The Pathway

STUDENT & PARENT HANDBOOK
2026-2027

Carbondale Community High School

1301 E. Walnut Street | Carbondale, Illinois 62901
Main Phone: (618) 457-3371
TerrierNet
Website: www.cchs165.jacksn.k12.il.us
Follow CCHS on Twitter: @CCHS165

MISSION STATEMENT

PROVIDE STUDENTS A PERSONAL PATHWAY TO A PRODUCTIVE FUTURE

Adopted 3/2022

OUR MOTTO

EVERY STUDENT MATTERS, EVERY MOMENT COUNTS

This handbook was updated on July 1, 2026, and cannot cover every situation that may come up. The Board of Education, administrators, and staff may address situations not specifically included in this handbook as needed.

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BOARD OF EDUCATION
Julie Van Winkle, President
Christopher Swims, Vice-President
Wendell Pohlman , Secretary
Dr. Linda Flowers
Dr. Paul Frazier
Dr. Lana Galan
Mrs. Neophansya Robinson

ADMINISTRATION
Dr. Daniel Booth, Superintendent
Ryan Thomas, Principal
Terica Doyle, Assistant Principal
Tyler Chance, Assistant Principal
Marshall Hunt, Assistant Principal
Lena Dierks, Dean of Students
Timothy Gould, Director of Athletics
Mandy McKee, Director of Special Education

SCHOOL PHILOSOPHY

The Board of Education believes that it is the responsibility of Carbondale Community High School District 165 to provide educational opportunities and experiences which will enable all students to develop their talents and capabilities so that they may be able to assume their responsible roles in a democratic society and to apply their knowledge to a lifetime of continuous learning.

This philosophy places emphasis upon the total development of the student, recognizing the dignity and worth of each individual and serving to enhance within each student a sense of responsibility, tolerance, and freedom.

We, the Board of Education, believe that to translate this philosophy into reality requires cooperation, communication, and continuous effort from the student, parents, faculty, and administration.

FOREWORD FROM THE ADMINISTRATION

On behalf of District #165, we welcome you to Carbondale Community High School for the 2026-2027 school year. Our goal as administrators is to add to CCHS' long tradition of excellence. We believe that by supporting our faculty, students, parents, and community, our school will continue to create and refine a learning environment which is second to none. This handbook is designed to outline the many services offered at CCHS, and to identify procedures regarding student rights and responsibilities. We believe that the rules contained in this handbook are critical to the maintenance of an environment which balances the need for institutional structure with our students' need for freedom and autonomy. We want students to enjoy their academic and co-curricular experiences at CCHS. At the same time, every student will be expected to conduct themselves in such a way as to ensure that CCHS remains an effective, healthy, safe, and enjoyable place. A companion booklet entitled Course Description Book contains information regarding graduation requirements, course descriptions, registration, scheduling, and other curricular-academic information. This booklet is distributed to incoming and to upperclassmen during spring registration. Additional copies are available in the Principal's office. There are a number of exciting initiatives we will be implementing this school year that we believe will make 2026-2027 a great year. Working together, our collective goals for success will be achieved.

POLICY OF NON-DISCRIMINATION

Carbondale Community High School does not discriminate on the basis of race, color, national origin, sex, and disability. Any person who believes any student, employee, or third party or the District generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a District Nondiscrimination/Title IX Coordinator, Nondiscrimination Coordinator, or Section 504/Title II Complaint Manager using the contact information below:

Coordinator Complaint Managers

Dr. Daniel Booth, Superintendent
CCHS Administrative Center
330 South Giant City Road
Carbondale, IL 62902
618-457-4722 EXT. 28
Daniel.booth@cchs165.com

Ryan Thomas, Principal
Carbondale Comm. HS
1301 E. Walnut St.
Carbondale, IL 62901
618-457-3371 EXT. 225
Ryan.thomas@cchs165.com

Mandy McKee, Spec. Ed. Director
Carbondale Comm. HS
1301 E. Walnut St.
Carbondale, IL 62901
618-457-3371 EXT. 234
Mandy.mckee@cchs165.com

The following agencies may also be able to answer inquiries about some of the laws cited above:
U.S. Department of Education Office for Civil Rights (OCR) Chicago Office JCK Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560 Facsimile: (312) 730-1576 Email: OCR.Chicago@ed.gov See www.ed.gov/ocr
U.S. Equal Employment Opportunity Commission (EEOC) Chicago District Office JCK Federal Building Chicago, IL 60604 Telephone: (312) 872-9744 Facsimile: 312-588-1260 Info@EEOC.org See www.eeoc.gov Illinois Department of Human Rights (IDHR) Springfield Office 535 West Jefferson 1st Floor Intake Unit Springfield, IL 62702 Telephone: (217) 785-5100 Facsimile: (217) 785-5106
Email: IDHR.webmail@Illinois.gov See www2.illinois.gov/DHR

CCHS offers CTE programs in the areas of Agricultural, Food and Natural Resources (AFNR); Arts and Communications (A&C) Finance and Business Services (FBS); Health Science and Technology (HST); Human and Public Services (HPS); Information Technology (IT); and Manufacturing, Engineering, Technology and Trades (METT). All students are welcome in any CTE class. The only restriction is on CNA which is based on the reading score set by our dual credit partnering community college.

CALENDAR OF EVENTS 2026-2027

August 10, 2026	No School; Teacher Institute Day
August 11, 2026	No School; Teacher Institute Day
August, 12, 2026	½ Day, First Day of School, In-Service
September 4, 2026	½ Day, School Improvement
September 7, 2026	Labor Day, No school
October 9, 2026	ROE Institute, No school
October 12, 2026	Columbus Day, No school
October 29, 2026	Parent/Teacher Conference
October 30, 2026	½ Day, Parent/Teacher Conference
November 11, 2026	Veterans Day (Observance), No school
November 20, 2026	Student Attendance ½ day, In-Service
November 23 – 27, 2026	Thanksgiving break, No school
December 21, 2026 – January 1, 2027	Winter Break, No school
January 4, 2027	No School- Teacher Institute Day
January 5, 2027	Second Semester begins, ½ day
January 18, 2027	MLK Day, No school
February 12, 2027	Half-Day School, In-Service Day
February 15, 2027	Holiday, No school
February 25, 2027	Parent/Teacher Conference
February 26, 2027	½ Day, Parent/Teacher Conference
March 5, 2027	Half-Day School, In-Service Day
March 8-12, 2027	Spring Break
March 26, 2027	No School- Friday Before Easter
March 29, 2027	No School- Monday After Easter
April 23, 2027	½ Day, School Improvement
May 7, 2027	½ Day, In-Service
May TBD	Graduation
May 31, 2027	Memorial Day, No school

School Mascot: Terrier

School Colors: Black and White
Athletic

Affiliation: South Seven Conference
Illinois High School Association
Accreditation: State of Illinois

TERRIER FIGHT SONG (Tune "On Wisconsin")

On you Terriers! On you Terriers! Fight right through that line.

Send the ball round (opponent) High School.
Touchdown (basket) sure this time.

Rah, Rah, Rah.

On you Terriers, On you Terriers. Fight for victory.

Fight, fellows, fight, and we will win this game.

Chi Cha, Rah, Rah, Rah, Rah

Carbondale Terriers Rah, Rah, Rah.

(Repeat)

Daily Bell Schedules

The starting time for Academic Review Period (ARP) is 8:00 a.m. First period will begin at 8:25 a.m. School will dismiss at 3:00 p.m.

REGULAR SCHEDULE			EXAM SCHEDULE		
Period	*Time*	*Lunch*	*Day 1*	*Day 2*	*TIME*
Early bird	7:30-8:20		Early bird		7:15-8:20
ARP	8:00-8:20		1st	5th	8:25-9:40
1st	8:25-9:15		2nd	6th	9:45-11:00
2nd	9:20-10:10		4th	7th	11:05-12:20
3rd (TT)	10:15-10:45		Bus		Sack lunch
4th	10:50-11:40		ARP	SIP	1:00-2:15
5A	11:45-12:15 12:20-1:10	**A-Lunch** **CLASS**			
5B	11:45-12:35 12:40-1:10	**CLASS** **B-Lunch**			
6th	1:15-2:05				
7th	2:10-3:00				

HALF DAY INSERVICE SCHEDULE (No third hour)			ACTIVITY SCHEDULE (No third hour)		
Period	*Time*		*Period*	*Time*	*Lunch*
Early bird	7:30-8:20		Early bird	7:30-8:20	
ARP	8:00-8:20		ARP	8:00-8:20	
1st	8:25-8:55		1st	8:25-9:10	
2nd	8:59-9:29		2nd	9:15-10:00	
4th	9:33-10:03		4th	10:05-10:50	
5th	10:07-10:37		5A	10:55-11:25 11:30-12:15	**A-Lunch Class**
6th	10:41-11:11		5B	11:45-12:15 10:55-11:40	**B-Lunch Class**
7th	11:15-11:45	Sack lunch & Early dis-missal	6th	12:20-1:05	
			7th	1:10-1:55	
			Assembly	2:05-3:00	

The Pledge of Allegiance is recited during 1st hour every day at Carbondale Community High School.

ADMINISTRATION AND DEPARTMENT CHAIRS

ADMINISTRATION	DEPARTMENT CHAIRS
SUPERINTENDENT Dr. Daniel Booth **PRINCIPAL** Ryan Thomas **ASSISTANT PRINCIPALS** Dr. Tyler Chance Terica Doyle Marshall Hunt **DEAN OF STUDENTS** Lena Dierks **DIRECTOR OF ATHLETICS** Timothy Gould **DIRECTOR OF MAINTENANCE** Mike Green **DIRECTOR OF REBOUND** Sandy Snowden **DIRECTOR OF SPECIAL EDUCATION** Mandy McKee **FINANCIAL OFFICER** Ray Toliver Jr. **MEDIA COORDINATOR** Dawn Taylor **SCHOOL RESOURCE OFFICER** Rhakeem Thomas **SOCIAL WORKER** Melinda Pierson Amy Prudencio **STUDENT ACTIVITIES** Brandi Jones	**CAREER EDUCATION** Dallas Terry, Ext. 211 **COUNSELING** Caitlin Klaybor, Ext. 224 **DRIVER EDUCATION & HEALTH EDUCATION** Kyle Povolish, Ext. 290 **ENGLISH LANGUAGE ARTS** Crystal Harsy, Ext. 253 **FINE ARTS** Erik Berrey, Ext. 275 **MATHEMATICS** Brenda Berg, Ext. 261 **PHYSICAL EDUCATION** Haley Karayiannis, Ext. 275 **SOCIAL STUDIES** Bryan Lee, Ext. 275 **SCIENCE** Matthew Peck, Ext. 242 **SPECIAL EDUCATION** Josh Taylor, Ext. 214 **WORLD LANGUAGE** Jane Rendon, Ext. 313

ACADEMIC DEPARTMENTS 2026-2027

CAREER EDUCATION
Dallas Terry, Chair
Chris Apple
Levi Biedermann
Margarete Biedermann
Zachary Clark
Catherine Jerrells
Rasheeda Love
Christi McGee
Don Moberly
Melanie Nelson

COUNSELING
Caitlin Klaybor. Chair
Brenda Krutsinger
Angelique Moeller
Lyndsey Walls

ENGLISH LANGUAGE ARTS
Crystal Harsy, Chair
Jessica Anderson
Katie Bachman
Leigh Burton
Betsy Gieselman
Kasey Paris
Cara Polczynski
Lindsey Sears
Shannon Simmons
Jayden Touchette

DRIVERS EDUCATION/HEALTH
Kyle Povolish, Chair
Olivia Bradford
Greg Storm

FINE ARTS
Erik Berrey, Chair
Levi Biedermann
Jennifer Kennedy
Rachel Norton
Katrina Wood

MATHEMATICS
Brenda Berg, Chair
Audrey Brumfield
Kristin Cohen
Nicole Feng
Andrew Gwinup
Meredith Jones
Judy Major
Carlie Page
Kamen Rosado

PHYSICAL EDUCATION
Haley Karayiannis, Chair
Scott Hankey
Jeff Hansen
Tracy Hill
DeAndre Smith
Greg Storm

RESTORATIVE PRACTICE/ STUDENT SUPPORT SPECIALISTS
Jimi Bradley
Tommy Holder

SCIENCE
Matthew Peck, Chair
Michelle Buchheit
Krystal Kill
Kara Lazdinis
Stacey Massie
Levi Milliron
Carrie Mueller
Leslie Neitzer
Debra Ratliff
Tracie Shackles
Fayth Smith

SOCIAL STUDIES
Bryan Lee, Chair
Daron Absher
Dawn Bassett
Charles Buss
Mike Butler
Eric Hanson
Garrick Haywood
Brandi Jones
Justin Merriman
Kevin Stamp

SOCIAL WORKER
Melinda Pierson
Amy Prudencio

SPECIAL EDUCATION
Mandy McKee, Director
Josh Taylor, Chair
Mark Albertini
Cheryl Drue
Alyssa Garza
Devon Gaston
Garrick Haywood
Robin Hughes
Brandi Jones
Krystal Kill
Holly Popov
Karly Williard

WORLD LANGUAGES
Jane Rendon, Chair
Chelsea Batchelor
Joanna Blair
Aimee Ellis
Linaya Germann
Melisa Lopez
Eugenia Tomas

IMPORTANT PHONE NUMBERS
CCHS (618)457-3371

SWITCHBOARD

Protean Greer, Faculty Secretary	**275**	**Heather Taylor, Faculty Secretary**	**200**

ASSISTANT PRINCIPAL'S OFFICE	**260**		**DEPARTMENTS**	
Tyler Chance	219		Art	235
Terica Doyle	276		Business	204
Marshall Hunt	241		Career Education	254
ATHLETICS	**212**		Curriculum & Assessments	215
Caleb Belcher, Assistant Athletic Dir.	212		Driver's Education & Health Dept.	250
Timothy Gould, Director of Athletics	239		Fine Arts	275
ATTENDANCE OFFICE			Head Cook	280
Jessica Broderick	232		Maintenance	229
Verlena Greer	260		Mathematics	261
COUNSELING OFFICE	**226**		Media Center	113
Fatima Calmese, Secretary	226		Music	240
DEAN OF STUDENTS	**255**		Physical Education	250
Lena Dierks	**255**		Science	242
Mindy Clark, Registrar	227		Security	218
MEDIA CENTER	**243**		Social Studies	249
Katie Vieceli, Secretary	243		Student Activity Director	193
Dawn Taylor, Director	243		Technology Office	311
NETWORK ADMINISTRATOR	**312**		Vocational Director	211
Clint Mifflin	312		World Languages	313
Matt Young	311			
PRINCIPAL'S OFFICE	**223**		**GENERAL DELIVERY**	**200**
Rena Weller, Secretary	223		**SCHOOL NURSE**	**249**
Sian Person, Sub Secretary	287		**TERRIER CARE**	**300**
Ryan Thomas, Principal	223		**REBOUND**	**549-8232**
SPECIAL EDUCATION DEPARTMENT	**214**		**Robinson Bus**	**618-490-2091**
LeAnne Gaydos, Secretary	214			
Mandy McKee, Director	214			

CONTACTING TEACHERS AT SCHOOL

If parents have questions, comments or concerns regarding their student's academic experience, they should initially contact the teacher or school counselor. This can be accomplished by e-mailing the teachers or school counselor through the Infinite Campus portal or using the e-mail directory available on the school website. Parents may also contact the school switchboard (457-3371 ext. 275 or 200). The switchboard operators will transfer the call to the departmental voicemail or take a message. The teacher will return the call at the earliest convenient time.

Who To Call For Information

Attendance & Messages

- **Report an absence:** Attendance Office – Ext. 260 or 232
- **Send a message to a student:** Attendance Office – Ext. 260 or 232
- **Going to be out 3+ days & need homework:** Attendance Office – Ext. 260 or 232
- **Withdraw from school:** Registrar – Ext. 227 & Attendance – Ext. 260 or 232

Lunch Program & Cafeteria

- **Free/reduced lunch questions:** Principal's Office – Ext. 223
- **Direct certified lunch questions:** Head Cook – Ext. 236 or 280
- **Cafeteria payment options/programs:** Head Cook – Ext. 236 or 280

Grades, Classes, & Transcripts

- **View grades/progress online:** Technology Office – Ext. 311
- **Need transcript sent out:** Registrar – Ext. 227
- **How many credits do I have?:** Counseling Office – Ext. 226
- **Grade correction needed:** Registrar – Ext. 227 or Counseling – Ext. 226
- **Graduation requirements:** Counseling Office – Ext. 226
- **Summer school (regular):** Attendance – Ext. 260 or Counseling – Ext. 226
- **Summer Enrichment Program:** Assistant Principals – Ext. 219, 276, or 241

College, Careers & Planning

- **Info on colleges/trade schools: Counseling Office – Ext. 226**
- **Help choosing a college major or future planning: Counseling Office – Ext. 226**
- **Info on financial aid or scholarships: Counseling Office – Ext. 226**
- **OJT (On-the-Job Training) program: OJT Coordinator – Ext. 211**
- **Job shadowing program: Job Shadowing Coordinator – Ext. 211**

School Events & Activities

- **Graduation info, cap & gown, announcements: Principal's Office – Ext. 223**
- **School organizations & activities: Student Activities – Ext. 250**
- **Was the game canceled? Athletics – Ext. 212**
- **Athletic eligibility, forms, insurance: Athletics – Ext. 212**

Technology & Accounts

- **Parent portal (Infinite Campus) login help: Data Center – Ext. 254 (Parents/Guardian) or Counseling – Ext. 226 (Students)**
- **Computer network login help: Technology Office – Ext. 311**

Student Records & Forms

- **Good Student car insurance form: Registrar – Ext. 227**
- **School insurance questions: Faculty Secretary – Ext. 275 or 200**

Health & Wellness

- **Feeling sick or injured: Ask teacher for a pass to Nurse – Ext. 249**
- **Confidential/personal counseling (dating, alcohol, drugs, etc.):**
    - **Counseling – Ext. 226**
    - **Social Worker – Ext. 228 or 206**
    - **Nurse – Ext. 249**
- **Homebound instruction: Student Services – Ext. 214**
- **School health care system (Terrier Care): Terrier Care Office – Ext. 300**

Discipline & Fairness

- **Treated unfairly by a teacher:**
    - **Counseling – Ext. 226**
    - **Assistant Principals – Ext. 219, 276, or 241**
- **Issues with school rules or discipline: Assistant Principals – Ext. 219, 276, or 241**

Safety, Security & Lost Items

- **Lost something / ID card: Security – Ext. 218**
- **Think something was stolen: Security – Ext. 218**
- **Anonymous tip: Social Worker – Ext. 228 or 206**

Lockers & Facilities

- **Locker problem: Assistant Principal – Ext. 276 or Attendance – Ext. 260 or 232**

Other Programs

- **Rebound program info: Rebound – 549-8232**

General Questions

- **Not sure who to call or have a different question?**
  Ask any staff member – we're always happy to help!

OBJECTIVES

I. CURRICULUM AND INSTRUCTION

A. To enable our students, according to their abilities, to achieve the highest proficiency in the skills and processes of learning and to educate them in the subjects which will enrich their lives and aid them in becoming contributing, responsible citizens of our society.

In an attempt to achieve this objective, we are committed to the following:

1. The development of the ability to arrive at reasoned solutions and a continuing desire for knowledge.
2. An education in the basic skills of oral and written communication, reading and computation.
3. An education which draws from the area of fine and applied arts, business, driver education, English, family and consumer, foreign language, health, industrial arts, mathematics, physical education, science, social science, and vocational education.
4. An education which meets the needs and demands of a society that is becoming more technologically advanced.

B. To continue to provide diversified and comprehensive programs that meet the specific needs of students.

In an attempt to achieve this objective, we are committed to the following:

1. Special education programs and supportive services.
2. Advanced and honors classes.
3. Interdisciplinary and independent studies.
4. Action learning programs including internships and work experience.
5. Alternative forms of education.
6. Student centered and direct service counseling services related to academic wants and needs.

C. To provide and to maintain a positive learning environment to ensure conditions appropriate for creativity and for growth.

In an attempt to achieve this objective, we are committed to the following:

1. The development of self-discipline.
2. The respecting of individual differences.
3. The development of each individual's active participation in learning and a sense of responsibility for one's education.

D. To instill an awareness of occupational responsibility and to nurture a respect for all careers.

In an attempt to achieve this objective, we are committed to the following:

1. Providing a general education as a sound basis for all career objectives.
2. Developing an appreciation and respect for the value of work.
3. Providing opportunities to develop the skills and attitudes necessary for future careers.
4. Making vocational programs available to all students.
5. Developing an understanding of the American economic system.

II. DEVELOPMENT, GROWTH, AND CREATIVITY

A. To foster in our students, the realization of individual worth and dignity as a person, thereby enabling each student to achieve satisfying social relationships, and to live a productive life.

In an attempt to achieve this objective, we are committed to the following:

1. Assisting students to access their potential and capabilities for development and growth.

2. Helping students to learn from experiences.
3. Increasing the awareness of and giving opportunities to explore artistic, musical, and dramatic expression.
4. Guiding the development of healthy bodies and minds. Encouraging the students to know the satisfaction of hard work and achievement in curricular and extra-curricular endeavors.
5. Recognizing and maximizing strengths and abilities, acknowledging and minimizing weaknesses and limitations.

B. To offer our students educational experiences which will provide the resources necessary to relate to others as well as to a larger society.

In an attempt to achieve this objective, we are committed to the following:

1. Assisting in the development of problem solving attitudes and skills through discovering and organizing knowledge and critically evaluating information.
2. Developing sensitivity and compassion toward others.
3. Making experiences available which will develop values, awareness, interests, concerns, and a recognition of the obligation and value of service.

C. To make our students aware of the changeable nature of the world, to understand the process of change and to facilitate flexibility and adaptability.

In an attempt to achieve this objective, we are committed to the following:

1. Realizing that the key adaptability is a sound basic education and the willingness to pursue a life time of learning.
2. Increasing understanding of the interaction among the technical, political, social and economic forces.
3. Fostering respect for a government, tradition, customs, and heritage of this country and for all the citizens who have contributed to its development.
4. Developing concern, respect, and responsibility for our physical environment and natural resources with the realization of a world moving toward interdependence.

D. To encourage students to think for themselves and to be responsible for their own actions.

In an attempt to achieve this objective, we are committed to the following:

1. Developing an understanding that the experiences of the past provide lessons for the present and for the future.
2. Developing an understanding of the extricable interdependence between a disciplined freedom and responsibility.

III. BOARD OF EDUCATION, ADMINISTRATION, FACULTY AND STAFF

A. We the Board of Education, Administration, Faculty and Staff are committed to achieve the goals and objectives of this district in a climate of cooperation and mutual trust.

In an attempt to achieve this objective, we are committed to the following:

1. Maintaining formal and informal lines of communication and fostering a spirit of cooperation through working together to improve our educational program.
2. Utilizing all assets to the fullest and constantly exploring methods of obtaining resources necessary to meet our educational goals.
3. Maintaining cooperative procedures which will ensure that input into our educational program will be provided by all segments of the district and by the community.
4. Maintaining an appropriate system of evaluation for all district personnel and functions which will provide the basis for improvement.

