantes pueda ocurrir.
 - Establecer un horario para el comité del edificio para planificar, revisar, y recomendar mejoras a la política de participación de padres en el Distrito.
4. El director del edificio o personal designado deberá:
 - Proveer a padres/guardianes de niños participantes información oportuna sobre los programas.
 - Comunicar actualizaciones a través del uso de boletines escolares, el sitio web del Distrito, correo electrónico y llamadas telefónicas, y visitas a domicilio si es necesario.
5. El director del edificio o el personal designado proporcionará una descripción y explicación del currículo en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que cumplan los estudiantes.
6. El director del edificio o personal designado deberá:
 - Proveer padres/guardianes, bajo solicitud, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a cualquier sugerencia lo más pronto posible.
 - Desarrollar un ciclo de retroalimentación para que padres/guardianes hagan preguntas y reciban seguimientos.

7. Si el plan de escuela completa, bajo 20 U.S.C. §6314(b)(2) no es satisfactorio para los padres/guardianes de niños participantes, el director de la escuela deberá:
- Presentar cualquier comentario cuando la escuela pone el plan a disposición de la Junta Escolar.
 - Proveer un proceso para que los padres/guardianes expresen sus preocupaciones o quejas.

Responsabilidades Compartidas para el Alto Logro Académico del Estudiante

1. La escuela es responsable de proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje apoyado y efectivo que permita que los niños, servidos bajo el Título I, cumplan con los estándares de logros académicos del estudiante del Estado. Cada padre/guardián es responsable por apoyar el aprendizaje de sus hijos:
 - Monitoreando la asistencia, tareas, y el uso de la televisión.
 - Participando, según corresponda, en decisiones educativas de sus hijos y actividades extracurriculares.
2. La comunicación entre maestros y padres/guardianes ocurre de una manera continua a través de:
 - Conferencias de padres y maestros, durante las cuales se discutirá el pacto, ya que éste se relaciona con los logros individuales del niño.
 - Informes frecuentes a los padres/guardianes sobre el progreso de sus hijos.
 - Acceso razonable al personal.

Construir Capacidad para Participación

Para asegurar la participación efectiva de padres/guardianes y para apoyar una asociación entre las escuelas involucradas, cada escuela deberá:

- Proveer asistencia a los padres/guardianes en la comprensión de los estándares de contenido académico del Estado y los estándares de logros académicos, evaluaciones académicas locales y estatales, y cómo monitorear el progreso de los niños y trabajar con educadores para mejorar el rendimiento de sus niños.
- Proveer materiales y entrenamiento como alfabetización, tecnología, etc., para ayudar a padres/guardianes a trabajar con sus hijos para mejorar su rendimiento.
- Educar a maestros y el personal sobre el valor y la utilidad de las contribuciones de los padres/guardianes y cómo comunicarse efectivamente y trabajar con los padres/guardianes como parejas iguales.
- Implementar y coordinar programas para padres/guardianes que construyan vínculos entre ellos y la escuela.
- Hasta la medida posible y apropiada, coordinar e integrar programas de participación de padres/guardianes y dirigir otras actividades, como centros de recursos para padres/guardianes, que alienten y apoyen a los padres/guardianes a participar más plenamente en la educación de sus hijos.
- Asegurarse de que la información sea enviada a padres/guardianes de niños participantes en un formato y un idioma que padres/guardianes puedan entender.
- Involucrar a padres/guardianes en el desarrollo de capacitación para maestros, directores, y otros educadores para mejorar la efectividad de dicha capacitación.
- Proveer entrenamiento de alfabetización, de los fondos proporcionados por la provisión relevante en el Título I, si el Distrito ha agotado todas las otras fuentes razonables disponibles de financiamiento para tal entrenamiento.
- Pagar los gastos razonables y necesarios, asociados con las actividades locales de participación de los padres, incluyendo transportación y cuidado de niños para permitir que los padres/guardianes participen en reuniones relacionadas con la escuela y en sesiones de capacitación.
- Capacitar a padres/guardianes para alentar y mejorar la participación de otros padres/guardianes.
- Utilizar programas de alcance para involucrar a grupos de la comunidad y organizaciones.
- Organizar reuniones escolares en una variedad de ocasiones, con el fin de maximizar la participación de padres.
- Adoptar e implementar estrategias modelo para mejorar la participación de los padres.
 - Establecer un consejo asesor de padres en todo el Distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas apoyados.
- Desarrollar roles apropiados para organizaciones comunitarias y empresas en actividades de participación de padres/guardianes.
- Proporcionar otro tipo de apoyo razonable para las actividades de participación de padres bajo esta sección como los padres/guardianes lo requieran.

En la realización de los requisitos de participación de los padres de este acuerdo, la escuela, a medida que sea posible, proporcionará oportunidades para la participación de padres/guardianes con competencia limitada en inglés o discapacidades, incluyendo el suministro de información e informes escolares en un formato y, a medida que sea factible, en un idioma que padres/guardianes entiendan.

Aprobado por el Consejo del Superintendente: 23 de noviembre, 2010
(Traducción efectuada 4 de abril, 2017)