B. We would provide encouragement and opportunities for faculty, administrators, and board members to engage in activities which will cause them to acquire new skills, knowledge, and enthusiasm for the work which they do in this district.

In an attempt to achieve this objective, we are committed to the following:

1. Providing an ongoing program of education and self-renewal within the district which is generated by the interests of the staff.

C. Providing resources to enable the staff and the board members to experience various educational opportunities thereby renewing and enhancing their ability to contribute to the intellectual growth of others. We would provide a physical climate which is conducive to learning.

In an attempt to achieve this objective, we are committed to the following:

1. Providing buildings which are well kept and adequately equipped to meet the needs to today's students.
2. Managing and maintaining our physical facilities to achieve maximum educational benefits.
3. Providing advanced technological equipment such as computers, laser equipment, diagnostic equipment, and electronic wire services to enhance learning in all academic areas.

To translate our philosophy into realty requires cooperation and maximum efforts from the students, the parents, and the teachers.

SCHOOL-PARENT-STUDENT COMPACT

As parents, we value your role in working to help your child achieve high academic standards. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's learning.

School's Responsibility:

1. Provide high quality curriculum and learning materials.
2. Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
3. Provide opportunities for ongoing communication between you and teachers through, at a minimum:
    a. Annual parent-teacher conferences.
    b. Frequent reports regarding your child's progress.
    c. Opportunities to talk with staff, volunteer in class, and observe classroom activities.

Parent's Responsibility:

1. Encourage your child to attend school regularly.
2. Encourage your child to show positive school behavior.
3. Monitor television watching and encourage positive use of your child's extracurricular time.
4. Volunteer in your child's school and classroom if time or schedule permits.
5. Attend parent-teacher conferences and participate, when appropriate, in decisions relating to the education of your child.

Change of Address and/or Telephone

It is very important that proper records are maintained at all times. The school also wants to be able to get in touch with parents rapidly if it should be necessary to do so. We ask that students and/or parents notify our Registrar's (Mindy.Clark@cchs165.com) office immediately regarding any change in address or, telephone number or email address so that our records are accurate and contact can be made with ease.

Thank you for your support and involvement in your child's education.

What We Expect from Students

At CCHS, we expect every student to make their education a priority and take full advantage of the opportunities provided. While we are committed to offering excellent teaching and a supportive environment, success ultimately depends on the student's own effort, responsibility, and mindset.

Academic Commitment

- Attend every class, every day. Unexcused absences will be penalized.
- Be fully prepared each day—bring all necessary materials and arrive on time, ready to learn.
- Complete all homework and class assignments on time. Expect an average of 30 minutes of homework per class, per night.
- Take advantage of extra help and make-up work opportunities when needed. Outside jobs are not accepted as an excuse for missed academic obligations.

Conduct and Responsibility

- Know and follow the school's Discipline Code.
- Act with integrity, respect, and responsibility—toward yourself, your peers, and the school community.
- Develop good habits: keep your commitments, meet deadlines, and follow through without complaints.

Character and Growth

- Strive to do your best at all times; we will not accept less than your full effort.
- Treat learning as an opportunity, not a task—your attitude toward school shapes your success both now and in the future.
- Use high school to build the skills, values, and habits that will prepare you for college, careers, and life.

Parent Participation

Carbondale Community High School offers many opportunities for parent participation. Parents are involved in the Principal's Parent Advisory Committee, which is comprised of parents from each grade level in the school district. This group meets each quarter and assists with school wide advisement and decision making. Parents are also very active in Band and Athletic Boosters as well as other school organizations and activities. CCHS also uses a Title 1 Parent Liaison to plan parent events, and to contact parents and students about targeted programs. Parents have access to their child's grades, attendance, and other information using the Infinite Campus portal on the school website. They may also contact teachers via e-mail through the portal, or using the e-mail list available on the TerrierNet.

SCHOOL INFORMATION

Carbondale Community High School provides educational opportunities for students enrolled in grades 9 - 12. Total enrollment is approximately 1,000 students. It has an area of 129.43 square miles with the center of population in Carbondale. There are four feeder elementary schools in this district; Carbondale Middle School, DeSoto, Giant City, and Unity Point. Carbondale Community High School District 165 was organized on April 19, 1920. CCHS maintains an outstanding web site:www.cchs165.jacksn.k12.il.us . It contains a wide variety of helpful information including the district's curricular offerings, budget, extracurricular events and contact information.

The Staff

CCHS has always attempted to furnish the finest education possible through a highly qualified staff. Nearly 50% of our faculty has master's degrees, and many have a considerable amount of advance study beyond the master's degree, including several PhDs. The average number of years of experience of our staff is over 13 years.

The staff is active in their respective academic areas with many staff members participating and holding offices in local, state, and national organizations. The staff includes active artists, authors, and individuals who make presentations in their state organizations. CCHS is proud to have a professionally active group of staff members who are capable of providing the outstanding leadership and guidance for their students.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district will provide you with the following as soon as possible:

1. If the teacher has met state licensing requirement for the grade level and subjects in which the teacher is providing instruction;
2. If the teacher is highly qualified in the core academic areas of his teaching assignment.
3. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
4. The type of college degree of the teacher and the field of discipline for any graduate degree or certificate; and
5. If your child is receiving Title I services from paraprofessionals and, if so, their qualifications.

If you would like to request this information, please contact the Superintendent.

EMPLOYEE CODE OF CONDUCT

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1) Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.

2) Employees are trained on educator ethics, child abuse, grooming behaviors, and employee student boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.
3) Employees maintain professional relationships with students, including maintaining employee student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
   a) Transporting a student;
   b) Taking or possessing a photo or video of a student; and
   c) Meeting with a student or contacting a student outside the employee's professional role.
4) Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting. 5. Discipline up to and including dismissal will occur for any employee who violates an employee 5:120 5:120 1 of 4 conduct standard or engages in any of the following:
   a) Violates expectations and guidelines for employee-student boundaries.
   b) Sexually harasses a student.
   c) Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
   d) Engages in grooming as defined in 720 ILCS 5/11-25.
   e) Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
5) A sexual or romantic invitation.
   1. Dating or soliciting a date.
   2. Engaging in sexualized or romantic dialog.
   3. Making sexually suggestive comments that are directed toward or with a student.
   4. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
   5. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a Statement of Economic Interests as required by the Ill. Governmental Ethics Act:

1) Superintendent;
2) Building Principal;
3) Head of any department;
4) Any employee who, as the district's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of $1,000 or greater; 5. Hearing officer;
5) Any employee having supervisory authority for 20 or more employees; and
6) Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, Ethics and Gift Ban, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the district 5:120 5:120 2 of 4 nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1) A member of the employee's immediate family;
2) An employee's partner; or
3) An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, Ethics and Gift Ban.

School Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a prohibited source or any gift that would be in violation of any federal or State statute or rule. For school counselors, a prohibited source is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1) Opportunities, benefits, and services available on the same conditions as for the general public.
2) Anything for which the school counselor pays market value.
3) A gift from a relative.
4) Anything provided by an individual on the basis of a personal friendship, unless the school counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:
    a) The history of the relationship between the individual giving the gift and the school counselor, including any previous exchange of gifts between those individuals.
    b) Whether, to the actual knowledge of the school counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
    c) Whether, to the actual knowledge of the school counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5) Bequests, inheritances, or other transfers at death.
6) Any item(s) during any calendar year having a cumulative total value of less than $100. 7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A school counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity. 5:120 5:120 3 of 4

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated by reference: 5:120-E (Code of Ethics for Ill. Educators) LEGAL REF.: U.S. Constitution, First Amendment. 2 C.F.R. §200.318(c)(1). 5 ILCS 420/4A-101, Ill. Governmental Ethics Act. 5 ILCS 430/, State Officials and Employee Ethics Act. 30 ILCS 708/, Grant Accountability and Transparency Act. 50 ILCS 135/, Local Governmental Employees Political Rights Act. 105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93. 325 ILCS 5/, Abused and Neglected Child Reporting Act. 720 ILCS 5/11-25, Criminal Code of 2012. 775 ILCS 5/5A-102, Ill. Human Rights Act. 23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators. Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968). Garcetti v. Ceballos, 547 U.S. 410 (2006). CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 7:20 (Harassment of Students Prohibited) Adopted: January 19, 2023 Carbondale Community High School District 165.

SECTION I – ACADEMICS

The student body of Carbondale Community High School is made up of approximately 1,000 students in grades 9-12. One of CCHS' strengths is the diversity of its student population. We are proud to have students from all races: virtually all socioeconomic, educational, and cultural backgrounds.

Generally, over 90% of our students further their education beyond high school. The following indicated the graduating seniors' plans for the class of 2026:

Go to a 4-year Institution…54.4%

Go to a 2-year Institution/Trade School…21.6%

Total College bound…76%

Military…3%

Workforce…7.8%

Gap Year…10.29%

In addition to the above honors and awards, the class of 2026 earned over $2,000,000 in scholarship money, including over $100,000 of awards from local donor groups to help with college expenses. Contact the Counseling Office for more information about scholarship applications and how to search for financial awards.

Counseling and Social Work Services

Through a comprehensive and developmental approach, the school counselor's and social worker's role at CCHS is to foster personal responsibility in students as they work toward becoming productive and successful 21st-century citizens. This role is fulfilled through individual, group and classroom activities related to each student's academic, personal, career and post-secondary needs and goals.

Counselors and social workers are here to assist students in successfully navigating the educational process to obtain knowledge and skills needed to allow them to reach their highest level of functioning. They assist students with educational choices and decisions, as well as, personal, social and vocational concerns. Counselors and social workers devote the major part of each day to direct service meetings assisting students, parents, and teachers with a variety of concerns and issues. Students are encouraged to see their counselor and social worker as often as necessary. It is advisable for a student to make an appointment through the school website if the student wishes a conference with a counselor or social worker. In crisis situations, students may obtain permission from their classroom teachers to see a counselor or social worker immediately.

Class counselors will initiate conferences with assigned students to work on various tasks or issues, including but not limited to, freshman meetings, four year plans, academic progress checks, graduation checks, senior checks, college and career planning, etc.

Educational Program Planning

CCHS offers a wide choice of courses, permitting students to choose studies in keeping with their interests and college and vocational plans. Programs are planned so that students may achieve a successful high school experience, limited only by individual ability and efforts. Each year as the student looks forward to the next year's schedule of studies, counselors and teachers will advise students of the curriculum and graduation requirements. Parents are encouraged to discuss course selections with their student. Requirements for college entrance and for the vocational opportunities open to high school graduates are important. Students should study carefully the curriculum and choose courses with the assistance of counselors. This study should begin in the ninth grade. In planning a schedule, students need to keep in mind that the regular school day is made up of six, fifty-minute class periods plus lunch and Terrier Time. All students are expected to register for a full schedule, periods 1 through 7.

Schedule Correction Policy

A considerable amount of time is devoted to the selection of courses each year. Corrections in course requests will **not** be granted past the request correction deadlines outlined below for <u>any</u> of the following reasons: to change teachers, to change lunch or study halls, to be with friends, etc.

Occasionally, schedule concerns develop, such as conflicts between classes or actual scheduling errors. These types of schedule corrections, being administrative in nature, will be made, and need to be addressed as soon as possible by email or in person with your grade level counselor.

Schedule correction deadlines:

First semester corrections are strongly encouraged to be requested <u>by emailing</u> the grade level counselor by the first Friday in May of the previous school year but no later than August 1st.

To withdraw from a course after the first semester begins, you must complete a class withdrawal form, get teacher approval, and appropriate signatures within the first 5 days of the semester. After the first 5 days, a WF for the semester may be recorded on the transcript, except in cases of illness, class misplacement, or withdrawal from school.

Second semester corrections must be made by the first Friday in December. There will be NO SCHEDULE CORRECTIONS after the second semester begins, other than those that are administrative in nature.

Freshman Academy
Carbondale Community High School has implemented a Freshman Academy; a specific collection of courses, programs and support systems to promote success at the freshman level. The Freshman Academy includes programs specifically for freshmen, such as: freshman orientation, a freshman survey, a freshman mentoring program, freshman parent night, freshman P.E./Health curriculum, freshman classes in English, math, science, and social studies, and the Summer Enrichment Program. It also involves individual meetings between each freshman and their school counselor during the school year to discuss a four-year plan for success, student involvement and answer any questions that may arise. Brenda Krutsinger is the Class of 2030 school counselor. She can be reached at 618-457-3371 x264 or Brenda.Krutsinger@cchs165.com. CCHS also utilizes an incoming freshman placement team consisting of curriculum directors, department representatives, feeder school teachers, and special education representatives. The freshman placement team considers test scores, prior performance and individual needs to determine each student's schedule, which may include placement in mandatory programs, co-taught classes, and/or accelerated programs.

Summer Enrichment Program
The Summer Enrichment Program provides opportunities for students to take a variety of "short courses" in the month of June. Information will be distributed to all students and parents in May. Additional information can be found on the school website under Summer Programs.

Student Support and Tutoring Activities

- **ARP - Academic Review Period:** Students have the opportunity to meet with their teachers for additional individual instruction from 8:00 a.m. to 8:25 a.m. every morning that school is in session. Each student who is having difficulty in a class, who may have missed the class the day before and needs assignments, or who is seeking to better understand certain concepts should be encouraged to take advantage of this program. Students who are having difficulties in a class may be required by their teacher, coach, or mentor to attend ARP for additional help.
- **Terrier Tutoring** provides help with academic concepts and homework and is provided by a team of faculty members after school several days each week in the Media Center. Credit recovery options are also available through Terrier Tutoring.
- **College entrance exam test prep** classes are offered after school and in the evenings during the second semester of the school year. Students also have access to ACT prep materials.
- **Media Center and computer labs** are available to students before and after school and during lunch.
- **Infinite Campus** on the CCHS Parent webpage allows parents and students to view homework assignments, grades, attendance, and discipline. Each parent and student is assigned a login and password.

Academic Support Program
The academic support program is designed to assist students who require additional academic support and/or may be at-risk for academic failure. The class is a credit elective, and students can be identified for placement in the course throughout the school year. This class provides support services to students who need assistance with academic, organizational, and test taking skills.

When the Student's Performance is Unsatisfactory
When parents are informed of their student's unsatisfactory performance, often times a talk with the student will clear up any questions the parent may have about the difficulties involved. If additional information or clarification is needed, the teachers and the class counselor welcomes a call. If parents wish, arrangements can be made to discuss their concerns with the student's teacher(s) and counselor.

Cheating and Academic Dishonesty

Academic dishonesty by a student degrades the student's character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for work which is not one's own is considered academic dishonesty or cheating. The action may include, but is not limited to the following:

1. Submitting another student's work as one's own.
2. Obtaining or accepting a copy of tests or scoring devices.
3. Giving or obtaining test questions or answers from a member of an earlier class.
4. Copying from another student's test or computer file, or allowing another student to copy during a test or computer program.
5. Using materials which are not permitted during a test.
6. Plagiarizing (presenting material as one's own original work when, in fact, the material is copied from a published source without adequate documentation).
7. Copying, having someone other than the student, **or using artificial intelligence** to prepare the student's homework, paper, project, lab report, computer program, or take-home test for which credit is given.
8. Permitting another student to copy, or writing another student's homework, project, report, paper, computer program, or take-home test.
9. Accessing restricted computer files without teacher authorization.
10. Copying materials, including computer software, in violation of the copyright law.
11. Using text messaging or cell phone cameras to share test questions or answers.

Those who are involved in cheating or academic dishonesty are subject to penalties:

For the first offense, the student will receive a zero on the assignment, paper, or test, which will be averaged into their quarter grade. Parents will be notified and disciplinary procedures may occur.

For the second offense, the student will receive an "F" for the quarter. Parents will be notified and disciplinary procedures may occur.

Work Release Policy

Work releases for seniors are limited to one period, or two periods with principal approval. No work release periods are allowed for juniors. While priority will be given to students with documented financial need, special consideration may be granted for students with verified work-based learning opportunities that align with their academic and career goals. Students must provide proof of employment and remain subject to eligibility monitoring. All seniors must be on track to graduate and scheduled for at least five consecutive class periods, including three for credit.

Students who seek work releases and do not meet the above policy may wish to consider becoming involved in one of the work study programs supervised by the school, in which case, they may be placed on the job under the joint supervision of a teacher coordinator and employer during two periods of the school day.

Credit Policy

A. A passing grade in both semesters of a full year course equals one credit; a passing grade in one semester equals ½ credit. There are exceptions in Driver Education; these classes earn 1/4 credit.

B. If a student fails one semester of a math class, it is strongly recommended that both semesters be repeated. Math classes are designed to be sequential, and it is necessary to complete both semesters in order to acquire the skills and knowledge necessary to advance to the next math level. See your counselor to

assist with this determination. Duplicate credit will not be given for a previously passed class.

C. All credits earned in a school approved by an appropriate state agency or accrediting agency will be accepted for transfer. All credits earned in other schools and submitted for transfer shall be subject to administrative review and approval. No college classes will be accepted for high school credit.

D. No college classes will be accepted for high school credit.

E. A student must attend CCHS the last semester prior to graduation from CCHS.

F. **A student may not participate in graduation ceremonies unless they have completed all CCHS graduation requirements.** A student with an Individualized Educational Plan (IEP) may participate in graduation ceremonies after completing four years of high school if prescribed in the IEP beyond four years.

G. A student cannot take more than one “no-credit class” per day (Study hall, Teacher Assistant).

H. No honors credit will be awarded for Independent Study.

I. Honors credit is awarded for all passing grades earned in honors classes. A maximum of eleven (22 semesters) honors credits are allowed per student. Students may take additional honors classes but cannot receive honors credit beyond the maximum allowed. If a student is recommended for an honors class, the student may decline the recommendation. There are no honors classes taught at the freshman level and no honors credit is awarded to any student for honors classes taken during the freshman year except as described in “I” below.

J. Freshmen may enroll in and eventually receive honors credit for course work in honors mathematics. Students who elect this approach are limited to three mathematics honors credits. The honors credit for mathematics courses taken during the freshmen year will be added to a student’s GPA when a student completes the mathematics sequence of classes (AP Honors Calculus).

K. To meet the English graduation requirement, all students must successfully complete English 1, 2, 3, and 4.

L. Graduation requirements are subject to change by action of the Board of Education. Students should always verify current requirements. Students should also be aware that graduation requirements are not always the same as college entrance requirements.

M. Each department determines its grading and credit policies. Credit policies are indicated in the Course Description Book.

N. Only seniors can be teaching assistants (no credit). Teachers are limited to one (1) teaching assistant per semester, unless otherwise approved.

O. A passing grade in Physical Education will receive ½ credit per semester.

P. The state of Illinois requires each student attending any public or non-public high school in the district to receive a passing grade in at least eight (8) courses during the previous 2 semesters prior to enrolling in a driver education course. At least one semester must come from their high school grades in meeting this requirement. Therefore, a second semester freshman may be eligible to take driver’s education if they meet all of the requirements, including being at least 15 years old when the class begins.

Proficiency/Placement Credit Policy

Proficiency exams or projects are not allowed to be used to waive required courses for graduation. Academic departments administer placement exams on an individual departmental basis so that students may be appropriately placed at their level of competency and achievement. When lower level courses are bypassed for higher level courses through placement testing, credit is not granted for the lower level courses.

Credit Recovery
Student have the opportunity to make up select failed courses during Credit Recovery in the Spring and Summer. Participation in Credit Recovery is subject to departmental approval. Courses available for recovery include English 1, English 2, English 3, English 4, US history, Government, Biology, Physical Earth Science, IAG1, IAG2, IAG3, Algebra 1, Geometry, and Algebra 2. Students are required to have at least a 30% to be eligible for Credit Recovery in English, Science, or Social Studies. Students may only participate in Math Credit Recovery if the pass one semester of the course during the regular school year. Students that fail both semesters of a Math course will be placed in the same course in the next school year. Each Credit Recovery course has a required time and workload. More information is available with School Counselors.

Summer School
The offering of summer school is based on student interest and financial and staff availability of the district. Information regarding summer school classes is available during spring registration. Summer school registration is separate from requesting classes for the following school year. Students **must confirm** their intent to attend summer school by paying the appropriate fees or requiring a waiver verification for the requested summer class. Summer school generally begins the first Monday of June, pending snow days utilized during the school year. Because each day of work in summer school is equivalent to approximately one week's work during the regular school year, students should plan to attend every day. One-credit courses are required to meet four (4) hours daily, not including breaks. For further information, please your school counselor in the Counseling Office. Attendance policies apply.

Rebound – Concurrent enrollment to make up failed classes
A failed class that is required for graduation can be made up at Rebound in the summer, pending the availability of the class. If the class has not been made up before the semester of the failed course, the following year, spring or fall, the student must repeat the course at CCHS in his regular schedule. The number of credits that can be earned at Rebound, while concurrently enrolled at CCHS, is limited to no more than two (2) credits.

Rebound
Rebound is the district's alternative/optional education program, serving both those who have withdrawn from the traditional high school setting and those who are at risk of not graduating due to failed classes and credit deficiencies. Dropout students may enroll in high school credit classes, seeking to fulfill the district's requirements for a high school diploma, or they may prepare for the High School Equivalency Tests.
A failed class that is required for graduation can be made up at Rebound in the summer, if that class is available at Rebound. If the class has not been made up at Rebound before the semester of the failed course (i.e. spring or fall) the student must repeat the course in the regular schedule. Students can earn no more than two credits at Rebound for failed classes. The class must be completed prior to the next school year and must have administrative approval. The student's transcript will reflect that this course was a

Rebound credit. Students who desire to return to the regular education program after enrolling at Rebound may do so only at the beginning of a semester. All Rebound students receiving a CCHS diploma must meet graduation requirements.
Rebound offers comprehensive educational services. The curriculum at Rebound is delivered via a combination of teacher-directed and individualized instruction. High school credit classes are offered in 9 week sessions; new student registration is done only 4 times throughout the school year. Students complete an extensive reading assessment and an orientation that includes a study of work ethics and career development. In addition to basic reading instruction and academic support, students receive other support services necessary for academic success as well as transitioning (to employment/postsecondary

education) assistance. While services and supports are available as needed, Individual Education Plans (IEP's) are not recognized and special education supports are not provided. Students must attend at least one 3 hour session daily, and they may choose to develop a morning or afternoon attendance schedule, depending on their needs.

Audit Option

A student may request to audit a course. The audit declarations must be made prior to the beginning of the semester. The course will be considered no credit and no grade. Audits will be allowed only if space is available, an apparent need exists, and staff, counselor, and/or administrative approval are obtained. Each request to audit will be decided on its own merits.

Teaching Assistants

Teachers may have one Teaching Assistant (TA) per semester. Exceptions may be made with administrative approval on an as needed basis. A student's GPA, attendance, tardy, and disciplinary records will be evaluated in determining eligibility. The student must demonstrate maturity, willingness to accept responsibility, and a minimum number of disciplinary infractions. Approval will be determined by the faculty, administration and the student's school counselor.

Correspondence Course Work

Students desiring to participate in the correspondence program at Carbondale Community High School must receive prior approval of the building principal. Only those correspondence courses from schools accredited by the North Central Association of Schools and Colleges or other comparable regional accrediting association at Carbondale Community High School. Participation in the correspondence program will be limited to the following:

1. Students who have failed a course and need the credit to graduate with or following their graduating class.
2. Students transferring into the district may need to make up credits in order to graduate with his/her class.
3. Extenuating circumstances such as prolonged illness, serious accident, and traveling abroad with his/her family.

The maximum number of correspondence credits a student may use toward graduation is one, and only courses not offered at CCHS or Rebound can be taken by correspondence.

Independent Study-Seniors Only

Independent study courses are available on a departmental basis if a student has completed the highest level of course work in that department and follow an established curriculum. Honors credit is not available. All independent study courses must be pre-approved by the cooperating teacher, department chair, counseling department chair, and/or curriculum director.

Early Graduation Option

There are advantages and disadvantages of early graduation. Careful thought should be given to such an important decision. CCHS Counselors are available to assist you in your decision. In order to graduate early, a student must have accumulated twelve (12) credits at the time of application and have an overall 2.75 grade point average or Principal approval. This average is to be maintained or improved upon until the time of graduation. For those students who have Individual Education Plans (IEP), an IEP meeting must be held and team consensus met on the appropriateness of early graduation.

Students who graduate early will be moved to senior standing after they take the State Testing in April of their third year of high school. Students who graduate early will be required to meet all course requirements, including classes normally taken during their senior

year (i.e. English IV, Government/Civics, and P.E. both semesters). **No correspondence courses will be allowed for early graduation.** The student may participate in the next scheduled commencement exercises.

Students must contact the Principal's office to order graduation materials as early as possible, but no later than December 1. Students, who are approved to be a 3 ½ year graduate, are not eligible for recognition at the CCHS honors program nor similar programs, if the program is held after they have completed graduation requirements (August or December). Early graduates may not participate in senior activities, including senior trip, senior stock, senior fest, senior exams, and/or dismissals, prior to completing all of their graduation requirements (August or December).

Application Deadlines:

3-year Graduate (May/August): Must submit completed application to the Counseling Office by the end of the sophomore year.

3 ½-year Graduate (December): Must submit completed application to the Counseling Office by the end of the 1st semester of their junior year.

Final Exam Policy –

1. Every course (unless granted special exemption by the department chairperson and building principal) shall conclude with a final written examination in which the student's mastery of the course objectives will be assessed. Further, every full-year course shall include a first semester and second semester written examination. Other formal methods of evaluation may be used in addition to the written examination if approved by the department chairperson and the principal prior to the beginning of the school year. When other forms of evaluation are approved, their percentage of the total exam grade is also to be approved. Other forms of evaluation may include, but are not limited to, the following:
    a. Take-home examination which gives appropriate evidence of course mastery.
    b. Creative product (written, constructed, or performed) which gives appropriate evidence of course mastery.
    c. Oral examination which gives appropriate evidence of course mastery.
2. Certain courses (such as OJT, etc.) may be exempt from the final examination requirements through justification and with special approval by the appropriate department chairperson and principal prior to the beginning of the school year. Final examinations will count one-fifth of the semester grade.
3. Final examinations will be 75 minutes in length with 5 minutes between exams.
4. Teachers are to file final examinations with the appropriate department chairperson AND principal no later than the day they are to be given.
5. Final examinations normally may not be taken in advance of the regularly scheduled time. Postponing the taking of final examinations for reasons other than illness must be approved by the principal. Exceptions will be made only in emergency or severe hardship situations.

CCHS Semester Exam Bonus and Exemption Proposal

Semester 1 - 5% Exam Bonus - Students who meet criteria outlined below may receive a 5% bonus on their final exam.

To qualify for 5% bonus on each final exam, a student must demonstrate they are meeting the performance indicators of school wide goals including:

- Grade of B or higher in the class for the semester
- 90% attendance rate per semester
- 6 or fewer tardies per semester
- 5 or fewer discipline referrals per semester
- 0 ISS
- 0 ASP/OSS

Semester 2 – Exam Exemption - Students who meet school wide goals will be allowed to opt out of second semester final exams. A student who is exempt from exams and wishes to take any of them to improve his or her grades, or to prepare for college, may do so without penalizing his or her grades. In other words, students who are exempt may take the semester exam to improve their grades, but the semester exam will not lower their grade. *Note: The exam exemption does not apply to dual credit classes.*

To qualify for the exemption, a student must demonstrate that he or she is meeting the performance indicators of school wide goals including:

- Grade of B or higher in the class for the semester
- 90% attendance rate per semester
- 6 or fewer tardies per semester
- 5 or fewer discipline referrals per semester
- 0 ISS
- 0 OSS/ASP

The following procedures will apply if a student does not show up for a required exam.
Any student who is required to take a semester exam and who is absent on exam day with an unexcused absence, will receive a **0** for the exam which will be averaged into the student's semester grade.

If the student has a pre-arranged absence through the Principal's Office or has an excused absence on exam day, they have two weeks (as designated by the Registrar and Counseling Office) to make up the exam. The student will have a 0 averaged into their semester grade until the exam is complete. Once the exam is complete the teacher will complete a grade change form with the registrar.

Grades

Grades are reported at the end of each quarter. Grade point averages are calculated at the end of each semester. Semester grades are permanent and will be reported on student transcripts. Parents are welcome to obtain report cards personally or have them sent electronically through email. We encourage parents to opt in for the green version of report cards which emails final quarter and semester grades to your listed email address. Please contact the school registrar, counseling office or technology office with questions or to confirm participation in this service. The permanent record on each student carries only semester grades. Grades and student progress information are available online through the parent portal on our website www.cchs165.jacksn.k12.il.us. Parents may obtain login information through the counseling or technology office.

The following averaging scale is used for the determination of quarter grades:

Letter Grade	Percentage Range	Grade Points	Description
A	90.0-100.0%	4	Superior performance in the course.
B	80.0-89.9%	3	Above average performance in the course.
C	70.0-79.9%	2	Average work in the course.
D	60.0-69.9%	1	Below average; a passing grade indicating that the student has met the minimum course requirements of the course.
F	50.0-59.9%	0	Failure; (no credit) a failing grade indicating that the student has not met the requirements of the course.
P	Passing grade with credit for selected classes having Pass/Fail status. This grade will not be included in GPA calculation.		
NG	No Grade/Incomplete; represents work not completed. It is essential that work be made up as promptly as possible following an absence. After two weeks, an incomplete becomes a failure. Credit is not earned for courses where incomplete work is not made up.		
W	Withdrawal from course after ten days. Equivalent to an *F* in the class.		

The grades for each semester are cumulative and are determined by weighting the quarter grades and semester exam grade as follows:

1st quarter grade 40% 2nd quarter grade 40% Semester exam 20%

Note: The semester grades for English are cumulative and are determined by adding the nine week grades as follows: 1st quarter grade 2/5, 2nd quarter grade 2/5 and the semester portfolio evaluation 1/5. (The semester portfolio evaluation grade is based on an assessment of the writing portfolio and a pass/fail evaluative essay.)

The following scale is used to determine semester grades.

A	3.6 and above
B	2.6 – 3.599
C	1.6 – 2.599
D	0.6 – 1.599
F	0.0 – 0.599

Grades, Incompletes, and Absences

As indicated above, it is the student's responsibility, upon returning to school after an absence, to check with his or her teachers about make up work. Students are expected to make up work within a reasonable time set by each teacher. For example: If a student is absent one day, the work should be made up in two days; absent two days, the work should be made up in four days, etc. Prolonged absences beyond five days may be given special consideration if there is justification.

Students are encouraged to keep in contact with classmates concerning assignments and course work. Homework assignments may also be available using the parent portal on the CCHS website. Students should check their student portal for missing work, or email teachers directly with any questions about how to best stay caught up in classes. The Attendance or Counseling Office should be contacted if you are having difficulty gathering assignments during a prolonged absence.

Grade Point Average- Calculating Rank Grade Point Average
Honors credit is awarded for all passing grades earned by 10th, 11th, or 12th grade students in honors courses. A maximum of **22** semesters of honors credit (at the end of four years) will be allowed in the calculation of rank in class. The rank grade point average shall be computed as follows:

Rank GPA = Base GPA + (Number of Honors Semester Courses Passed divided by 50). This is equivalent to adding 0.02 to the base GPA for every honors course passed up to 22 semesters.
The maximum GPA that can be achieved is 4.440.

Honor Roll
Eligibility for honor roll consideration is based on a grade point average of 3.0 to 3.99. High honor roll is based on a 4.0 and above. Honors credit is used in calculating the GPA for honor roll and high honor roll. Honor roll calculation and reporting is done at the end of first semester in December and second semester in May.

Special Academic Awards
Special awards for academic excellence such as “Top Ten Banquet” sponsored by the board of education for each class, junior class graduation marshal, etc., are determined by the overall rank in class based on grade point average calculated at the end of the most recently completed semester. Students entering CCHS with graduation credits, but no grade points (grades for the courses), who are among or who move into the “top ten” students of a class will have their name juxtaposed with the student below them.

Senior Recognition
The student(s) with the highest GPA is designated as the Valedictorian(s) and the student(s) with the next highest GPA is declared the Salutatorian. The top ten seniors will be distinguished by seating designation. Final scholastic averages are determined after the final grades for the eighth semester are calculated. Students entering the senior class from another school will have their name juxtaposed with the student below them in rank. Seniors in the following categories are honored by special recognition on the commencement program at graduation: National Honor Society, perfect attendance, and GPA 4.0 and above.

Seal of Bi-literacy Program
Carbondale Community High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education's Seal of Bi-literacy program will place an official seal on diplomas and confer official recognition on transcripts of those who qualify.

The Seal of Bi-literacy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign Language (ACTFL).

To qualify for the Seal of Bi-literacy, the student must meet the requirements of the program:

- Earn a minimum score of "meets expectations" on the reading component of the current assessment used for English, ***OR***
- Earn a minimum overall score of 5.0 with minimum subtest scores in reading and writing of 4.2 on the ACCESS for ELLs (English Language Learner) exam, ***AND***
- Have earned a 4 or 5 in the Advanced Placement (AP) language exam they took in their junior year, ***OR***
- Earn a score of intermediate-high or higher on the ACTFL's

Assessment of Performance toward Proficiency in Languages (AAPPL) exam, or the Standards-Based Measurement of Proficiency (STAMP) exam. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Portuguese, Russian, and Spanish.

- If a student has any questions about the Seal of Bi-literacy program, they should see their World Language teacher or the World Language Department Chair.

GRADUATION REQUIREMENTS

Graduation requirements are subject to change by action of the Board of Education. Students should always verify current requirements.

1. English (4 credits)
2. US History (1 credit) Junior year.
3. US Government/Civics (1 credit) Senior year.
4. Mathematics (3 credits, including Algebra 1 and Geometry content).
5. Science (2 credits)
6. Consumer Education (½ credit) Courses which satisfy the consumer education requirement are: Adult Living, Interrelated Cooperative Education, and Personal Finance.
7. Health (½ credit, one semester) Freshman year.
8. Students must be enrolled in Physical Education on a daily basis unless a waiver or substitution is requested by a parent or guardian and approved by the Principal. PE waivers are available, based on Illinois State guidelines listed in Appendix II. See Counselor for more information.
9. Music, Art, World Language, Business, Family and Consumer Science, Industrial Technology or Career Education (1 credit required).
10. Nineteen (19) graduation credits are required.
11. Students who score below the 35th percentile on the Reading and/or English subtests on the PreACT test in 8th grade may be required to take a reading class for one full year at the 9th grade level. Reading may also be required for students scoring between the 35th and 55th percentile in Reading and/or English on the 8th grade PerACT as determined by the Placement Team.
12. Students must take an achievement exam in reading/language arts and mathematics once in high school. In Illinois, high school juniors take the ACT.
13. Parents must submit proof of completion of the Free Application for Federal Student Aid (FAFSA) or sign a waiver indicating they were made aware of the FAFSA and decline to complete it.
14. **A student may not participate in graduation ceremonies unless they have completed all CCHS graduation requirements.** A student with an Individualized Educational Plan (IEP) may participate in graduation ceremonies after completing four years of high school if services are prescribed in the IEP beyond the four years.

Make-Up Policies

1. Excused Absences: Students are allowed to make up the work, but are expected to initiate contact with the teacher and to follow through with the makeup work.
2. Truancy Absences: No makeup privileges.
3. Unexcused Absences: No makeup privileges.
4. External Suspension: Students will be given the opportunity to complete missed work for equivalent credit after an external suspension. It shall be the responsibility of the student, through his/her personal initiative, to contact the teachers involved and determine make-up assignments, daily work, quizzes and tests. The teacher will determine the deadline for completion of these assignments. Students are expected to make up

work within a reasonable time set by each teacher. For example: If a student is suspended one day, the work should be made up in two days; suspended two days, the work should be made up in four days, etc.

5. Internal Suspension: Students are responsible for completing all work assigned by their classroom teachers during the student's time in In-School Suspension.

Homebound Instruction and Procedure

Homebound services are available to students who are not able to attend school and have obtained a signed medical release form from their medical doctor stipulating the time requested and reason for homebound services. Once the signed request is received by the school the family will be contacted by the Student Services Office to discuss services. Follow-up meetings may be scheduled as needed. Services include a certified teacher communicating with the student's teachers and visiting the homebound student an average of one hour a day.

Terrier Time

Terrier Time is a 30-minute advisory period that will occur daily as a separate period on the schedule (3rd hour). Terrier Time will allow students time to access resources and teachers during the school day. The goal of Terrier Time will be to improve student grades, attendance, and discipline by giving every student a relationship with a trusted adult in the building.

Terrier Time:

- Provides extra academic support during the school day.
- Allows school staff the ability to monitor every student's academic progress and performance.
- Creates a structure that aids in the dissemination of information.
- Allows a time in the day in which counselors, social workers, or administrators could meet with students and reduce interruptions to instructional time.
- In the long term, Terrier Time will also be used as an academic intervention and other forms of intervention.

Student Expectations

- Students in Terrier Time will focus on working on homework, checking Infinite Campus, emailing teachers, and meeting with their Terrier Time teacher to discuss progress.
- Students will follow the classroom expectations set by their teachers (electronics, food, and hall pass policies).

Terrier Time 2026-2027

- Teachers will check in with every student at least once per week to have a conversation about grades, attendance, and discipline. Each week will focus on one of the topics.
- Teachers will disseminate information from Administration or Counseling. The information would match the focus of each week's check-in.
- Teachers will provide students with time to work on class assignments/homework.
- Teachers will set goals with individuals and monitor/discuss their progress.
- Class meetings, counseling/social work appointments, and administrative meetings can occur during this time.

Goals

School wide goals will be set in the areas of discipline, grades, and attendance. Each month a goal will be shared with students to beat numbers from the same month from the former school year.

2025-2026 School Year Goals:

- Reduce discipline referrals compared to 2025-2026
- Schoolwide Semester GPA 2.75 or better
- Attendance higher than 91%
- Reduce tardies compared to 2025-2026

College

Post-Secondary Planning

Career and college readiness is an important goal for every CCHS student. The Counseling Office works closely with every student from the day that they enter as freshmen to begin the process of determining their four year course planning and help students find the best path to college, military options or directly into the world of work. Our desire is that by the time our students graduate and begin to pursue their future, they are academically and socially prepared for the post-secondary challenges and opportunities that will come their way.

This is a highly individualized process and counselors will work to make sure that students keep as many options as possible open until it comes time to narrow down to a smaller list of selected schools or vocational pathways. Students are ultimately responsible for meeting college entry requirements and/or meeting employment specifications, but our counselors are prepared and able to work with each student to make students plans for a productive future a reality.

College or University Entrance Requirements

Students are responsible for meeting the requirements of colleges and universities that they wish to attend. The counseling department can assist students in accessing resource materials with this information, and colleges provide catalogs, as well as, on-line sites with more complete requirements. Students should search for information on the college website for colleges they may be interested in attending. Counselors can assist with these searches any time students would like to meet. It is highly recommended that students and parents begin investigating and discussing post- secondary options and plans as early as possible.

Students who are eligible for free or reduced lunch may also be eligible for a College Application fee waiver. These waivers are limited to no more than 3 per student. See your counselor for details.

Concurrent/Dual Enrollment in College Courses

Concurrent enrollment in college classes is an opportunity for students to take college courses for college credit while enrolled in high school. Students must have completed their sophomore year to participate in this program. Students and parents must monitor course selection and course patterns to make sure that each four-year plan aligns with the student's post-secondary plan. Guidelines for this enrollment are as follows:

1. A student can enroll in college classes concurrently during the regular academic year. Classes may be taken during the regular school day, if there is room in the student's schedule for release time. No student will be released for more than two class periods. Students may also choose to take evening and/or on-line classes.
2. College courses taken during the release time must be from subject areas in which the student has completed all courses offered at CCHS.

3. A student must complete the appropriate registration form, available from the dual enrollment coordinator, take the Accuplacer exam, and have an official high school transcript sent to the college. Tuition will be waived at JALC for up to eight credit hours per semester during the regular school year and during summer. Students are responsible for books and fees. Tuition waivers are not available at SIUC.
4. High School credit will not be awarded for college courses taken while attending CCHS, unless the course has been approved as a dual credit class. SIUC and JALC will hold the credits in escrow until the student graduates.
5. The grade earned in a college course, not classified as dual credit, will not be computed in the students' high school G.P.A.

Dual Credit
"Dual Credit Dual credit classes are classes which have been approved for both high school and college credit. The majority of these classes are taught in the high school setting, with the exception of American Sign Language and Automotive. Students must be at least a Junior. All students must take the Accuplacer or ACT or SAT exam and submit a completed Dual Credit enrollment form. The Dual Credit Coordinator will assist students with this process.

Dual credit classes for 2026-2027 include:
American Sign Language, AP Spanish 4, AP US History, Art Appreciation, Automotive, Ceramics, Certified Nursing Assistant (CNA), Contemporary Math, Cosmetology 1, Cosmetology 2, Electrical Trades, English 4 Track1, English 4 Track2, act
Honors English 4, Human Development, Introduction to Statistics, Medical Terminology, Music Appreciation, School and Society, Honors Spanish 3, and Honors Spanish 4.

Fees

School fees are $50.00 for textbook rental, identification card, locker rental, lab and material fees, including one PE uniform for freshman and new students to the district. Some courses may require an additional fee throughout the school year, but the majority of course fees are covered with the above cost.

Physical Education students are required to wear a physical education uniform which consists of a gray tee-shirt and black shorts, both imprinted with the "CCHS Physical Education" logo. The price of the entire uniform is $ 15.00 ($10.00 for shorts and $5.00 for a tee-shirt) Uniforms may be purchased in the Physical Education Department. The physical education uniform will be standard for the student's entire high school years. Freshman and new students to the district will be given one PE uniform when they begin school, and all subsequent uniforms will have to be purchased.

The fee for enrolling in Drivers Education is $45.

Waiver of School Fees
It is the policy of District 165 to waive the school fees for those students who meet the criteria of section 1.245 of the Illinois School Code. Under this provision, the term "school fees" does **not** include the following:

a) Library fines, accumulated lunch fees and other charges made for the loss, misuse, or destruction of school property.
b) Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items.
c) Charges for optional travel undertaken by a school. (e.g., a trip to Spain by the Spanish Club or a senior class trip).

d) Charges for admission to school dances, athletic events, or other social events.

Eligibility for Waiver
A waiver of school fees will be granted, on an individual basis, to those students who meet the established standards of eligibility and who make a written request for such waiver. Although all circumstances that would warrant the granting of a waiver cannot be listed, the general guidelines that will be followed include students who qualify for free and reduced lunches/breakfasts under the Community School Lunch Program (Illinois Rev. Stat. 1987, 2 ch.122, par. 712.1 et seq.) and families who have sustained loss of income due to severe illness, injury or unusual expenses such as fire/storm damages. The administration will review all requests for waiver on an individual basis and will notify the parents of its decision within 30 days of receipt of the request. Parents may appeal any denial of a waiver request through a meeting with the school administration. If the appeal is denied, the district will mail a copy of its decision to the parents. The decision will be made within 30 days of the parent's request for an appeal and shall state the reason(s) for the denial. No fee shall be collected from any parent who is seeking a fee waiver in accordance with this policy until the district has acted on the initial request (or appeal if any is made) and the parents have been notified of its decision.

Registrar

Registration Information (August)
Carbondale Community High School has an on-line registration process. In mid-July, parents will be notified that the parent portal is open, and on-line registration is accessible. Freshmen, and new-to-the-district students will attend an orientation and registration session in early August.

Registration for Freshman and Students New to District
New student and freshman registration will take place in early August. At the time of registration for those students, fees are paid, ID photos are taken and students receive their daily schedules, lockers, and, for those who are eligible, their bus number. Any student enrolling at CCHS must provide a birth certificate (per state mandate) at registration. Additional documents such as proof of residency (3 items), school physicals and other forms should be submitted prior to or during registration.

Registration for Returning Students
Returning students must complete the registration process and pay fees by mail or on-line. For returning students there is no registration process to attend. ID cards will be distributed at the beginning of the school year. Student schedules can be accessed through the Parent or Student Portal in early August. Demographic information may be updated on the Parent Portal.

Restrictions on Enrollment
Re-enrollment shall be denied to individuals 19 years of age or older who have dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his/her 21st birthday. A person denied re-enrollment will be provided counseling and be directed to alternative educational programs, including adult education programs (Rebound) that lead to graduation or receipt of a GED Diploma.

Admissions Policy
Students (grades 9-12) who reside with their parent(s) or legal guardian(s) within the school district are eligible to attend CCHS. However, if a student establishes legal guardianship to seek admission expressly because of the educational program of the district, that student is not eligible to attend unless he is approved as a tuition paying student. Requests for admission as a tuition paying student are considered on an individual basis. (Tuition is based

upon the per capita expenditure for the school district for the preceding school year, approximately $13,000.) Foreign born non-immigrant students who reside or intend to reside with their native parents within the school district are eligible to attend CCHS as long as their native parent resides in the district. If a foreign-born nonimmigrant student is already in the U.S. under legal guardianship of an adult who resides within the school district, that student is eligible to attend CCHS under the same circumstances as the non-immigrant foreign-born student living with native parents.

Education Records

CCHS District 165 maintains up-to-date education records for each student under the following categories: Student Permanent Records and Student Temporary Records. Student Permanent Records consist of basic identifying information, including the student's name and address; date and place of birth; gender; ethnicity; and the names and addresses of the student's parents or guardians; academic transcript including grades, graduation date, grade level achieved, grade point average; record of attendance; state identification number; accident reports, health and immunization records; scores received on all State assessment tests administered at the high school level; and a record of each release of information contained in the student permanent record of each student. Student temporary Records consist of basic identifying information such as family background information; scores received on State assessment tests administered in the elementary grade levels; elementary and secondary achievement level test results; intelligence test scores, group and individual; aptitude test scores; information regarding serious infractions that resulted in expulsion, suspension or the imposition of punishment or sanctions; information provided under section 8.6 of the Abused and Neglected Child Reporting Act; records of participation in extra-curricular activities, including but not limited to, offices held in school sponsored clubs or organizations; honors and awards received; reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews; teacher evaluations and anecdotal records; and other information of clear relevance to the education and placement of the student.

Directory information is also maintained by CCHS District 165 and contains student and parent's names and addresses, students date and place of birth; record of participation in school activities, academic awards, degrees and honors and dates of attendance. Part of the information recorded in the directory is included in the school yearbook, school publications, such as the newspaper, daily bulletin and school website. Information regarding honors and awards is often released to local newspapers to recognize and identify student achievement. Directory information may be released without the express consent of a parent or guardian, unless the parent or guardian provides written notice of specific information that they prefer not to be released. CCHS District 165 exercises discretion with regard to all releases of directory information to outside agencies. Right to Inspect & Copy Records authorities receive records of information, such data shall not include information (including social security numbers) which would permit personal identification of such students or their parents or guardians, unless collection of personally identifiable data is specifically authorized by federal law.

1. Student's parents and/or guardians have the right to inspect and obtain copies and control access to and release of student permanent and temporary records up until his or her child reaches 18 years of age, at which time, the student's consent will be required prior to any release or restriction of information.
2. Students may inspect and obtain copies of their student permanent and temporary records and grant specifically designated individuals or agencies access to their records.
3. The cost of copying any records under this section is 20 cents per copy.
4. Parents or guardians may inspect and challenge the information contained in a school student record prior to transfer of the record to another school

district, in the event of the transfer of the student to that district; and any policies of the school relating to school student records which are deemed applicable by law.

5. Requests to inspect and copy information contained in the student permanent or temporary record shall be directed to the Curriculum Director. The administrative staff may grant requests from parents or guardians for access to their child's records no later than 15 days after the date of receipt of such request.
6. Parents or guardians have the right to a hearing to challenge the content of their child's school records, to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy of the rights of the student, and to provide an opportunity for the correction or deletion of any such material.

No person may condition the granting or withholding of any right, privilege or benefits, or make as a condition of employment, credit or insurance, the securing by any individual of any information from a student's temporary record which such individual *may* obtain. When Federal, State and Local authorities receive records of information, such data shall not include information (including social security numbers) which would permit personal identification of such students or their parents or guardians, unless collection of personally identifiable data is specifically authorized by federal law.

Destruction of Records

1. Student Permanent Records are destroyed no less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from CCHS District 165. Students, parents, guardians and/or other designated individuals have the right to copy such information prior to its destruction.
2. Student Temporary Records are destroyed no less than five (5) years after the student has transferred, graduated or otherwise permanently withdrawn from CCHS District 165. Students, parents, guardians and/or other designated individuals have the right to copy such information prior to its destruction.
3. All requests for information regarding student records or Federal and State guidelines related to student records should be sent to the Curriculum Director, Carbondale Community High School, 1301 East Walnut Street, Carbondale, Illinois 62902; or via facsimile: 618-529-4174.
4. Special Education records are considered temporary and will be destroyed five years after graduation or withdrawal from the district. The parent and/or student have the right to request a copy of the student's records at any time prior to their destruction. Records will be destroyed on June 30th upon the fifth year of graduation/withdrawal.

Student Records and Transcripts

Grade reporting, record maintenance and releases of student information are coordinated by the School Registrar. Problems with grades and credits may be discussed with the student's teacher, counselor or the registrar. The registrar's office is located in the Counseling Department. Students should contact the registrar for all matters regarding official reports of grades. Official transcripts may be requested in the registrar's office and are sent directly to colleges, employers and other identified agencies. Students who indicate a specific need will be given unofficial transcripts.

Unofficial transcripts may be requested for college visits during students' junior and senior years. Confidentiality of student information is protected at all times. The school registrar will not send a present or past student's transcript of grades and test scores to another

school, future employer, or public or private agency unless the student or the student's parent or guardian makes a written request or signs a release of information form. Beginning with the Class of 2020, test scores will not be reported on transcripts. The release of information form can be found on the TerrierNet (http://www.cchs165.jacksn.k12.il.us/) under the Counseling and social work tab or obtained by visiting the registrar's office.

CCHS Testing Program

Depending upon state of Illinois requirements, standardized tests may be administered to students annually in grades 8-12. Some of these tests are used to assess students' academic abilities in an effort to assist with placing them in the appropriate courses, and/or intervention services. Some tests are used to monitor individual student or group progress. Other tests are administered for college admission and/or scholarship or recognition opportunities.

The following standardized tests are used by or administered at CCHS:

Placement Exam (PreACT 9) – 8th Grade –Required- given to eighth grade students at their respective grade schools and is used for placement in 9th grade courses.

PreACT 9 Secure/PreACT Secure – 9th and 10th Grade- Required- Will be given to freshman and sophomore students during one school day throughout the year to establish testing baselines and to assist in preparing students for the ACT exam that will be given during their junior year.

PSAT/NMSQT – 11th Grade- Optional- Given as the initial step in qualifying for National Merit status and SAT practice. Students are required to pay an exam fee determined by College Board for this assessment.

ACT – 11th Grade- Required- The ACT exam, including the writing portion, will serve as the state assessment for purposes of state and federal accountability. It will be provided at no cost to public school districts in Illinois, and will be offered to students during the school day. The ACT aligns with the Illinois Learning Standards and provides a college-reportable score for admissions purposes.

Advanced Placement (AP) Exams: Students enrolled in all AP classes, except those that are identified as dual credit (AP US History and AP Spanish 4), are required to take the AP exam related to the course. Consequences for refusal to take the exam will be the removal of honors/AP designation from courses. Students use this opportunity as an avenue to potentially earn college credit in the subject area of the exam taken.

Other Testing:

- ACCESS – Required for ELL Students - Students designated as ELL are required by the state to take the ACCESS assessment each year. This computerized exam is administered in January or February during the school day. Students who test at a 4.8 or higher on the Composite Proficiency Level of the assessment will have met English Language Proficiency and will no longer be required to take the assessment.
- Seal of Biliteracy – Required for Spanish 3 &4, French 3 & 4, and German 3 & 4 students – Students enrolled in these courses will be assessed using a computerized exam (STAMP – Standards-Based Measurement of Proficiency) during the school day. See page 31 of the handbook for more information on the Seal of Biliteracy Program.

- ACT/SAT – 11th –12th grade (optional) For college admission purposes, students may register for a national ACT exam online at www.actstudent.org and for the SAT exam online at collegeboard.org.
- Accuplacer Exam – is required for students enrolling in dual credit or dual enrollment classes at John A. Logan College. The Accuplacer exam is a computerized placement test that will be offered at CCHS, in the fall and spring. The Accuplacer exam may be taken at JALC, by making an individual appointment.

School-wide Title I Program

Currently, District 165 is receiving Title I federal funds as a school wide program which involves all staff, resources, and classes. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. At CCHS, these funds are used to provide supplementary reading and mathematics instruction to identified educationally disadvantaged students. Supplementary reading instruction includes content area reading and study strategies. Mathematics instruction includes support for students at grade 9 who have been moved to a higher math placement level. Title 1 funds are also used to support the summer program, after school tutoring and test prep programs. Additionally, the funds are used school-wide to provide high quality instruction to implement comprehensive reform strategies and methods that are based on the use of scientifically based research, and to promote strategies and methods to improve teacher quality and professional development. Information regarding the programs is made available to students and parents during the school year.

Social Services

McKinney-Vento Homeless Assistance Act

The State Board of Education considers the school enrollment, attendance and success of homeless children and youth throughout the state as a high priority. Enrollment of homeless children is ongoing and will not be delayed by scheduling issues, residency document requirements, or lack of legal guardianship or other student records. It is the policy of the ISBE that every homeless child and youth be identified as required by the federal McKinney-Vento Homeless Assistance Act. For more information visit www.isbe.net or see the CCHS school social worker.

Students in Foster Care

Per the Every Student Succeeds Act (ESSA) students in foster care may be eligible to receive additional educational supports. These supports may include transportation assistance for foster students who have had a change in placement. Please contact the CCHS Foster Care Point of Contact, Amy Prudencio, at 457-3371, ext. 228 for additional information regarding support for students in foster care.

SECTION II - STUDENT DISCIPLINE

ADMINISTRATIVE REGULATIONS

RESPECT FOR STAFF

The staff, administration, and Board of Education believe that mutual respect and common courtesy form a cornerstone of productive relationships at Carbondale Community High School and in society as a whole. In that spirit, students must comply with staff requests and directives in order to maintain a safe, orderly, and productive educational environment.

The small number of students who show disrespect toward staff members, who threaten or try to intimidate staff, or who resort to physical contact or violence against staff, must understand that such actions are extremely serious, will not be tolerated, and warrant severe disciplinary actions.

Verbal Abuse/Threats and Intimidation
A student who directs obscenities, insults, or name-calling to a staff member or who threatens or tries to intimidate a staff member may be suspended for a period of up to ten days. Depending on the severity of the situation, police may be called and charges may be filed.

Physical Contact or Violence
A student who intentionally makes contact (pushes, shoves, hits, throws objects, etc.) with a staff member may receive discipline up to a ten-day suspension or a review for possible expulsion by the Board of Education. Legal action may also occur.

In summary, a relatively small number of staff members must supervise and direct a large number of students. In order for everyone to feel safe, students must comply with directives and requests from all staff members. Thus, the students who do not respect staff members will earn severe consequences for their negative behavior.

Preventing Bullying, Intimidation, and Harassment
Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. These behaviors will be taken seriously and are not acceptable in any form. Preventing students from engaging in these disruptive behaviors is achieved by fully enforcing applicable school and district policies. Full implementation of these policies, includes providing each student who violates one or more of them with appropriate consequences and remedial action, as well as protecting students against retaliation for reporting such conduct. Students are encouraged to immediately report bullying to the administration or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parent/guardians, who has information about actual or threatened bullying is encouraged to report it to the administration or any staff member. Anonymous reports are also accepted.

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining consequences or other appropriate remedial actions.
When a report of bullying is made to the administration from a student, parent/guardian, or staff member the parent(s)/guardian(s) of every student involved will be promptly informed of the alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

The administration shall promptly investigate and address reports of bullying, by, among other things:

a) Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received taking into consideration additional relevant information received during the course of the investigation about the bullying incident.
b) Involving appropriate school personnel and other staff members with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
c) Consistent with federal and State laws and rules governing student privacy rights, providing parent/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with a school administrator to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Refer to Appendix VII for the full text of the District's policy on bullying.

STUDENT DISCIPLINE CODE

The following statement is the position of the Board of Education and the administration regarding student conduct:

> *The Board of Education strongly believes that student behavior should reflect standards of good citizenship. Students should conduct themselves in keeping with their level of maturity, acting within the bounds set by constituted authority.*

Consideration for the rights and privileges of others, cooperation with all personnel in the school community, and respect for oneself and others shall be basic principles guiding student behavior. High standards of courtesy, decency, expression, honesty, morality, and wholesome relationships with others shall be maintained. Carbondale Community High School District 165 has certain rules and guidelines governing the conduct of its students. These rules should encourage positive, constructive, and responsible behavior and an environment conducive to learning. It shall be the responsibility of the students and their parent(s) or legal guardian(s) to familiarize themselves with the rules and guidelines governing student conduct.

While the district respects the rights to freedom of expression under the First Amendment, students may be disciplined for Web site postings that materially and substantially disrupt the educational process or constitute threats which endanger the health, safety and wellbeing of district or staff members.

The Board of Education believes when parents and students know and understand the school's expectations for student conduct, and the consequences for violating of these expectations, behavior problems in our schools will be reduced and a better educational environment will prevail. All employees of the district shall share in the responsibility for supervising the behavior of students and encouraging high standards of conduct. The Board and administration expect all employees to be alert and prompt in handling and reporting behavior problems that have an adverse effect on the operation of the school.

Discipline of Students

In all matters relating to the discipline of students, teachers, and other certificated employees stand in the place or relation of parents and guardians (in loco parentis) to the pupils. This relationship shall extend to all activities connected with the school program, and may be exercised at any time for the health, safety, welfare and supervision of the pupils. **A teacher may use reasonable force, as needed, to maintain the safety of other students and may remove students from the classroom for disruptive, inappropriate, or threatening behavior**; **or any conduct that impedes the learning and instructional process and environment.** Teachers and other certificated personnel may not utilize paddling, prolonged maintenance of students in physically painful positions, or the intentional infliction of bodily harm as a means of disciplining students.

Student Conduct

Disciplinary action needs to be consistent, appropriate and relative to the three (3) different classifications of student violations. The consequences contained in this handbook are recommendations for each disciplinary classification. **They are guidelines and are not intended to limit the administration's discretion to assign appropriate disciplinary consequences**. The following procedures are recommended as a guide in determining the appropriate disciplinary action for each classification of student violations.

Classification of Violations

These classifications shall cover student infractions that occur during the school day and at school- sponsored activities; during additional times in school, on buses, at away athletic events, field trips, or any places where students are under school supervision and are representatives of CCHS. Furthermore, these classifications will apply to any student whose conduct, at any other time or place, has a direct and immediate effect on maintaining order, discipline or protecting the safety, health and welfare of the students or staff in the school. Student violations shall be classified into three (3) separate categories with disciplinary action determined by the seriousness of the offense. The categories shall be classified as follows:

Classification #1

Students committing this type of violation may be subject to disciplinary action ranging from a verbal reprimand to expulsion from school. This type of misconduct is considered the most flagrant and carries the most severe penalty. Restitution may be required. Extracurricular privileges may also be revoked. Infractions of this type of behavior include, but are not limited to, the following:

1. Actions considered to be life threatening.
2. Physical assault upon a district employee.
3. Illegal use, distribution, selling or possession of marijuana, drug paraphernalia, narcotics, controlled substances and any other mind-altering substance:
    a. Any anabolic steroid not administered under a licensed physician's care and supervision.
    b. Any prescription drug when not prescribed for the student by a licensed physician or when used in a manner inconsistent with the prescription or prescribing physician's instructions.
    c. Any inhalant that causes intoxication, hallucination, excitement, or dulling of the brain or nervous system. **This does not apply to a student's use of asthma or other legally prescribed inhalant medications.** "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance. Drug paraphernalia, including devices that are or can be used to: ingest or inject cannabis or controlled substances into the body; grow, process, store or conceal any type of cannabis or controlled substances.
    d. This includes attendance at school-sponsored activities or events, or any activity or event that bears a reasonable relationship to school; traveling to or from school for a school activity, function, or event.
    e. Further, this will include those students who consume any alcoholic beverage (any quantity) off school property and then come onto school property to attend any school sponsored event.
    f. Students who distribute or have the intent to distribute such substance(s) may be recommended for expulsion. Students who are in the company of other students who are using, distributing, selling or possessing cannabis, narcotics, controlled substances, etc. may be suspended for a minimum of three (3) days.
4. Using possessing, distributing, purchasing, or selling alcoholic beverages.
5. Setting off a false fire or disaster alarm.
6. Theft over $300.00.
7. Any student who uses, possesses, distributes, purchases, transfers or sells explosives, firearms, knives or any other object that can reasonably be considered a weapon may be expelled for at least one (1) calendar year, but no more than two (2) school years.
8. Refusing a District Administrator or Security Director's request to submit to a search. At such time, the Carbondale Police Department may be called to conduct the search.

NOTE: All Classification #1 violations may be reported to the Carbondale Police Department.

Classification #2

Students committing this type of violation may be subject to disciplinary action ranging from a verbal reprimand to expulsion from school. Disciplinary action for this type of misconduct may be less severe than that imposed under Classification #1. Restitution may be required. Extra-curricular privileges may also be revoked. This type of behavior shall include the following:

1. Any act, including the creation, participation and/or distribution of written or electronic material (including Internet material and blogs) which constitutes a threat to the health, safety, and well- being of any member of the campus community and/or causes substantial disruption, or threatens to cause substantial disruption to the educational environment or school operation **State law (105 ILCS 75/15) prohibits schools from requesting or requiring students to provide passwords or other social media account information. However, students may be required to cooperate in an investigation and share content related to students' social media accounts, if specific information about activity on the account violates school rule or policy.**
2. Fighting or deliberately causing injury to another person.
3. Intentional damage to school property (i.e. graffiti, defacing desk, doors, etc.) or to the personal property of a student or district employee; **restitution will be required.**
4. Gross insubordination.
5. Under the influence of alcoholic beverage.
6. Under the influence of cannabis or any controlled substance.
7. Theft and/or possession of stolen property **(under $300.00 and must make restitution).**
8. Unauthorized use of school computer facilities, equipment, software, and violations of copyright laws and license agreements. Violations will be referred to appropriate law enforcement agencies.
9. Vandalism **(restitution will be required).**
10. Gross disrespect directed at a district employee(s). This includes, but is not limited to, profanity or threats directed toward a district employee.
11. Bullying or intimidation of another student; any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct (i.e. use of violence, force, noise, coercion, threats, fear, harassment or any other comparable conduct).
12. Activities related to school or school activities, including but not limited to: on, or within sight of school grounds, before, during, or after school hours or at any time; off school grounds' related activities; at a school-sponsored activity or event; or any activity or event that bears a reasonable relationship to school; traveling to or from school for a school activity, function, or event.
13. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.
14. Violating any criminal law(s), including but not limited to, assault, battery, arson, eavesdropping.

Classification #3

Students committing this type of violation shall be subject to disciplinary action ranging from a verbal reprimand to expulsion from school. Continued infractions of this classification will have a cumulative effect in terms of disciplinary action. Restitution may be required. Extra-curricular privileges may also be revoked. The following are examples of types of Classification #3 violations:

1. Class and/or school truancy; being absent without a recognized excuse; *State law and Board policy regarding truancy control will be used with chronic and habitual truants.*
2. Excessive tardiness.
3. Using or possessing a laser pointer, unless under a faculty member's direct supervision during the context of instruction.
4. Use, distribution, or the display of profane, obscene, inflammatory, or intimidating language, symbols, or gestures. This includes language which may be reasonably viewed as offensive to segments of the student population or which may reasonably be viewed as having the potential to create a disruption of the learning environment.
5. Sexual harassment.
6. Unauthorized use of school property.
7. Posting of signs and other materials without administrative approval.
8. Disregard for student parking regulations. (See Student Parking in Safety & Security).
9. Disrespect to a district employee.
10. Forgery.
11. Gambling.
12. Misconduct on campus, at school sponsored activities, or as a school bus passenger.
13. Violation of those disciplinary rules and regulations contained in the student handbook, but not specifically addressed in classification 1, 2 and 3.
14. Unauthorized presence on school campus or at school-sponsored activities while on suspension or expulsion.
15. Engaging in academic dishonesty, including but not limited to cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies, scores or information.
16. Without teacher or administrator approval, use of cell phones between 8:25 a.m. and dismissal time is prohibited. **NOTE: Students who carry cell phones must have them off and out of sight from 8:25 a.m. until dismissal time unless they have teacher or administrator approval. This policy includes smart watches. Minimum consequence for refusing to give a staff member or administrator your cell phone will be in-school suspension.**
17. Use of other electronic devices (i.e., computers, tablets, e-readers, cameras, mp3 players, and smart watches, etc.) during the school day without teacher or administrator approval. ***(A parent or guardian must pick-up the electronic device from the school, when the policy is violated by a student).*** **NOTE: Minimum consequence for refusing to give a staff member or administrator your electronic device will be in-school suspension.**
18. Use of any electronic device at school or any school event in a disruptive or illegal manner.
19. Eating food and soft drinks in classrooms, hallways, corridors, and restrooms without teacher or administrator approval.
20. Students who are out of their assigned area or violate the closed campus policy.
21. Possession of a cigarette lighter or matches.
22. Insubordination.
23. Non-religious headgear **MAY NOT** be worn or carried during the school day. Any headgear is to be placed in a student's locker when they arrive at school and remain there until the end of school.
24. Inciting others to fight; encouraging, abetting (yelling, cheering, etc.) and mob action during a fight situation.
25. Misuse/abuse of a hall pass or hall pass privileges.
26. Violating the Authorized Use Policy for the use of technology, computers and the Internet.

27. Being a member of or joining or promising to join, or becoming pledged to become a member of, soliciting any other person to join, promise to join, or be pledged to become a member of any public school fraternity, sorority or secret society.
28. Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia.
29. Profanity or obscenity.
30. Forgery, impersonating any adult or parent; destruction, misuse or misdirection of school forms or communications.
31. Use of racial, ethnic or religious slurs through statements, gestures or the wearing of apparel which conveys any of these.
32. Violation of building use and library rules.
33. Campus elevator usage is restricted to students with special permission from either the nurse or the administration. Any unauthorized use of the elevators by a student will result in immediate disciplinary action.
34. Use of skateboards, skate shoes, etc. at any time.
35. Inappropriate public display of affection (PDA).
36. Littering and inappropriate use of school property, supplies and facilities (i.e. leaving food, trays, leftovers and any items on tables, floor, etc.).
37. Aggressive language or behavior.
38. Disobeying rules of student conduct, directives from school personnel or school officials (i.e. refusing a request to stop or to present school identification, etc.) Also, see insubordination.
39. Repeated incidents of misbehavior, including repeated refusal to follow or to comply with school rules and procedures.
40. Any activity that relates directly to the school and its purposes which is illegal, disruptive or embarrassing to the school.

ADMINISTRATIVE DISCIPLINARY ACTIONS FOR CLASSIFICATION VIOLATIONS

Classroom Behavior

Teachers may remove students from the classroom for any behavior that impedes, disrupts, threatens or limits the instructional process and the educational environment. Discipline reports are available to parents and students through the student and parent portal. The normal discipline procedure followed in the classroom is as follows:

1st Offense

Teacher removes the student from the classroom by directing the student to report to the Attendance Office. After meeting with the Assistant Principal, the student will spend the remainder of the class period in ACR. The teacher will notify the Assistant Principal of the offense through the student management system. A copy of the referral will be mailed to the parents. Additional consequences may be included.

2nd Offense

Teacher removes the student from the classroom by directing the student to report to the Attendance Office. After meeting with the Assistant Principal, the student will spend the remainder of the class period in ACR. The teacher will notify the Assistant Principal of the offense through the student management system. The Assistant Principal may place the student in ACR during that class period for up to three days. A copy of the referral will be mailed to the parents. The teacher will contact the parent to schedule a meeting, or discuss the student's behavior if the parent is unavailable to meet. Additional consequences may be included.

3rd Offense

The parents are advised by a school administrator that the student has been removed from the class for the remainder of the school year. The student receives a failing grade, and a

copy of the referral is sent to the parents. Additional questions and concerns may be directed to the administrator working with the situation or the school counselor. The student may also be placed in ACR, in-school suspension, or externally suspended. Depending upon the nature and severity of the incident, deviation from the above procedure may occur at the discretion of the administration.

DETENTION

Parental help is essential in establishing positive school behavior. When violations are serious or when violations persist, parents may be called for help in solving the problem. Students who fail to meet their detention obligations will be subject to more severe disciplinary action.

Lunch Detention Policy & Procedure

- When students are assigned detention(s), they will be notified verbally or in writing regarding the date and time for detention to be served.
- Detentions will be assigned one day in advance of the date they are to be served. The detention(s) must be served on the date assigned, unless arrangements are made in advance.
- When on regular schedule lunch detentions are either:
  - 11:45 am - 12:15 pm - Lunch A or
  - 12:40 pm - 1:10 pm - Lunch B
- Students must bring schoolwork or study materials with them.
- Anyone who is late or who otherwise violates the rules of detention will be dismissed from that day's detention period. Dismissal will count as a missed detention, and additional disciplinary action may be taken.
- Students that fail to serve their detention will be assigned an After-School Detention.
- Failure to a After-School Detention results in 1 day of In-School Suspension.

Alternative Classroom (ACR)

Students may be placed in ACR for inappropriate behaviors that cause a disruption to the learning environment. The program will:

- Remove the student from the general school population and/or classroom for a specified time period (usually 1 class period).
- Provide opportunity for the student to complete assignments from his/her scheduled classes.
- Provide opportunity for a student to schedule and/or meet with a school counselor or social worker.

After School Detention (ASD)

Failure to serve a lunch detention will result in an after-school detention (ASD). After school detentions are from 3:15 – 4:45 on Tuesday, Wednesday, and Thursday. Transportation is provided at 4:45. Administrators will meet with students and contact families informing them of the assigned after school detention date. Administrators will also inform students and families that a failure to serve an after-school detention will result in one day of in-school suspension.

SUSPENSION OF STUDENT

Suspension Procedures

1. Students will be given oral or written notice of their infraction and an opportunity to present their side of the story. Prior to the suspension being finalized, all relevant facts will be reviewed. These procedures will be fulfilled prior to the suspension unless the student presents a continuing

danger to themselves or others or continues to disrupt the school environment.

2. Any suspension shall be reported to the parent or guardian of the pupil along with information regarding the reasons for such suspension. If there are concerns regarding the suspension, a principal's designee will be available to meet with the student and parent to discuss the situation. If the concerns are still unresolved through this meeting, the parent(s)/guardian(s) or student may request information regarding a review of the suspension by the principal.
3. A suspension letter will be sent home to the parents outlining the reasons for suspension, the number of days of suspension, and the rights of the student. The letter may also be hand delivered to the parent/guardian. A copy of all suspension letters will be forwarded to the superintendent.

In-School Suspension (ISS)
Administration may assign students to in-school suspension as a disciplinary consequence for violations. Students will be allowed to complete assignments from classes during in-school suspension, and additional educational support services will be available throughout the day. Failure to comply with rules and conditions of in-school suspension may result in external suspension.

Alternative Suspension Program (ASP)
Administration may assign students to the Alternative Suspension Program as a disciplinary consequence for violations. ASP will be located at CCHS's Rebound campus under the supervision of CCHS staff and Rebound staff. Transportation will be provided if needed, and students will be allowed to complete assignments from class during ASP. Additional supports will be provided by CCHS staff including individual counseling and mediations to assist with successful reintegration back to the CCHS campus. Unless approved by administration, a student assigned to ASP must fully complete the time assigned for their consequence before being allowed to return to CCHS. Failure to comply with rules and conditions of ASP may result in Out-of-School Suspension.

External Suspension
Reinstatement following suspension is accomplished by the student checking into the Assistant Principal's Office, and referral to the appropriate counselor for a discussion on the individual student's reengagement back into the school environment. **Suspended students are not allowed on school property during their suspension. Also, they are not allowed to attend any school functions or activities.**

Students will be given the opportunity to complete missed work for equivalent credit after an external suspension. It shall be the responsibility of the student, through his/her personal initiative, to contact the teachers involved and determine make-up assignments, daily work, quizzes and tests. The teacher will determine the deadline for completion of these assignments. Students are expected to make up work within a reasonable time set by each teacher. For example: If a student is suspended one day, the work should be made up in two days; suspended two days, the work should be made up in four days, etc.

Social Suspension Policy

Students that commit major disciplinary infractions, or are chronic disciplinary problems may be placed on social suspension. This also includes students who have accumulated three referrals that result in ISS. Students will be added to the social suspension list and it will be reviewed by Administrators at the end of the semester. Students placed on social suspension will not be allowed on campus outside of regular school hours (7:30am-3:00pm) unless they have administrative approval. Students will not be allowed to attend any extra-

curricular activities, dances, games, or athletic events during their time on social suspension. The administration will review the social suspension list at the end of each semester and decide as to if a student will remain or be removed from the list.

A student will be placed on social suspension if they meet any of the following:

- Engage in a major disciplinary infraction, including but not limited to:
  - Aggression
  - Fighting
  - Gross disrespect
  - Gross insubordination
  - Drug violations
  - Gang-related activity
  - Possession or use of a dangerous weapon
  - Physical assault
  - Sexual misconduct
  - Threats to the school
- Accumulate three (3) total referrals resulting in In-School Suspension (ISS).

Students placed on social suspension will remain on the list for at least one full semester. After 45 school days, they are eligible to request an administrative review to assess their progress and reconsider their status.

- Students retained from the first semester will be reevaluated at the end of Quarter 3 using the criteria below.
- Students added after November 1 will remain on social suspension for the remainder of the year.
- Students will be removed from social suspension at the end of the school year, unless school administration determines that continued placement is necessary for the following year based on ongoing behavioral concerns or the severity and timing of the infraction.

After 45 school days on social suspension, students may request an administrative review of their status. To initiate this process, students should email an assistant principal. Students who meet the criteria outlined below may be removed from social suspension in recognition of their sustained positive behavior.

To be considered for removal, a student must meet all of the following during the evaluation period:

- No more than five (5) total behavior referrals
- No major disciplinary infractions (as listed above)
- No more than two (2) ISS referrals
- No assignments to ASP (Alternative Suspension Program) or OSS (Out-of-School Suspension)

Expulsion

Repeated violation of school regulations may result in a recommendation to the Board of Education for expulsion from CCHS. As of January 1, 1996, pursuant to state statue, the Board of Education may expel a student for up to two (2) school years for act(s) of severe disobedience and/or severe misconduct. Every effort is made, however, to work with parents, and other resources to prevent expulsion.

SPECIFIC VIOLATIONS

CCHS STUDENT DRESS CODE

CCHS encourages a standard of behavior, dress, grooming, and appearance that reflects pride in self, home and school. Our expectation is that each Carbondale Community High School student will dress appropriately each day. The primary responsibility for a student's attire resides with the student and parents or guardians. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Our expectation is that parents and guardians are responsible for ensuring student compliance with the school's dress code, and students are responsible for knowing the student dress code and for complying during school hours. Acknowledgement is given to the Oregon NOW Model Student Dress Code creators for developing the language that inspires our dress code. Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to attendance (see Section 5: Dress Code Enforcement for enforcement procedures).
- School staff should be trained and able to use student/body positive language to explain the code and to address code violations.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.
- Students should understand that rules are important to follow and adhere to.

A student dress code should accomplish several goals:

- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories with images or language depicting or advocating violence, gangs, or the use of alcohol or drugs.

- Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, stomach, breasts, and nipples are covered with clothing that cannot be seen through at all times. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
- Students Must Wear, while following the basic principle of Section 1 above:
    - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
    - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
    - Shoes; activity-specific shoes requirements are permitted (for example for sports and physical education class) * High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment specific dress.

3. Students May Wear, if these items do not violate Section 1 above:

- Religious headwear

- Head scarves
- Shirts with fabric in the front, back, and on the side under the arms
- Tank tops
- Fitted pants, yoga pants, “skinny jeans” and leggings that cannot be seen through.
- Skirts and dresses that reach the longest fingertip in length on all sides
- Shorts, ripped jeans, and athletic attire, as long as underwear and buttocks are not exposed.

4. Students Cannot Wear:

- Hate speech, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Violent language or images. Images or language depicting gangs, drugs, or alcohol (or any illegal item or activity)
- Any clothing that reveals visible undergarments, excluding brassiere straps (see through clothing is not allowed, underwear should not be seen, ex. Sagging)
- Accessories that could be considered dangerous or could be used as a weapon
- Hats, bandanas, do-rags, hoods, bonnets, or any item that obscures the face or ears (except as a religious observance)
- Pajamas including novelty slippers
- Halter tops or strapless shirts

5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Violating Section 1 and/or 4 are seen as necessary reasons to enforce the dress code and talk with students, in an appropriate manner, about the violation. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed to code during the school day:
    - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
    - Students will be provided with temporary school clothing to be dressed to code for the remainder of the day, if available. ○ If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- The consequences for violation of the CCHS Dress Code Policy are as follows:
    - 1st offense during a semester: Warning and student will be required to change clothing. ○
    - 2nd offense during a semester: Warning and student will be required to change clothing. ○
    - 3rd-4th offense during a semester: 1 detention and student will be required to change clothing. ○
    - 5th-7th offense during a semester: 2 detentions and student will be required to change clothing.
    - 8th offense and beyond during a semester: Student will receive an in-school suspension for each violation and will be required to change clothing.
    - Each semester student violations will start back at zero. ○

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
These dress code guidelines shall apply to regular school days and summer school days. If there are any questions regarding the dress code, please see an Assistant Principal or a member of the administration.

Graduation Dress Guidelines

Carbondale Community High School supports the right for expression of identity at the graduation ceremony. CCHS recognizes the importance of graduation and provides the following guidelines to help ensure that graduation is a positive and celebratory event for all graduates and their families.

General Information and Tips

Graduating students and their families receive information each year about how to order the cap and gown to be worn at the graduation ceremony.

Guidelines for Graduation Dress

1. Only school-issued cords, stoles, and medals are allowed. *See Senior Recognition Pg. 28*
2. Religious-affiliated accessories are allowed
3. Cultural adornments may lie on top of the robe

The CCHS Dress Code, as outlined above, applies to graduation attire. This means that graduation attire may *not* be decorated with any advertisements, symbols, abbreviations, initials, words, slogans, patches, or pictures/images that:

- Are violent, obscene, vulgar, or lewd
- Depict/suggest drugs, alcohol, vaping, weapons or paraphernalia (or any illegal item or activity)
- Represent hate speech, profanity, pornography
- Create a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Reference any disruptive behavior that is detrimental to the safety and welfare of any persons

Graduation Cap Decorating Guidelines

*****Administration reserves the right to disallow any cap design for any reason prior to, Just before, or during the graduation ceremony. All decisions made by administration are final. *

General Cap Decorating Guidelines

- All decorations MUST lay FLAT on the cap. Nothing can lay perpendicular thus allowing us to see the decoration beyond eye level. Your cap must not block anyone's view.
- You may decorate the entire top of the mortarboard, but underneath and the headpiece should remain untouched and unaltered.
- The Tassel must still be present on the cap. You may NOT simply write on top of your cap. It must be truly decorated.
- No offensive language, sayings, nicknames, pictures or lyrics on cap
- No objects such as signs, stuffed animals, bells, flowers, or any 3D object may rest on the cap. This includes lights.
- Your cap CANNOT make noise. No bells, horns, or anything that makes noise.

- No symbols, logos, words sayings or any action that deemed as offensive to those in any culture. Remember, this is not just your ceremony but a ceremony you share with all of your classmates and their respective friends and family members.
- No symbols, logos, words, sayings or actions that affiliate themselves with criminals, alcohol, or drug paraphernalia, or any other illegal activity.
- No sexual or inappropriate references or innuendos.

This is not an exhaustive list and any adornment or message deemed inappropriate or determined to pose a safety risk or distraction will not be permitted. Remember, graduation is a formal event and CCHS respects freedom of religious and cultural expression.

If you have any questions, please feel free to speak with an administrator. CCHS Administration reserves the right to remove a cap or request that graduates change before they are allowed to participate in the ceremony, if the cap decoration is inappropriate.

Positive cap decorating ideas include, but are not limited to:

- Thanking a parent, grandparent, teacher, guardian
- Recognizing the branch of the military you will be joining
- Recognizing the college/university you will be attending
- Recognizing a club, class, sport, or other organization you are involved with
- Positive quates/images
- Positive Flora-themed images/quotes

Vape/Nicotine Policy

Students are prohibited from possessing tobacco in any form while under school authority, at all extracurricular activities and school-sponsored events. This policy includes e-cigarette, or any type of vaporized smoking device and any tobacco substitutes. As with any other behavior which would impact the administration of the school's educational process, the use of tobacco or e-cigarettes will not be permitted in areas adjacent to school property, before or after school or during lunch hours (see the consequences for violation of the Closed Campus Policy). In addition to the disciplinary consequences assigned, all tobacco products and related items (Lingers, matches, and e-cigarettes) will be confiscated and will not be returned (also, see consequences for selling, distributing, etc.).

The consequences for the violation of the Vape/Nicotine Policy are as follows:

- 1st Offense- 1 Day of In-School Suspension
- 2nd Offense- 2 Days of In-School Suspension
- 3rd Offense- 3 Day of In-School Suspension
- 4th Offense- 4 Days of In-School Suspension
- At any point in the above progression an educational component can be applied on the harmful effects of vaping/e-cigarette use. Families will be contacted.

Policy on Drug and Alcohol Use

It is the policy of the Board of Education that possession, use, distribution, purchase, or sale of any contraband, paraphernalia, controlled substance, look-alike drug, consciousness-altering substance, or any other illicit substance is absolutely prohibited on school grounds, in any vehicle used for school purposes, and on any other property owned by the school or contracted for use by the school. This policy extends to all school sponsored and school-related activities, whether at home or away, before or after school, on school days or on weekends. Any student found in violation of this policy shall be disciplined consistent with the school policy. (This may include parental notification and involvement, referral to

community support agencies, referral to law enforcement agencies, out of school suspension, and/or expulsion.) Students who exhibit signs of a serious problem or who use, distribute, or possess drugs or alcohol may be referred by the principal or designee to an outside agency whose program is designed to help students understand their substance abuse problem and to develop a plan of control. To be effective, the program should be voluntary, with a strong emphasis on family counseling.

Authorized Use Policy

- The failure of any user to follow the terms of the Authorized Use Policy (AUP) will result in the loss of privileges, disciplinary action, and/or appropriate legal action.
- The network user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyrighting violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.
- General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.
- Loss of access and other disciplinary actions shall be consequences for inappropriate use.
- Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks.
- Consequences for violators will be handled according to the discipline policy.

The Authorized Use Policy will apply to both school equipment and personal technology equipment used in the school building. This will include notebook computers, smart phones, tablets, e-readers, USB devices such as flash drives or external hard drives, memory cards, digital cameras, cellular telephones, MP3 players, and any wireless access devices. Cell phones may not be used as calculators. Any new technologies will also be covered by this policy. A copy of the Authorized Use Policy is available on the TerrierNet website and in the appendix of this handbook. When a student signs for the handbook, they are signing the AUP.

Student Property

Bring Your Own Device (BYOD) Policy

The use of personal electronic devices (computers, tablets, e-readers, cameras, mp3 players, etc.) in the classroom or on campus is intended for educational purposes only and is at the discretion of the teacher or administration. Any and all use of personal electronic devices will conform to the CCHS Authorized Use Policy. Anyone found to be in violation of this BYOD policy is subject to disciplinary action per the Student Discipline Code. CCHS is not responsible for lost or stolen personal devices.

Confiscation of Property

School officials **WILL CONFISCATE AND NOT RETURN** tobacco products, lighters, weapons, gang or drug symbols or paraphernalia, water pistols, and any other items which violate the policies of District #165 or any law. Items will be turned over to law enforcement personnel or will be disposed of.

School Property

Care of School Property

Anyone who damages or marks on any school property will be expected to bear the repair or replacement costs. Students also will receive disciplinary consequences.

Campus

Closed Campus

Once students enter the CCHS campus, they are not permitted to leave the campus during the regular school day. Consequences for violations may include detentions up to external suspension.

Out of Assigned Area Policy

Once students have entered the CCHS Campus, they are required to move to and remain in designated campus areas throughout the regular school day. Students will be permitted access to designated areas before school, after school, during school and during lunch hours. Students who are outside these areas, and who do not have permission or a pass from a teacher, will be in violation of the policy.

The consequences for the violation of the Out of Assigned Area Policy are as follows:

- 1st Offense- 1 Lunch Detention
- 2nd Offense- 1 Lunch Detention
- 3rd Offense- 1 After-School Detention
- 4th Offense- 1 After-School Detention
- 5th Offense- 1 Day of In-School Suspension
- Out of Assigned Area will reset at the Semester

Hall Passes

A student who must leave a classroom for a valid reason must first secure a hall pass from the teacher. Students desiring to meet with teachers during study halls or lunch periods must secure a signed pass *in advance.*

Revocation of Hall Pass Privileges

Any student who is continuously in the hallway(s), with or without a pass, may be placed on school lockdown by the administration. While on lockdown, the student is only permitted to leave the classroom for emergency purposes, illness, and valid appointments. When these occasions arise, the student is supervised by a hall monitor.

Lunch Periods

CCHS is a closed campus**.** Consistent with this policy, **no student may leave the campus during the regular school day or during lunch periods, to purchase food or to eat elsewhere**. Also, students cannot receive nor have lunches delivered that have been purchased from an outside food vendor. If a student leaves during the lunch periods, he/she must have a valid excusable reason and must sign-out. Consequences for violators will include detentions up to external suspension(s).

SCHOOL PROBATION

School Probation

A student who habitually or persistently violates the policies of the Board of Education for Carbondale Community High School may be placed on school probation by the Principal or Assistant Principal.

A student placed on school probation shall be required to abide by the school's rules on tardiness, attendance, behavior, and such other specific conditions of school probation as

may be established. If the student fails to abide by the conditions of his or her probation, he/she may be subject to suspension(s) and/or expulsion.

EVALUATION AND AMENDING PROCEDURES

A committee composed of representatives from the administration, faculty, staff, students, and parents will be appointed to conduct an annual comprehensive review of disciplinary procedures. Among its other responsibilities, this committee will be charged to study all sanctions imposed upon the students and to make appropriate recommendations.

SECTION III - STUDENT ATTENDANCE

THE IMPORTANCE OF REGULAR ATTENDANCE

All students are expected to be in class when school is in session.

The importance of regular school attendance cannot be emphasized too strongly. Students miss valuable opportunities for learning and may jeopardize their grades, credits and graduation from high school.

Parents have the **LEGAL** responsibility of ensuring that their child attends school regularly. This responsibility requires that parents or guardians actively monitor their child's attendance. Parents or guardians are expected to make reasonable efforts to ensure the regular attendance of their child, consistent with Section 26-1 of the Illinois School Code, and to inform the school of any absences and the causes. The district expects school personnel to monitor each student's attendance and to inform parents or guardians of any attendance problems.

Therefore, a child between the ages of 7 and 17 years of age (unless the child has graduated from high school) is required to attend the District's school wherein the child is assigned, except as provided herein or by State law.

A PARENT WHO KNOWINGLY PERMITS A CHILD TO MISS SCHOOL WITHOUT VALID REASON, OR WHO GIVES FALSE INFORMATION REGARDING THE CHILD'S ABSENCE MAY BE IN VIOLATION OF THE LAW.

ATTENDANCE POLICY

The educational program is built on the premise that regular attendance is vital to a student's success in school. Seeing that a student maintains regular attendance requires a cooperative effort by the student, parent(s) or guardian(s), and school personnel. The student who is frequently absent, misses social interaction, class instruction, and discussion, even when class work is made- up.

The only absences that will not affect students' attendance will be those which are school related absences as determined by the school principal or assistant principal. The teacher's absence records will be the **final authority** regarding the number of absences a student has accumulated during the semester.

Students who have excused absences shall have the opportunity to make-up work. It shall be the responsibility of the student, through his/her personal initiative, to contact the teacher(s) involved and determine make-up assignments, daily work, quizzes and tests. The teacher will determine the deadline for completion of these assignments.

Perfect Attendance

CCHS applauds and provides special recognitions and awards to the students with perfect attendance (i.e. publication of names in newspaper and other incentives/honors).

Positive Behavior Intervention Strategies Program (PBIS)
Carbondale Community High School has committed itself to a school wide positive behavior management program, PBIS. The PBIS program is a statewide and national system that promotes positive behavior of our youth in school and the community. The program is centered on teaching and rewarding students for positive behavior performance. CCHS has four Terrier Traits that are expected in every area of the school. Those traits are: Be Here & Be Ready, Be Respectful, Be Involved, and Be Responsible. The PBIS Committee has developed a behavior matrix that explains what behaviors are expected, in relation to those traits. The matrix is posted in every classroom and throughout the school. There are numerous incentives that students are rewarded for positive behavior.

Notification of Absence

Checking and/or notification of student absence(s) (not excused) will be done by attendance personnel during school hours. An absence may not be excused, if the attendance office is not notified within 24 hours of the absence, unless documentation (i.e. medical) is provided. Remember, the compulsory attendance laws of the State of Illinois mandate that any student who has not reached his/her **seventeenth** birthday must be enrolled in school. When attendance and tardiness problems are frequent enough to warrant serious concern, parents will be contacted for assistance in resolving the problem. Parents are encouraged to contact the Attendance Office when they have problems and questions regarding attendance and tardiness. **Attendance Office- (618) 457-3371, Ext 232 or 260.**

Full Day Absences
When sickness, emergency, or other valid cause necessitates absence, parent(s) or guardian(s) should telephone the Attendance Office between 8 a.m. and 3 p.m. on the day of the absence. Failure of a parent or guardian to excuse the student by 3 p.m. on the day of absence may cause the absence to be considered as unexcused. Any absence which is not excused by a parent within **24 hours** may be an unexcused absence, unless documentation (i.e. medical) is provided.

Partial Day Absences
If a student needs to be excused from school during a particular period of the day, the student's parent or guardian should telephone the Attendance Office prior to the time of day that student is to be absent.

Multiple and Prolonged Absences
Parent(s) and guardian(s) should call the Attendance Office once each day of a multiple absence. For prolonged absences due to illness, special arrangements may be made through the Attendance Office to obtain assignments following the second day of the absences. Assignments may be picked up in the Attendance Office 24 hours after the request is made. A student who is absent for an illness, or injury that extends beyond three school days, is required to provide school officials with a note from a physician regarding the absence. In addition, any student who misses school for 10 consecutive days without valid cause will be dropped from the school enrollment roster.

Valid Causes of Absenteeism (Excused Absences)

In keeping with Section 26-2a of the Illinois School Code, the following circumstances are valid causes for a student's absence:

- Illness of the student
- Observance of a religious holiday
- Death in the immediate family
- Family emergency
- Circumstances which cause reasonable concern to the parent or guardian for the safety or health of the student
- Other situations approved by the principal or assistant principal.

Medical Emergency
Students who become ill at school or are involved in a medical emergency at school should report to the school nurse. In such situations, students cannot leave school without the permission of the school nurse and the nurse will contact the attendance office.

Student Mental Health Days
In accordance with Public Acts 102-266 and 102-321, students may be absent for up to five (5) days during a school year for mental or behavioral health beginning in January 2022. Mental health absences are considered excused absences under Section 26-1 of Illinois School Code.

Under the new law, students are not required to provide a medical note to support the absence for mental health. Students must be given the opportunity to make up for work they missed during the absence.

- When a student uses 2 Mental Health Days, the Attendance Office will send the grade level counselor and social an email stating the student has used two Mental Health Days and the student will meet with their school counselor and/or social worker
- When a student uses 5 Mental Health Days, the Attendance Office will alert an Assistant Principal to contact the student's family.

College Visit Day
Students taking college visit days must complete a "College Visit Day" application PRIOR to their visit, and they must provide the Attendance Office with adequate documentation of their visit immediately upon their return. A letter or statement from a college representative regarding the dates of the visit is sufficient documentation. If this process is not followed, the absence will be considered a day of absence and/or truancy. Students may take two college visit days their Junior year and two college visit days their Senior year as school related activities; thereafter, they will be counted as excused absences. "College Visit Day" forms may be picked up in the Principal's Office. The principal or assistant principal shall notify the student if the request has been denied, after having reviewed the completed application.

Preplanned Absences (Family Vacation/Personal/Family/Religious Holidays/Medical) Students taking preplanned absences for family vacations, personal/family related events, religious holidays or medical days must complete a "Preplanned Absence" form at least five days in advance of the absence. The administration has the authority to deny a student's request for a preplanned absence when the student has developed an irregular attendance pattern and/or exhibited improper behavior as documented by referrals to the Assistant Principal's office. No student will be eligible for an excused absence if the request is for the final week of the quarter and/or semester. "Preplanned Absence" forms may be picked up in the Principal's Office. The principal or assistant principal shall notify the student if the request has been denied, after having reviewed the completed application.

Vacations
Parents/guardians are discouraged from taking vacations during periods when schools is in session as they may disrupt the continuity of students' learning and create educational problems. A limited amount of makeup work covering such vacation periods will be provided.

Field Trips
The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the school's educational goals. It is recognized that

one of the greatest educational tools that can be utilized by the school is the use of community resources. Field Trips are considered appropriate extensions of the classroom. The following guidelines and procedures apply for field trips:

- Field trips should be planned so that the least number of school days are missed.
- All field trips shall be approved by the department chair and building principal.
- On all school sponsored trips involving students, provisions will be made for proper supervision by certified employees.
- All school rules and regulations are in force during all field trips.
- All participating students will be transported to and from the field trip in school sponsored vehicles. Any special travel arrangements due to extra-curricular activities must be pre- approved by the appropriate department chair.
- Parental signature is no longer required in writing if it's already in the system as approved.
- The teacher shall arrange for the supervision and appropriate alternative learning experiences for non-participating students.
- To be eligible to attend a field trip, students must not be on social suspension and must be passing at least five classes.

Excessive Absenteeism

Absenteeism is considered excessive when it significantly interferes with a student's learning, as reflected in academic performance or social development. Excessive absenteeism also includes excessive tardiness. Cases of excessive absenteeism may be referred to the ROE 30 Truancy Officers for intervention.

Upon the third absence from a class and any subsequent absence following the third absence from any class, medical documentation of physical or emotional conditions causing such absences may be required for the absence to be excused.

Students with excessive absenteeism may be prohibited from attending and participating in extra-curricular activities.

The attendance number for CCHS is 457-3371 extension 232 or extension 260. Please note that an answering machine (457-3376) is available for parents to leave a message for the Attendance Office after hours.

At times, students become ill during the evening at home. When parents are certain that the student will be unable to attend school the following day, they may telephone 457-3371 (attendance office) anytime during the evening or early morning hours. A telephone answering device will accept the message. When parent(s) or guardian(s) are out of town, they are expected to furnish the attendance office with the appropriate name(s) and number(s) of the temporary guardian(s). If the attendance office is not informed ahead of time, an alternate for the parent will not be allowed to excuse a student.

Truancy/Unexcused Absences

Truancy is defined in the state of Illinois as absent from school without valid cause for a school day or any portion of a school day. Truancy is an extremely serious situation that can be corrected only through a high degree of cooperation between home and school. Students who are absent from school without an excusable reason will be **unexcused. PARENTS ARE REQUIRED BY LAW TO ENSURE THAT THEIR CHILD/CHILDREN ATTENDS SCHOOL.**

Unexcused Absences

An unexcused absence is defined as missing class(es) without a valid excuse, as determined by the school administration. If an absence remains unexcused, the student may not be allowed to make-up class work, assignments, tests, etc. for any unexcused days.

Truant Minor
In keeping with Section 26-2a of the Illinois School Code, a truant minor is considered to be a chronic truant to whom resources and supportive services have been provided and have failed to result in the remediation of the chronic truancy, or have been offered and refused by the parent(s), guardian(s), and/or student.
Chronic Truancy
A chronic or habitual truant is a child subject to compulsory attendance laws who is absent without cause from school for 5% valid or more of the 180 regular attendance days, per Article 26 of the Illinois School Code. Truant students and parents may be subject to the **Truants' Alternative and Optional Education Program of Jackson/Perry and Franklin/Williamson Counties and the City of Carbondale Truancy Ordinance.**

The compulsory attendance laws of the State of Illinois mandate that any student who has not reached his/her **seventeenth** birthday must be enrolled in school. When attendance and tardiness problems are frequent enough to warrant serious concern, parents will be contacted for assistance in resolving the problem. Parents are encouraged to contact the Attendance Office when they have problems and questions regarding attendance and tardiness.

Penalty for Non-Compliance
Any person having custody or control of a child to whom notice has been given of the child's truancy and who knowingly and willfully permits such a child to persist in his truancy within the school year, upon conviction thereof, shall be guilty of a Class C misdemeanor and shall be subject to not more than thirty-days imprisonment and/or a fine to $1500 per Illinois School Code, Section 26-10.

Punitive Action
After a chronic truant has been identified, a chronic truancy report will be made to the Regional Truant Officer and the student may be subject to any one of a combination of the following punitive actions:
Types of dispositional orders for a minor found to be a truant minor in need of supervision may be:

a. Committed to the Regional Superintendent of Schools for a multidisciplinary case staffing, individualized educational plan, or referral to comprehensive community-based youth services.
b. Required to comply with individualized educational plan or service plan as specifically provided by the appropriate Regional Superintendent.
c. Ordered to obtain counseling or other supportive services.
d. Subject to a fine in an amount in excess of $5, but not exceeding $100, and each day of absence without valid cause as defined in Section 262a of The School Code is a separate offense.
e. Required to perform some reasonable public service work such as, but not limited to, the picking up of litter in public parks or along public highways or the maintenance of public facilities.
f. Subject to having his or her driver's license or privilege suspended.

Referral of Chronic Truants

Chronic truants will be referred to ROE 30, after appropriate supportive options have been exhausted or have been offered and refused.

Resources and Supportive Services
Compulsory attendance laws provide that a school district may take no punitive action against a chronic or habitual truant for truancy until the district has made available to the student all support services and other school resources in order to correct the chronic or habitually truant behavior. Resources and supportive services available to truant or chronically truant students and to their parents or guardians shall include, but may not be limited to the following:

- **Parent Conferences with School Personnel:** Student counseling (school counselors, school nurse, faculty, administration, social workers and other professional support staff)
- **Schedule or Program Changes**
- **Special Education Assessment and Placement** (when appropriate)
- **Truancy Counseling through Office of Superintendent ROE 30**
- **Referral to Community Agencies** (when appropriate) which are available to truant and chronically truant students and relevant to their needs and problems (See Appendix of this handbook)
- **City of Carbondale Truancy Ordinance (see below)**

Ordinance Regulating Truancy within the City of Carbondale
The ordinance makes it unlawful in Carbondale for any student to be absent from attendance at school when school is in session without valid cause. A student is defined as any person subject to compulsory school attendance under the Illinois School Code. Valid cause is defined as illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student's control, or such other circumstances that cause reasonable concern to the parent for the student's safety or health.

The parent of a truant student may be liable under the parental responsibility provision if he or she knew or negligently permitted the student 10 years of age or older to be truant. Each such violation is punishable by a fine of $75.00 to $100.00. Tickets may be issued by the Principal or their designee, the Carbondale Police Department, or the Jackson County Truant Officer.

Tardiness

Tardy to Class
When a Student has an unexcused tardy to class, teachers record the information in Infinite Campus. The disciplinary progression for tardiness:

- 1-2 Tardies to a Class = Warning
- 3-4 Tardies to a Class = 1 Lunch Detention
- 5-7 Tardies to a Class = 2 Lunch Detentions
- 8-10 Tardies to a Class = 1 After-School Detention
- 11+ Tardies to a Class = 1 Day of In-School Suspension

*All Tardies Apply to Individual Classes
*All Tardies Reset at Semester

Unexcused- Late to School
If unexcused, the student will receive the appropriate penalty for being late to school. When a student's tardiness to school is determined by the office to be unexcused, and they have missed more than ½ of any class period, the student will also receive an unexcused late absence for the period(s) missed, and may also receive penalties for truancy. The consequences for students being unexcused, late to school, are as follows:

- 1-2 Unexcused-Late to School = Warning
- 3-4 Unexcused-Late to School = 1 Lunch Detention
- 5-7 Unexcused-Late to School = 2 Lunch Detention
- 8-10 Unexcused-Late to School = 1 After-School Detention
- 11+ Unexcused-Late to School = 1 Day of In-School Suspension

➢ All Unexcused-Late to School Referrals Resets at Semester

SECTION IV – SAFETY AND SECURITY

Safety Plan
Carbondale Community High School (CCHS) is committed to providing a safe learning environment for all students and staff.

Then emergency response information below describes the general steps that CCHS takes during a Hold, Secure, Lockdown, Evacuation, and Shelter. During any crisis response, it is important for everyone in the school to follow specific instructions which may evolve or be modified over time.

HOLD: This response is triggered by issues outside the classroom, such as medical emergency or other incidents inside the building in the common areas.

SECURE: This response is triggered by problems outside the building, such as a major crime in the neighborhood, the sound of gunfire off school grounds, a dangerous animal, or a hazardous material incident.

LOCKDOWN: This response is triggered by a direct threat of violence, either inside the building or approaching it. The unambiguous term LOCKDOWN is used only in reference to imminent danger, such as an armed intruder seen approaching campus or who has entered the premises.

EVACUATE: This response is triggered by a structural or environmental threat, such as fire, roof collapse, or chemical spill inside the building.

SHELTER: This response is triggered by threats from severe weather and natural disasters.

Emergency Contact System
Carbondale Community High School has an **emergency contact system** for phone or e-mail communication. The system is used to inform parents of emergency days, such as snow days, or emergency situations. Contact information provided for the student and family will automatically be used for the emergency contact system.

Emergency & Non-Emergency Message Delivery
The school will promptly deliver emergency messages to students who are in class; however, delivery of routine messages unnecessarily interrupts the educational process. Non-emergency messages may be left with the Attendance office and students may get them during lunch or other unassigned times.

Cell Phone Policy
In recognition that cell phones have become a common mode of communication between parents and students, the Board of Education authorizes students to possess cell phones while on school grounds.

Bell-To-Bell No Cell
1. Student phones must be turned off and placed in a cell phone slot as they enter the classroom.
2. Phones must remain in their slots for the entire class period.
3. Phones must be kept in slots during bathroom and water breaks.
4. Students are not permitted to touch another student's phone.
5. In the event of an emergency, students will follow the teacher's directions.
6. Refusal to follow the above policy will result in removal from class and one day of In-School Suspension.
. The goals of the policy are to:
· Reduce distractions
· Increase focus
· Improve grades
· Support mental health

Parents or guardians may contact their children at school by calling the Attendance Office (457- 3371, ext. 260, or 232). With administrative approval, students may use their cell phones to call parents and/or guardians during the school day; other personal calls will not be permitted. Students must make authorized cell phone calls in an approved area.

It should be noted that drivers under the age of 19 may not use cell phones while driving on a roadway, except for emergencies.

Student Identification Cards
At the beginning of each school year, students must obtain a school identification card. Students should carry their I.D. card with them at all times while on campus and should use them with the cafeteria and media center checkout systems. Students must be prepared to present their I.D. card to gain admission at any school function, to board the school bus, or when requested by any school authority. To pay student prices for event tickets, students must present their I.D. card at the time of purchase and admission. A replacement card may be obtained through the School Resource officer. There is a $5 fee for replacing lost I.D. cards.

Student Parking
The student parking lot is the large lot adjacent to Giant City Rd. **The Walnut St. parking lot is for visitors and faculty only.**

For safety reasons, only authorized persons are allowed onto campus, including the parking lots. Students must come into the building promptly after parking. Generally, students may return to their cars during the day only after obtaining permission from an administrator or the Attendance Office. Students must then check out with the hall monitor nearest their exit. Some students' classes require them to leave campus, and they must sign out only with the hall monitor before going to the parking lot.

CCHS strives to establish an orderly atmosphere, and to maintain positive relationships with the surrounding neighborhoods. To accomplish this, students must use the parking lot responsibly. Any conduct which offends or disturbs area residents is not permitted. Unnecessary noise, squealing tires, littering, and "burn outs" are forbidden at all times. Students may not use the parking lot to socialize after hours. Students may not smoke in their cars while driving or parked on campus. Music must not be heard farther than 5 feet

from the car in which it is playing. Students must limit their speed to 10 mph while on the parking lot. All driving practices must demonstrate respect for school priorities and expectations, as well as the protection of pedestrians, vehicles, and property. Trespassing rules will apply to all students who are present on school parking lots and who are not associated with a school-related activity.

State law establishes the following passenger restrictions: For the first year of licensing or until the driver is 18, whichever is first, the number of passengers is limited to one person under age 20, unless the additional passenger(s) is a sibling, step-sibling, child, or step-child of the driver. After this period, the number of passengers is limited to one in the front seat and the number of safety belts in the back seat. All occupants under age 19 must wear seatbelts.

The school provides intermittent supervision of the premises through the use of cameras and personnel; however, the school cannot be responsible for damage to vehicles or thefts from vehicles.

Certain parking spaces are reserved. Students who park in unauthorized spaces will be subject to school discipline and may have their cars towed at their expense.

Students who drive irresponsibly or who otherwise misuse parking privileges will be subject to disciplinary consequences. In addition, their driving privileges on campus may be restricted, suspended, or revoked.

Student drivers must be properly licensed and vehicles properly insured before parking anywhere on campus.

School Lockers
Each student is assigned one hall locker for all four years at CCHS. Students should keep their lockers locked, and they should not reveal their locker combinations to anyone. Students should not put their belongings in anyone else's locker. Lockers are the property of the District and locker inspections may be held from time to time. Students are responsible for all items in lockers assigned to them. Lockers are assigned through the attendance office. Students who have locker problems should contact the attendance office. All lockers will be inspected and cleaned out at the end of each school year. The lockers are expected to be clean and empty on the last day of school. All abandoned items will be donated or discarded.

Personal Property Protection
Though CCHS strives to create the most secure environment possible for its students, thefts occur each year. Most often, these offenses occur because students have left their possessions unguarded and/or unsecured. It is NOT sufficient protection to place valuables inside book bags, under other items, or in secluded areas. Students are strongly encouraged never to bring valuable property or large amounts of cash to school. Students always should monitor or lock up their valuables in hallway lockers or physical education lockers. Locks are provided for both.

Lost and Found
Lost and Found items may be turned in at or retrieved from the office of the School Resource Officer (B101). Students who have misplaced items should check periodically with the School Resource Officer to see if the items have been located. Each year a surprising number and variety of personal belongings remains unclaimed. Unclaimed items are periodically donated or discarded.

Student Supervision and Building Security

CCHS opens at 7:15 am. Beginning at 7:15 am, all students are required to enter the building through the entrances at Giant City Rd. or Auditorium (A Hallway) until the second bell rings at 8:25 am. After 8:25 am students may enter through entrances at Walnut St. and Giant City Rd. All other entry doors are prohibited by students and visitors. Visitors may enter the gymnasium entrance by appointment only.

The School day ends at 3:00 pm, and the exterior doors will be locked at 3:15 pm. Students involved in after-school activities may remain in the building under the direct supervision of a CCHS faculty or staff member. Students who are in the building after school hours, who are not directly supervised by a faculty or staff member, may be subject to disciplinary action.

Students involved in after-school activities may remain in the building only if they are under the direct supervision of a teacher, an activity sponsor or a coach. Students who are in the building after school hours, who are not directly supervised by a staff or faculty member, may be subject to disciplinary action.

Cameras

To assist in maintaining security and to deter inappropriate conduct, the Board of Education authorizes the installation and use of electronic video surveillance cameras on school buses and in public areas of school property, such as the parking lots, driveways, entrances, hallways, stairwells, gymnasium, cafeteria, and other interior and exterior locations of school buildings. No expectation of privacy exists in the areas of surveillance.

The passive use of electronic surveillance is primarily for the purpose of assisting in maintaining a safe and orderly educational environment for students and staff and the protection of school property. It should never be assumed that cameras will ensure the safety of any person or any property, or that all activities will be recorded. All persons present on school district property are subject to video surveillance, and appropriate disciplinary and/or legal action may be taken for misconduct which is recorded by or observed from any camera system. Should the content of a surveillance recording become the subject of a disciplinary hearing or other enforcement proceeding, it will be treated like other evidence in the proceeding.

The electronic recordings generally are not public records or school student records unless maintained or preserved by the District, in which case they shall be subject to all applicable policies, laws, regulations and other requirements regarding records, privacy, confidentiality, disclosure and destruction, including without limitation the Illinois School Student Records Act, the Family Educational Rights and Privacy Act and the Illinois Local Records Act. Only those people with a legitimate educational or administrative purpose may view the surveillance records. Individuals with a legitimate educational or administrative purpose include the Superintendent, Building Administrators, the School Resource Officer and/or other designees as assigned by the Superintendent.

The District reserves the right to provide copies of surveillance recordings to law enforcement agencies, in accordance with law and as deemed appropriate by the Superintendent.

Metal Detectors

For the safety and supervision of the campus, metal detectors are located at all main entries into CCHS.

All students are required to pass through metal detectors upon their arrival to school. If a student leaves campus or exits the building during the school day and returns, they are required to re-enter through the entrances at Walnut St. or Giant City Rd. and pass through a

metal detector. A refusal to pass through a metal detector could result in disciplinary action.

Dense metal objects will be detected. Students and visitors are encouraged to remove items such as umbrellas, laptop computers, metal water bottles, and eyeglass cases prior to passing through the metal detector to ensure an efficient flow into the building.

Students and/or visitors will be subjected to a search by administration if there is reasonable ground to conduct a search of one's belongings. The administration may request assistance from law enforcement officials to conduct searches.

Metal detectors are mobile and can be operated at other locations on campus. Metal detectors may be utilized during extracurricular activities and sporting events.

Visitors
Visitors are required to enter through the entrance at Walnut Street. Upon entrance to the building, visitors must present a valid state issued license or ID to be entered into the CCHS visitor management system (Raptor). Visitors will then be issued a visitor identification sticker to be worn in a visible manner while on campus. Visitors will communicate with CCHS staff at the Walnut St. Office their intentions for being on campus and will be directed accordingly.

Visitors are required to enter through the entrance at Walnut St. Upon entrance to the building, visitors must present a valid state issues license or IL to be entered into the CCHS visitor Management system (Raptor). Visitors will then be issued a visitor identification sticker to be worn in a visible manner while on campus. Visitors will communicate with CCHS Staff at the Walnut St. Office as their intentions for being on campus and will be directed accordingly.

Trespassing on School Property
Access to campus generally will be denied to persons who have no school-related business to conduct.

- All visitors must sign in and wear visitor identification stickers. Persons who do not follow these procedures will be considered trespassers.
- Students who have been suspended or expelled are not permitted to return to the
  CCHS campus or participate in CCHS activities during the term of the suspensions/expulsions. If they do return, they may be charged with trespassing.
- Persons who have withdrawn from CCHS, during the current or previous school years, may not return to campus without following regular visitor procedures. This includes students who are currently enrolled at the Rebound campus.
- Persons who remain on campus after having been ordered to leave or who return
  to campus after having been banned, either verbally or in writing, may be arrested for trespassing.
- Students may not congregate on the parking lot to socialize when school is not open. Trespassing rules will apply to all students who are present on school parking lots and who are not associated with a school-related activity.
- Visitors who enter campus for illegal purposes may be arrested.

Crisis Drills
CCHS conducts multiple emergency drills every school year, including evacuation, storm shelter, earthquake, bus evacuation, and lockdown procedures. CCHS annually reviews all crisis plans with area emergency services providers.

Searches
For the safety and supervision of students, to maintain discipline and order in schools, and to provide for the health, safety, and welfare of students and staff, school authorities are authorized to conduct searches of students and their personal effects, as well as district property.

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, school grounds and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, school grounds, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. Searches may include vehicles parked on District property.

School authorities may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the district's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

When feasible, the search should be conducted as follows:

- outside the view of others, including students;
- in the presence of a school administrator or adult witness;
- by a certificated employee or administrator of the same sex as the student.

If a search produces evidence that the student has violated or is violating the law and/or the district's policies or rules, such evidence will be seized and impounded by school authorities, and disciplinary action will be taken in accordance with the District's CCHS Handbook. Evidence of any criminal conduct will be turned over to law enforcement personnel to determine if criminal charges are warranted.

School and Reciprocal Reporting System
In order to provide ongoing services and assistance to distressed families and children in crisis, school and law enforcement officials share information and support resources. The goal of Carbondale Community High School is to create a mutually supportive partnership which will jointly expand each group's abilities to meet the needs of students, families, and the larger Carbondale community.

As needed, the principal (or a designee) may share with law enforcement personnel information regarding criminal or gang activities and safety issues which involve or affect students.

Policy on Sexual Harassment
It shall be the policy of this school to provide its students an environment free from sexual harassment. This includes unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct or communications which constitute sexual harassment

as defined and prohibited by state and federal law. This school district will not tolerate incidents of sexual harassment on campus or at district-sponsored activities or events. For the purpose of this policy, the term sexual harassment is defined as verbal or physical conduct of a sexual nature. Prohibited behaviors include, but are not limited to: unwanted touching, pulling at clothes, verbal comments, sexual teasing and/or name calling, spreading sexual rumors, gestures, jokes, pictures, photos or videos (including cell phones), compromising postings on internet pages, overly personal conversations, cornering or blocking a student's movement, etc. When video footage is used as information in a student sexual harassment investigation, the District will maintain the video until the investigation is concluded.

Criminal Code and Juvenile Court Act, Safe School Zones
All applicable state, county, and local laws are in effect at all times on campus and at school- sponsored activities.

Specific procedures for dealing with students younger than 18 years of age are addressed in the Illinois Juvenile Court Act.

Safe School Zone legislation enhances penalties for drug and weapons related incidents committed on school property or within 1000 feet of school property.

Convicted Child Sex Offender and Notification Laws
Information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This information is available on the Internet at www.isp.state.il.us/sor.

Curfew
CCHS curfew rules conform to those established by the City of Carbondale and the State of Illinois. Curfew is set at 12:01 a.m. on Saturday and Sunday (Friday & Saturday nights) and 11:01 p.m. on Monday through Friday evenings for youths 16 years of age or younger. Illinois law states that drivers under the age of 18 may not drive after 11 p.m. on Friday and Saturday nights, and after 10 p.m. Sunday through Thursday nights.

SECTION V- EXTRA-CURRICULAR ACTIVITIES

Clubs, Organizations, and Activities
CCHS has a broad offering of clubs, organizations, and activities. Obviously, we try to cover the needs and desires of our student body with such groups. A student who would like to form a new club can do so by obtaining 15 student signatures, along with a faculty/staff or school board approved sponsor.

Extra-Curricular Activities
It is expected that all members of all extra-curricular activities be good citizens about school and in community. While the opportunity for participation in extra-curricular activities is a vital part of the students' educational experiences, such participation is a privilege that carries with it responsibilities to the school, to the activity, to the community, and to the students themselves. Any violation of the rules in this handbook or in the CCHS Athletic/Student Activities Handbook by any student, who is a participant in any IHSA sponsored extra-curricular activity, shall be subject to the logical consequences up to and including the denial of these privileges as noted in either handbook.

Academic requirements for Participation in Co-Curricular Activities
In order for a student to be eligible to participate in any school-sponsored or school supported athletic or co-curricular activity, he/she shall be passing at least twenty-five (25) credit hours of high school work per week. Twenty-five (25) credit hours is the equivalent of five "full credit" classes. Unless they are entering high school for the first time, students

shall have also passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester. All un-graded, school-sponsored or school supported co-curricular activities are subject to these requirements. In addition, students who are engaged in IHSA competition are also subject to these same requirements. These programs are listed below: Clubs, organizations and activities that compete in IHSA competition must fulfill the guidelines outlined in the IHSA student extra-curricular handbooks and sign the Terrier Creed.

TERRIER CREED

- I desire to become a member of the Carbondale Community High School Extra-Curricular/Athletic Program(s).
- I am sincerely interested in contributing my best to the success of the program.
- I am privileged to be a part of the successful organization that will offer me an opportunity to become a better competitor; that will instill traits that will make me a better citizen.
- I hereby agree to conduct myself according to the regulations as outlined in the Student- Athlete Handbook.
- I understand that, if I do not live up to the agreement as outlined in the "Handbook", I am willing to be removed from the program according to the procedures included.

ACCEPTANCE OF CONDITIONS OF EXTRA-CURRICULAR/ATHLETICS POLICIES
I herein agree to conduct myself according to the policies which I have read and understand. I realize that, in case I do not live up to the policies, I am willing to be removed from the program.

Athletics

Baseball
Basketball (Girls and Boys)
Bass Fishing (Girls and Boys)
Bowling (Girls and Boys)
Cheerleading (Girls and Boys)
Competitive Cheer (Girls and Boys)
Cross Country (Girls and Boys)
Dance (Girls and Boys)
Flag Football (pilot)- (Girls)
Golf (Girls and Boys)
Gymnastics (Girls and Boys)
Soccer (Girls and Boys)
Softball
Swimming (IHSA Sectional & State competition only)
Tennis (Girls and Boys
Track & Field (Girls and Boys)
Wrestling (Girls and Boys)

Clubs and Organizations

African-American History Club
Art Club
Career Club
Chess Club
Class Officers (9,10,11,12)
Color Guard
Creative Writing Club
Dance Team
DIAL (Yearbook)
Educators Rising
Environmental Club
E-Sport
FBLA (Future Business Leaders of America)
Maker Club
Math Club
Model United Nations
Minority Student Advisory Council
National Honor Society
Photography Club
Robotics Club
Scholar Bowl
Science Club
School Plays &/or Musicals
Scrapbooking Club
Spanish Club
Speech Team

FCA (Fellowship of Christian Athletes)
FCCLA (Future Career & Community)
FFA
Fitness Club
Leaders of America
French Club
Freshman Mentors
German Club
GIO (Global Initiative Organization)
GSA (Gender Straight Alliance)
Imagination in Motion (Literary magazine)
Interact
International Club
Intramurals
Japanese Club
JR MANNRS
Key Club
Lifesavers
Skills USA
Stress & Relaxation Club
Student Council
Table Tennis Club
Table Top Gaming Club
Terrier Historical Society(History Club)
Terriers LIVE! (Improv Troupe)
Terrier Times (Digital newspaper)
Theatre/Thespians
Tutoring Club
Woman in Leadership
WYSE (Worldwide Youth in Science & Engineering)
Young Democrats
Young Republicans

Dances
Informal dances are held throughout the school year and typically end by 11:00 p.m., allowing parents to plan for pick-up or expect students home around that time. Students are expected to leave the building promptly after the event concludes.

Formal dances include **Homecoming** in the fall and the **Junior-Senior Prom** in the spring. Attendance at school dances is generally limited to CCHS students. However, non-CCHS guests may attend **Homecoming** and **Prom** with prior approval. **Prom** is open only to juniors, seniors, and their approved guests.

Students selected for Homecoming, Prom, or any other school-sponsored dance court must be in **good standing** with the school.

Homecoming Court
Twelve seniors (six male and six female, based on gender identity as listed in the school's student information system) will be nominated as candidates for Homecoming King and Queen. Students may also petition for candidacy in accordance with their gender identity on record. The entire student body will vote to select the King and Queen from these nominees.

Each underclass class (Freshman, Sophomore, Junior) will also select Homecoming attendants. The top male and top female students receiving the most votes from each class will serve as attendants. Students may serve as a Homecoming attendant only once prior to senior year. Once selected, they are not eligible again until their name is automatically returned to the ballot as a senior.

Prom Court
Juniors may petition to be considered for Prom Court by collecting 20 signatures from classmates. Students may run for Prom King or Queen based on the gender identity listed in the student information system.

If more than six candidates qualify for either King or Queen, a run-off election will be held within the junior class to determine the top six finalists. Final voting for Prom King and Queen will be conducted by both the **junior and senior classes**.

Intramural Activities
CCHS periodically sponsors informal athletic events and other activities. These are intended to provide an opportunity for students to participate in safe, supervised, casual competitions. Intramural activities allow students to learn the dynamics of teamwork, leadership, and cooperation in a non-threatening, health-conscious setting. All regular school rules are in effect during these events.

Fundraising
Any CCHS group wishing to do a fundraiser must fill out the appropriate forms and submit them at least two weeks in advance of the projected start date to the Student Activities Director. Forms may be obtained from the Principal's Office or the Student Activities Director. All fundraising projects must have the approval of the Student Activities Director and the Principal**.**

NATIONAL HONOR SOCIETY
The National Honor Society chapter of Carbondale Community High School is a duly chartered and affiliated chapter of the national organization. Membership is open to Junior and Senior students who meet the standards established by the national office of NHS. The four standards of evaluation are: scholarship, leadership, service, and character. Students are selected by a Faculty Council appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each January.

Scholarship
Students must have and maintain a cumulative GPA of 3.0. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides information on the student's leadership and service.

Service
Student service includes but is not limited to service to the school and community participation in committees or school organizations and a display of courtesy to visitors, teachers and fellow students.

Leadership
Leadership may be demonstrated in the classroom, organizational work and/or community activities. School offices and positions of responsibilities with demonstrated positive qualities and attitudes are part of the criteria.

Character
Character includes cooperation with school regulations, demonstrating concern for others, accepting prompt responsibility to CCHS and displaying the attributes of honesty and reliability.

The Faculty Council utilizes school discipline records, Student Activity Forms, and a Faculty Evaluation Form which provides a professional reflection on a candidate's service, character and leadership. A majority vote of the Faculty Council determines the selection. Candidates are notified regarding selection or non-selection in December.

Once inducted, students are required to maintain the same level of performance (or better) in all four criteria that led to their selection. Members in good standing are eligible to be nominated by their chapters to compete in the National Honor Society Scholarship Program.

Student Elected Positions

Any student who holds an elected position and who transfers from CCHS forfeits the right to that elected office, honor, or title. The position, and its attendance rights, duties, and responsibilities will be assumed by the next person in line or the runner up. Students may only be an elected officer in 2 clubs or organizations at CCHS.

Restrictions Regarding Entry to CCHS Sponsored Events

1. **No Reentry:** Students who leave the premises will not be allowed to reenter school events.
2. **Identification:** Official student identification cards are required for entry to school dances and certain other events. Students without identification cards may be refused admittance. To be eligible for student ticket prices, students must present their official school identification cards at the time tickets are purchased.
3. **Admission Time Limited:** Students will be allowed entry to school dances only until exactly one hour after the event begins.
4. **Alcohol/Drug Use:** Any person who is suspected of alcohol/drug use will be assessed by an administrator. Parents/Guardians will be notified if the student is determined to be under the influence of drugs/alcohol, and the police may be notified. The student will be detained and supervised by a school representative until the parent/guardian arrives. Students who use any substance prohibited by the adopted policies of School District #165 will assume the consequences as stated in these policies.
5. **Unacceptable Behavior:** Instances of unacceptable behavior (lewdness, harassment, confrontation, etc.) will be reviewed by an administrator. The administrator will determine whether students conducting themselves inappropriately may remain at the event or be ejected.

SECTION VI – ATHLETICS

Athletics

CCHS offers a wide range of interscholastic sports for boys and girls. All students from freshmen through seniors may try out for all sports. Some sports include several teams. Teams are divided into the following levels:

▪ Baseball	Boys - junior varsity and varsity
▪ Basketball	Boys - freshman, junior varsity and varsity
▪ Basketball	Girls - freshman, junior varsity and varsity
▪ Bass Fishing	Boys and Girls – all grades
▪ Bowling	Boys – junior varsity and varsity
▪ Bowling	Girls – junior varsity and varsity
▪ Cheerleading	Boys and Girls – all grades
Competitive Cheer	Girls and Boys
▪ Cross Country	Boys and Girls - all grades
▪ Dance	Boys and Girls – all grades
▪ Football	Boys - freshman, junior varsity, and varsity
▪ Golf	Boys and Girls - all grades
▪ Gymnastics	Boys and Girls- varsity
▪ Soccer	Boys and Girls - junior varsity and varsity
▪ Softball	Girls - junior varsity and varsity
▪ Swimming	Boys and Girls- All grades
▪ Tennis	Boys and Girls - all grades
▪ Track	Boys and Girls - all grades

- Volleyball — Girls - freshman, junior varsity and varsity
- Wrestling — Boys - junior varsity and varsity
Girls - Varsity

Grievance Procedure (Title IX) Student, Parent, Faculty and Staff
Carbondale Community High School District 165 of Jackson and Williamson Counties in Illinois is required by Title IX of the educational Amendments, and the rules and regulations issued there under, not to discriminate on the basis of sex in education programs and activities and in employment therein. In order to comply fully with the mandates of this law, Timothy Gould has been appointed by the Board of Education to serve as coordinators of the Title IX Guidelines. Their office is located at Carbondale Community High School, 1301 East Walnut Street, and the telephone number is 457-3371, ext. 212. Any student or employee, or any individual or group acting in behalf of a student or employee, may file any grievance related to sex discrimination with the grievance coordinator for Title IX or the appropriate building principal.

General Grievance Procedure
Any grievance not covered in other sections of the handbook should be communicated to school authorities in the following manner:

1) The student or the parents should discuss the matter with the person(s) directly responsible for the grievance.
2) If this does not resolve the issue, the matter should be directed to the building or school principal and then to the district's superintendent. If the grievance is against the principal, the district superintendent should be contacted after talking with the principal.
3) If the matter is still not solved, the student or parents may request the permission of the school board president to speak on the matter at the next meeting of the local board of education providing the grievance is reduced to writing.
4) The preceding procedural actions must be taken before going through the judicial system.

IHSA Eligibility Rules
When you represent your high school in interscholastic athletic competition, you will find that your school will have local rules and regulations that you must follow in order that your interscholastic participation and competition can be a profitable educational experience. The IHSA also has rules and regulations incorporated into the association's constitution and by-law to which students, as well as school personnel and fans, must adhere.

The principal of your school is responsible to certify the eligibility of all students representing the school in interscholastic athletics. **Any questions concerning your athletic eligibility must be answered by your principal who has available a complete copy of all IHSA eligibility rules,** which includes the association's due process procedure.

Information contained in IV highlights important features of the IHSA by-laws regarding your athletic eligibility. It is designed to make you aware of major requirements you meet to be eligible to represent your school in interscholastic athletics. **You will lose eligibility to represent your school in interscholastic athletics if you violate IHSA by-laws.** It is extremely important that you review the IHSA by-laws with your parents and coaches to understand thoroughly the IHSA by- laws and how they relate to you. The Athletic Director will respond to questions regarding IHSA eligibility. See Appendix IV in the back of this handbook.

Concussion, CPR and AED Video

Parents and staff are encouraged to view the IHSA video on concussions, hands-only CPR and automated external defibrillators available on the IHSA website and also the Athletics link on TerrierNet.

NCAA Athletic Guidelines
New high school graduates entering an NCAA (National Collegiate Athletic Association) Division I and II College must meet certain specified requirements to be eligible for financial aid or to practice and to compete on any intercollegiate (athletic) team during the first year of attendance.
The requirements which apply to Division I and II colleges include both a minimum test score requirement on the ACT or SAT and a minimum grade point average in 16 college preparatory core courses (See Appendix IV).

At Division II or III level colleges, a 2.0 G.P.A. or better is required for participation.
STUDENTS SHOULD BE AWARE OF THESE REQUIREMENTS. CONTACT YOUR COUNSELOR FOR ADDITIONAL INFORMATION.

Return to Learn/Return to Play
All parent(s)/guardian(s) of Athletes must read, review, and sign forms verifying that they have gone over the information on concussions and agree to follow the procedures and guidelines that we have set for their student-athlete.

SECTION VII-STUDENT HEALTH ISSUES AND POLICY

In addition to the State of Illinois' law in regards to health examinations and immunization requirements, the school district recognizes that the overall physical and mental status of a student impacts on their academic success. In response, the school district supports a school health program for students, faculty and staff which address the following:

Student Insurance
The District will provide school time blanket accident insurance coverage for all students enrolled in the school. This coverage includes all school-related activities and interscholastic sports, including football.

This policy should be considered **excess coverage** over any other insurance a student may have. Comprehensive policies held by parents/guardians are still primary, with the District provided coverage being secondary. Subject to limitations, the coverage will pay up to a maximum of $25,000.00 per accident. Questions regarding coverage and limits should be addressed to the financial officer of the school.

Students Must Report Injury
When a student is injured at any time on school property, the student must report the injury to the school nurse or to the principal's office so that it can be indicated on the student's record and be available for student insurance and for safety study purposes.

Heath/Dental Examinations, Immunizations and Vision/Hearing Screening

Student Health Examinations and Immunizations:
Before a student can be admitted to school, the parent/guardian must present documentation that the student has received all required doses of vaccines or that the student has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

In addition to the immunization requirements, all students must have a health examination upon initial entrance into CCHS, such as students entering the ninth grade or transfer student entering subsequent grade levels. Irrespective of grade, each student shall present

proof of having been examined in accordance with State statute and regulations required by the Illinois Department of Public Health. The health examination shall include a diabetes, social, emotional and developmental screenings and shall be reported on the official forms developed by the Illinois Department of Public Health and State Board of Education. This examination meets requirements for sports physicals. However, sports physical examinations DO NOT meet the requirements of the initial health examination for initial entrance into CCHS.

Students who do not meet the immunization, health examination requirements on the school registration date or complete any unfinished immunizations by October 15th of each school year shall be suspended from school by the Superintendent in accordance with State Law and District administrative procedures. Transfer students shall have 30 calendar days following registration to comply with the health examination and immunization requirements.

Exemptions to the immunization and/or health examination requirements shall be granted only for medical, religious, or other reasons specified in Illinois Department of Public Health regulations.

Student Dental Examinations

All students entering the ninth(9th) grade are to submit a Proof of School Dental Examination Form as required by the Illinois Department of Public Health. Failure to submit a completed dental examination form by May 15th of each school year may result in the student's report card being held, unless evidence is submitted that a dental exam will be completed within 60 days of that date. The Illinois Department of Public Health will establish a waiver for children who show an undue burden due to lack of access to a dentist.

Vision and Audiometric Screening

During the school year, vision and audiometric screenings, as mandated by the state, will be completed for all students receiving special services, unless a report from an approved professional within the previous 12 months is on file. This requirement is mandated and is not an option. The school's vision screenings are not a substitute for a complete eye and vision evaluation by an eye doctor.

Illness, Injury and Disease

Students (or their parent/guardian), faculty or staff can call the School Nurse or visit the School Nurse's office to obtain help. If the student wants to see the school nurse during classroom time, the teacher should contact the nurse before issuing a hall pass to the student. Students will not be seen without a hall pass.

The school nurse is available to assess students, faculty and staff who are acutely ill, recently injured, or experiencing difficulty with a chronic condition. The nurse will determine whether or not a problem exists, provide nursing care if needed, and in some cases, recommend referral for evaluation and treatment by a medical provider. In the event that a referral is recommended, the nurse will contact the parent/guardian to inform them of the situation. If the nurse believes that there is an emergency or crisis, the nurse will follow emergency procedures

Communicable Diseases

Communicable diseases are a leading cause of childhood morbidity and school absences. Students and staff with communicable diseases, which can be transmitted directly or indirectly from one individual to another, require special consideration in the school setting. In the school environment, the risk of exposure can be unpredictable, thus control measures that are simple and uniform across all situations have the greatest likelihood of compliance

and success. The school district promotes the prevention, early identification, proper management and staff development to reduce the incidence of communicable diseases within the school.

General Health Information: The School Nurse provides resources for students, faculty and staff in maintaining and improving their health status. The School Nurse may provide advice on the exclusion and readmission of students in connection with infectious and contagious diseases; resources to school staff on health matters, particularly regarding teacher observation for student health problems, communicable diseases and special health needs of students; services as a health education consultant, teaching or coordinating health instruction; or suggestions on modification of school health policies to promote optimum health status and lifestyles for students, faculty and staff.

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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

A student may possess diabetes care supplies, an epinephrine auto-injector (EpiPen®), and/or medication prescribed for asthma for immediate use at the student's discretion, provided a School Medication Authorization Form and an Emergency Action Plan have been completed and signed by the student's parent/guardian AND licensed healthcare provider. The School District shall incur no liability, except for willful and wanton misconduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton misconduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication**.**

Prescription Medications

Medication that is brought to the office will be properly secured. Medication may be brought to school directly by the parent/guardian or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. One (1) week supply of medication is recommended. Medication **MAY NOT** be sent to school in the student's lunch box, pocket, or other means on or about his/her person. Exceptions include medications for diabetes care, asthma, and allergies as outlined above, and other prescriptions as approved by the principal on a case-by-case basis. Any unused medication unclaimed by the parent/guardian will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

Parent/guardian may authorize the student to self-administer an over-the-counter medication. Medications must be retained in the original labeled container.

Emergency Medical Authorization

The District will distribute annually to parents or guardians of all students the Emergency Medical Authorization Form. In the event emergency medical treatment for a student is necessary, the District will adhere to the instructions on the authorization form.

The Emergency Medical Authorization Form will be kept in a separate, easily accessible file in each school building during the school year.

Any time a student or a group of students is taken out of the District to participate in a school event, the staff in charge of the event must take the Emergency Medical Forms for those students. This includes, and is not limited to, students involved in music trips, athletic trips, field trips, and academic contests.

Exemptions from Physical Education Classes

The school district recognizes that a student may be affected by an injury or illness which limits their participation in physical education classes. In order for the physical education teacher to limit or restrict participation in classes, the appropriate school official must be contacted. Guidelines are as follows:

a) Students with a long-term medical condition affecting their ability to participate in physical education classes: The school counselor should be informed at registration time so that appropriate class alterations can be completed and so that the student's permanent school record may be adjusted.

b) Students with a temporary medical problem: The student must consult with the school nurse to ensure appropriate documentation is received. The student is then referred to the school counselor for school record documentation. Students, who are unable to participate in physical education for more than 2-3 days, must provide a written note from a medical provider.

c) Student with a short-term medical excuse: The student must see the school nurse for guidance on restriction from physical activity. The school nurse will complete a recommendation for the teacher, providing guidelines for allowed physical activities. If the student is unable to participate in any physical activities, the teacher will assign alternate study projects. Students, who are unable to participate in physical education for more than 2-3 days, must provide a written note from a medical provider.

Terrier Care

On-site Medical and Mental Health Services- available at Terrier Care

Located at Carbondale Community High School with an entrance near the football field, Terrier Care is a school based health clinic that is available for on-site medical and social services for students, faculty, staff, and their immediate family members from 8 a.m. to 4:30 p.m. each school day. Terrier Care is a partnership between Carbondale Community High School District 165 and Carbondale Elementary School District 95; and local community health organizations including Shawnee Health Service, Jackson County Health Department, Centerstone, and Southern Illinois Healthcare Community Benefits Department. For info or appointments call 457-3371 ext. 300.

Terrier Care medical services can provide the same treatment offered in any general family practice office including care for chronic and acute illness, minor injuries, school and sports physicals, health education, and disease prevention. The parent/legal guardian must enroll students with the clinic prior to services being rendered. Medical services

are provided by a mid- level practitioner under the supervision of a board certified family practice physician. Mid-level practitioners are licensed to provide medical diagnosis and treatment of general health conditions. Information about patient treatment at Terrier Care will be forwarded to the patient's primary physician if requested. Terrier Care accepts Medicaid, Medicare, most medical insurance plans, and direct payment. Patients who are under-insured or without insurance are invited to apply for the financial assistance program, a program based upon family size and income that may discount the out-of-pocket costs including co-pay expenses for eligible patients.

Terrier Care Mental Health Services are available by appointment and referral. Confidential counseling is provided by professional counselors.

Terrier Care can refer patients, seeking **Dental Services** are referred to the Shawnee Dental Clinic (tel. 519-9901) located in Carbondale.

Requests for Assignments due to Illness
If a student is going to be absent due to illness for more than two (2) days, the parent/guardian may call the attendance office to request assignments at least one full day in advance. (It takes a full day to relay the request to teachers, have them fill out the assignments, and return them for pick-up in the attendance office.) It is highly recommended that a student and/or parent reference the student portal through Terrier-net for missing work.

SECTION VIII – STUDENT SERVICES AND PROGRAMS

Parent's Guide to Response to Intervention & Identification of Students with Disabilities The use of the CCHS / RtI (Response to Intervention) plan is a part of the school's process for determining whether a student is eligible and needs special education services. ***The CCHS / RtI plan is the practice of providing high quality instruction/intervention matched to student needs using learning rate over time and level of performance.*** Students MAY qualify for special education services when it has been demonstrated that either the intensity or type of intervention required to improve student performance either exceeds the resources in general education or are not available in general education settings.

At any time during the RtI process, a student can be referred for an evaluation by the Teacher Assessment Team (TAT) which is through the Counseling Department. Referrals to the TAT may be made by faculty members, parents, or the student. An initial screening of RtI student data is completed at the TAT meeting. The TAT team then makes recommendations for more intensive (Tier 2 or Tier 3) interventions which could include changes in instruction for a student in the area of learning and/or include behavioral interventions in order to try to improve student performance and achieve adequate progress. If it is shown that further interventions needed to achieve adequate progress are ***so intensive*** that they exceed the resources and/or are not available in general education classes, then an Individual Needs Assessment meeting will be held. The purpose of this meeting will be to determine if an "evaluation" is warranted and, if so, to determine what assessments will be conducted. The "evaluation" may include a psychological assessment, academic assessment, social development and health history, etc. Other pertinent information shared by parents will also be documented and a part of the evaluation process in order to make an appropriate determination of needed assessments. Upon completion of the assessments, an initial eligibility meeting will be convened to discuss the Documentation of Intervention / Evaluation Results and to determine special education eligibility and services.

Notice of the District's Behavioral Intervention Policy and Procedures for Students with Individualized Education Plans (IEP)

The District's Behavioral Intervention Policy and Procedures shall be furnished to the parent(s)/guardian(s) of students with individualized education plans (or to the student if the student is 18 years of age or older) at the time an individualized education plan is first implemented for the student. Thereafter, copies are available in the Student Services office. Notice requirement may be achieved by providing the student and/or parent with a CCHS Student Handbook.

Rights of Students with Disabilities
Educational services for eligible students with disabilities are mandated by state/federal legislation. Each eligible student is entitled to a free appropriate education in the least restrictive environment. Upon determination of eligibility; an Individualized Education Program (IEP) will be developed. The IEP will determine placement and services required to facilitate educational success. "Parental Rights" for students with disabilities are provided one time each school year to each student referred and/or receiving special services. Any questions related to a student with a disability and their rights to a Fair and
Appropriate Public Education (FAPE) may be addressed to Mr. Daniel Booth, Superintendent, Carbondale Community High School, 330 South Giant City Road, Carbondale, Illinois, 62902. His telephone number is 457-4722.

SECTION IX - GENERAL INFORMATION

Announcements
Daily announcements will be made over the intercom and on the school website. They advise students and parents of a variety of matters of interest and importance to them, and students are expected to be aware of what they have been told in the announcements. Students are urged to pay attention to the daily announcements in order to be informed of club meetings, school functions, and deadlines for important matters such as college entrance examinations, scholarships, and meetings with college representatives. The Illinois Commission has noted that more scholarships have been lost though forfeiture due to the neglect of deadlines than through the inability to meet requirements. Weekly written announcements are available on the TerrierNet website under the heading: Announcements.

Administrative Policy for Dissemination of Written Materials
Students have the right to prepare materials for distribution to other students concerning the school. The usual channel for appropriate communication from student to student is, of course, sponsored school publications. However, should any student or group of students decide that they would like to communicate with the balance of the student body in another legitimate form, they may do so under the following guide lines:

1. **Daily Bulletin**: The club activities section of the Daily Bulletin shall be restricted to school sponsored groups. Other meetings and events of interest to the student body may be posted on designated bulletin boards in the school.
2. **Yearbook**: The club activities section of the school yearbook shall include only pictures and information concerning school sponsored clubs and organizations.
3. **School Facilities**: Facilities shall be made available according to the Illinois School Code, Section 10.22-10, and guidelines established by the Board policy.
4. **School Account**: School accounts, identified as Student Activity Fund accounts, are limited to school sponsored clubs and organizations.
5. **Student Distribution of Non-School Sponsored Literature**: Students may place literature at designated distribution places in the Media Center, in the principal's office, and in the cafeteria. Other distribution of literature by students may occur at entrances and exists to the school and in the halls prior to the first bell in the morning and after the last bell of the day. Any material prepared for distribution must first be approved by the principal's office in order that he/she is informed of matters concerning the student body.

6. **Terrier Times, Channel 19, or TerrierNet website**: Student notices or information for distribution through these media outlets must be approved by the principal's office or by the faculty sponsors for the newspaper, website, or Channel 19.

Students failing to comply with the preceding regulations will be subject to disciplinary action in accordance with the policies established by the Board of Education.

Bus Service

Students who live more than a mile and one-half from school may ride the school bus to and from school. Robinson Bus Company handles arrangements for student transportation for CCHS District 165.

Questions regarding bus routes, bus eligibility, pickup points, time of bus runs for various locations, etc., may be answered by phoning Robinson at 618-490-2091. A representative of the bus service is available on registration and schedule pickup days to inform students of their assigned bus assignments and must be presented to bus drivers upon request. Students are subject to all school rules going to and from school. Students are expected to conduct themselves in an orderly manner on the bus. Students who are guilty of misbehavior on the school bus may lose their right to ride.

Bus drivers will report all incidents of misbehavior. Students who participate in extracurricular activities after school must provide their own transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Students are prohibited from tampering with electronic recording devices.

Instructions to School Bus Riders

All school bus riders and their parents should become thoroughly familiar with the following regulations governing school bus riders. School bus riders, while in transit, are under the jurisdiction of the school bus driver.

1. Be on time at the designated school bus stop.
2. Stay off the road at all times while waiting for the bus. Do not move toward the bus until the bus has been brought to a complete stop.
3. Do not leave your seat while the bus is in motion.
4. Be alert to emergency signals from the driver.
5. In the event of a road emergency, remain on the bus until instructions are given by the driver.
6. Keep hands and head inside the bus at all times, after entering the bus. Do not throw anything out of the bus windows.
7. Refrain from yelling, loud talking and loud laughter.
8. Be absolutely quiet when approaching a railroad crossing stop.
9. Never tamper with the bus or any bus equipment (this includes the writing of graffiti).
10. Animals are prohibited.
11. Keep books, package, coats, and all other objects out of the aisles.
12. Do not leave personal belongings or other articles on the bus.
13. Be respectful and courteous to fellow pupils and to the bus driver.
14. Do not ask the driver to stop at places other than the regular bus stops; the driver is not permitted to make unauthorized stops.
15. Observe safety precautions at discharge points. Where necessary to cross the highway, proceed to a point at least 10 feet in front of the bus on the right shoulder of the highway where the traffic may be observed in both directions. Then, wait for a signal from the bus driver permitting you to cross.

16. Students who do not follow school bus rules and regulations may be disciplined in accordance with school policy. Students suspended from the bus who do not have alternate transportation to school, shall have the opportunity to make up work for equivalent academic credit. It is the responsibility of a student's parent or guardian to notify school officials that a pupil suspended from the school bus does not have alternate transportation to school.

School Lunches

Food and Nutrition Guidelines

CCHS participates in the National School Lunch Program. In order to increase the acceptance and consumption of nutritious foods, we have the opportunity to use the government program "Offer versus Serve" option in our lunchroom. This provision is intended to reduce food waste by allowing children to choose three of the five meal components offered each day. Several different choices of entrée items are offered each day, including the menu item, Caesar salads, chicken wrap, peanut butter and jelly sack lunch, and a variety of fresh and cooked fruits and veggies. To promote milk consumption, we offer a variety of milk.

How to pay for Lunches

CCHS has a computerized point-of-sale system that makes paying for lunch more convenient. Each student has his/her own STUDENT MEAL ACCOUNT, complete with a student identification number, which is printed in bar-code form on each student ID card. The account may be accessed by entering the ID number on the numeric keypad or scanning the Student ID card. The cashier is required to verify the student's identity before ringing the sale and an automatic withdrawal occurs from the student's meal account. Verification is done by the student's picture appearing after the account is accessed. Money can be deposited into the account at any time, as often as needed. Your student's account operates as a *Debit System*, meaning money should be placed on your student's meal account prior to the days your child needs to purchase meals. Cash or checks are acceptable forms of payment; please make sure checks have the student's ID number on them. Student may also pay cash for their lunch or breakfast on a daily basis. Only the person to whom the account has been assigned may use the account

Negative Cafeteria Account Balances

Negative Balance notices will be mailed to the home of the student each month when $50.00 in charges is reached. Weekly reminders may be sent to parent email addresses for any student account with a negative balance. Any lunch balance will be required to be paid prior to purchase of tickets to school dances and other activities.

Positive Cafeteria Account Balances

Positive Balances will roll over to the next year. If a student moves from the district, any money remaining will be refunded. Please contact the office at 457-3371 ext. 280 for refund.

Breakfast and Lunch Prices

Student/Adult Milk	$ .40
Student Breakfast - Regular	$ 2.00
Student Breakfast – Reduced	$ .30
Student Lunch – Regular	$ 3.20
Student Lunch - Reduced	$ .40
Adult Breakfast	$ 2.50
Adult Lunch	$ 3.70

Free and Reduced Lunches
Information about the National School Lunch program will be provide to all students. Some students will be automatically approved for the free milk/meal program through Direct Certification, and a letter indicating this will be sent to them. Students who are not Direct Certified must fill out a National School Lunch Form and send it in to participate in the program. Forms will be accepted throughout the school year, but each student will be responsible for any money due before their form is reviewed. Lunch forms can be picked in in the Walnut St. Office or the Principal's Office, or you can apply online through Infinite Campus.

Media Center

The media center welcomes faculty and students for reading, study, and school related computer use. The media center is open 7:30 a.m. - 5:30 p.m., Monday through Thursday, and closes at 4:00 p.m. on Friday. Extended hours are not offered on half day or final exam days.
Computers are available during all open hours and students have access to EBSCO, a periodical database. Our library maintains an extensive collection of books and periodicals with a focus on supplementing the high school curriculum and promoting a passion for reading in all our students. Patrons may access materials from other libraries within the Illinois Heartland Library System via interlibrary loan. We also maintain an eBook and audio book collection hosted by ECloud and have Kindles available for check out.

Check-out and Fine Policy:

- Books are checked out for two weeks at a time and may be renewed. Due dates are printed on a check out receipt.
- Students may check out up to four books at a time.
- Check out privileges may be restricted if a pattern of negligent borrowing is verified.
- Fines are not charged for weekends, holidays, or days not in attendance. Any student who keeps a book past the due date will be subjected to the following fine schedule:
- Overdue fines are .10 cents per day.
- Students who have fines of over $5.00 will be restricted from checking out any items.
- Overdue interlibrary loan books are subject to loaning library's fine policy. Students are required to pay all accumulated fines before purchasing homecoming or prom tickets.

Lost or Damaged Items
Students are responsible for the cost of any lost or damaged library items. Students will be charged the replacement price and any fines which the student has accrued.

Media Center Rules

- Patrons are expected to maintain a quiet atmosphere.
- Students must present a pass to visit the media center during academic time.
- Students are required to read, study, or work when seated in the media center.
- Food is not permitted and must be put away before entering the media center. Students who cannot abide by the rules will be asked to leave. Repeated warnings will result in the loss of media center privileges.
- All books must be returned by the end of the school year or before exiting the school district.

Textbooks

Textbooks are rented. If, at the end of the year, the books show more than normal “wear and tear,” students will be asked to pay an additional amount to cover the expected life of the book. Students are responsible for textbooks left unattended or stolen from them. Textbooks are returned to the teacher of the course in which the textbook is used.

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APPENDIX I

COMMUNITY EDUCATIONAL AGENCIES AND RESOURCES

Adolescent Health Center	529-2621
AMACHI-Mentor for Children of Prisoners	457-6703
(ext.297)	549-4442
Archway	457-8877
Big Brothers/Big Sisters	549-5361
(ext.3)	529-4147
Center for Medical Arts	549-9077
Carbondale Junior Sports	
Eurma Hayes Center (Youth	351-9100
& Child Care	457-5794
Good Samaritan House	457-2984
House of Glass	457-6705
Illinois Department of Rehabilitation Service	457-2107
Illinois Department of Human Service	687-1705
Jackson County Extension Service	687-1727
Jackson County Health Department	684-3143
John A. Logan College	457-7676
Literacy Connection	549-8232
Morris Library, SIU-C	453-2522
Projects for Assistance in Transition from Homelessness (PATH)	457-6703
Rebound	549-8232
Regional Superintendent of Schools Centerstone: Crisis Line (ext. 0)	687-7290
Southern Illinois University	457-6703
Carbondale Clinical Center Counseling Center	453-2361
Tri-County Special Education District	453-5371
	684-2109

APPENDIX II: Physical Education Waivers

105 ILCS 5/2-3.97 of the School Code requires the State Board of Education to submit a physical education exemption report to the Illinois General Assembly and Governor on or before Jan. 30 of every odd-numbered year for the immediately preceding school year ending on June 30. This report is to include the general nature and manner of operation of the individual physical education exemptions granted by each local board of education for public school students as stated in 105 ILCS 5/27-6. These allowable exemptions include:

- Ongoing participation in an interscholastic athletic program (grades 10 - 12);
- enrollment in academic classes that are required for admission to an institution of higher learning, provided that failure to take such classes will result in the pupil being denied admission to the institution of his or her choice (grades 11 and 12);
- enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate (grades 11 and 12);
- enrollment in an ongoing marching band program for credit (grades 9-12);
- enrollment in a Reserve Officer's Training Corps (ROTC) Program sponsored by the school district (grades 9-12); and
- utilization of the time set aside for physical education for special education support and services if the student's parent or guardian agrees this is needed (grades 3-12).

APPENDIX III: Public Access

The Illinois Freedom of Information Act (FOIA) is designed to ensure that the public has access to *public records* and information about their government, including local school districts. The following information is intended to assist you in obtaining information about Carbondale Community High School District 165.

District website:

The District maintains a website at: www.cchs165.jacksn.k12.il.us. The website provides a wealth of information regarding the programs and services provided by Carbondale Community High School District 165.

District Organization

The Organizational Chart for the administration of the District may be found at *SchoolDocuments* on the District's website.

Offices of the District are located at:

Superintendent's Office:
Administrative Center
330 South Giant City Road Carbondale,
IL 62902

Principal's Office:
Carbondale Community High School
1301 East Walnut Street Carbondale, IL 62901

Rebound Office:
Rebound
205 North Oakland Avenue Carbondale, IL 62901

The District employs approximately 200 full and part-time employees. Custodial and Transportation services are provided through private contractors.

The District is governed by an elected seven-member Board of Education. The current members of the Board of Education may be found at *Administration/Board of Education* on the District's website.

Public Meetings, Agendas and Minutes

The annual schedule of regular meetings of the Board of Education for the current school year, the current agenda and notice for the upcoming Board of Education meeting, and copies of approved minutes may be found at *Administration/Board of Education* on the District's website.

Public Records

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA). Persons wishing to view or obtain copies of District records should submit a w*ritten* request directed to the District's Freedom of Information Officer(s): Mr. Daniel Booth, Superintendent or Mr. Ray Toliver, Jr, Finan-

cial Officer or Ms. Lucia Kelso, Administrative Assistant. All requests should be addressed to the FOIA Officer at: Administrative Center, 330 South Giant City Road, Carbondale, IL 62902.

Categories of Public Records

In addition to the above identified public records, the District maintains and will make available for inspection and copying, the following categories of records:

Board Governance: (1) District Board Policy Manual	*Fiscal and Business Management:* (1) Tax Levy (2) Audit (3) Annual Financial Report (4) Grant Documents (5) Bidding Specifications (6) Account Statements (7) Account Payable List	*Personnel:* (1) Salary Schedules (2) Seniority List (3) Professional Qualifications of Teacher	*Instruction:* (1) Master School Schedule (1) Text Book Listing

Persons wishing to view or obtain copies of non-electronic District records should submit a w*ritten* request directed to the District's FOIA Officer at: Administrative Center, 330 South Giant City Road, Carbondale, IL 62902.

Persons making a request for copies of public records must pay a copying fee. No copying fee is charged for the first 50 pages. The copying fee for each page after the first 50 pages shall be .15 per page.

APPENDIX IV: NCAA Eligibility

The following current courses at CCHS meet the definition of core course under the NCAA Bylaws. These courses have been submitted to NCAA for their use in determination of eligibility.

English English 1 English 2 English 2/H English 3 English 3/H English 4 English 4 Creative Writing English 4 Graphic Novels English 4 Journalism English 4 Shakespeare English 4/H Speech or Speech/Adv (1 course max)	Algebra II/H Algebra/Accel Calculus/AP/H Geometry Geometry/Accel Geometry/H Int Algebra/Geometry1 (.67 Max/Yr) Int Algebra/Geometry2 (.67 Max/Yr) Int Algebra/Geometry3 (.67 Max/Yr) Intro Statistics Precalculus H Trig/Analy Geometry	Biology 1/H Biology 2/Genetics Biology 2/Genetics/H Biology 2/H/AP Biology 2/Microbiology Biology 2/Microbiology H Biology/Accel Botany Chemistry Chemistry 2 Hon/AP Chemistry L/H Environmental Science/H/AP Forensics Physical/Earth Science Physics

Mathematics Algebra 1 Algebra 2 **Social Science** African-American History Am Government Am History American History Hon/AP Current Events Government Government Hon/AP Civics Psychology Social Studies Sociology World History World History Hon/AP World Geography Human Geography	**Natural or Physical Science** Anatomy & Physiology Biology 1 **Additional Courses** French 1 French 2 French 3 French 3/H French 4 French 4/H German 1 German 2 German 3 German 3/H German 4 German 4/H Spanish 1 Spanish 2 Spanish 3 Spanish 3/H Spanish 4 Spanish 4/H	Physics 2 Hon/AP Physics H Principals of Technology Zoology

For additional information, refer to the current NCAA Documentation on the following pages or visit the NCAA website at http://www.ncaaclearinghouse.net/ncaa/NCAA/common/index.html .

APPENDIX V: CCHS Authorized Use Policy

By signing for the Handbook, you are also agreeing to the Authorized Use Policy. This Authorization need only be submitted once while enrolled at Carbondale Community High School District 165. Please read this document carefully before signing.

This Authorized Use Policy does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow the terms of the Authorized Use Policy (AUP) will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

This Authorized Use Policy will apply to both school equipment and personal technology equipment used in the school building. This will include notebook computers, personal data assistants (PDA), USB devices such as flash drives or external hard drives, memory cards, digital cameras, cellular telephones, MP3 players, and any wireless access devices. Any new technologies will also be covered by this policy.

Purpose
The Board supports the use of the Internet and other computer networks in the district's instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research and collaboration.

The use of network facilities shall be consistent with the curriculum adopted by school district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Authority

- Electronic information available to students and staff does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.
- The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet, including telephone charges, and/or equipment or line costs.
- The district reserves the right to log network use and to monitor fileserver space utilization by district users, while respecting the privacy rights of both district users and outside users.
- The Board establishes that use of the Internet is a privilege, not a right; inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.
- The Building Principal, and/or his designee will make all decisions regarding whether or not a user has violated the authorization and may deny, revoke, or suspend access at any time.

Guidelines

Network accounts will be used only by the authorized owner of the account for its authorized purpose. All communications and information accessible via the network should be assumed to be private property and shall not be disclosed. Network users shall respect the privacy of other users on the system.

Responsibility

The district shall make every effort to ensure that this educational resource is used responsibly by students and staff.

- Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.
- Students and staff have the responsibility to respect and protect the right of every other user in the district and on the Internet.
- The building administrator shall have the authority to determine what is inappropriate use, and his/her decision is final.

Prohibitions

Students and staff are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and State law. Specifically, the following uses are prohibited:

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for non-work or non-school related work.
4. Use of the network for product advertisement or political lobbying.
5. Use of the network for accessing, submitting, posting, publishing, or displaying inappropriate materials through e-mail, blogs, web pages and social sites. This

would include discriminatory remarks, and offensive or inflammatory communication including inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.

6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Use of the network to access obscene or pornographic material.
8. Use of inappropriate language or profanity on the network.
9. Use of the network to transmit material likely to be offensive or objectionable to recipients.
10. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
11. Impersonation of another user, anonymity, and pseudonyms.
12. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
13. Loading or use of unauthorized games, programs, files, or other electronic media.
14. Use of the network to disrupt the work of other users.
15. Destruction, modification, or abuse of network hardware and software.
16. Quoting personal communications in a public forum without the original author's prior consent.
17. Wasteful use of resources, such as disk space or printer supplies.
18. Gaining unauthorized access to resources or entities.
19. Using the network while access privileges are suspended or revoked.
20. Attempting to bypass network security, filters, and firewalls including the use of a proxy server.

Copyright

The illegal use of copyrighted software by students and staff is prohibited. Any uploaded to or downloaded from the network shall be subject to "fair use" guidelines.

Security

System security is protected through the use of passwords and monitoring software. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in another student's or teacher's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.
4. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. If you can identify a security problem on the Internet or Network, you must notify the Building Principal or System Administrator. Do not demonstrate the problem to other users.
6. Attempts to log on to the network as a system administrator will result in cancellation of user privileges.
7. Security and monitoring software is used to track network usage, troubleshoot problems, monitor appropriate use of technology, and restrict Internet access when needed.

Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening

or unwelcome communications shall immediately bring them to the attention of a teacher or administrator.

Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Consequences for Inappropriate Use

- The network user shall be responsible for damages to equipment, systems, and software resulting from deliberate or willful acts.
- Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyrighting violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.
- General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions shall be consequences for inappropriate use.
- Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks. This includes but is not limited to the uploading or creation of computer viruses.

Indemnification
The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this Authorized Use Policy.

Inspection
The equipment and access to the network and Internet remains the property and responsibility of the School District, which offers it to students and faculty for their convenience and educational use. The District reserves the right to limit use and to inspect the contents of files.

APPENDIX VII

Carbondale Community High School District 165 7:180

Students

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.

2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school of the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bulling through this means has occurred: it does not require staff members to monitor any non-school related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct,
including communications made in writing or electronically, directed toward a student or students that
has or can be reasonably predicted to have the effect of one or more of the following:

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs

of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bulling. Anonymous reports are also accepted: however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:
Daniel Booth, Superintendent
CCHS Administrative Center
330 S. Giant City Rd., Carbondale, IL 62902
daniel.booth@cchs165.com
618-457-4722, ext. 28

Complaint Manager:
Ryan Thomas, Principal
Carbondale Community High School
1301 E. Walnut St., Carbondale, IL 62901
ryan.thomas@cchs165.com

618-457-3371, ext. 225

Anonymous reporting phone number: 618-457-3371, ext. 217

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) bullying, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and policy 2:240, Board Policy Development, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

a. The frequency of victimization;
b. Student, staff, and family observations of safety at a school;
c. Identification of areas of a school where bullying occurs;
d. The types of bullying utilized; and
e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated, and no changes were deemed to be necessary; or
3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy reevaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
c. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
d. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.

e. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
f. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
g. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
h. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
i. 7:315, Restrictions on Publications; High Schools. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation an discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILCS 49/, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.:

2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted:

January 19, 2023

APPENDIX VIII

Carbondale Community High School
4:130-E

Free and Reduced-Price Food Services; Meal Charge Notifications

The following notification is provided at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services* and 4:140, *Waiver of Student Fees*. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal.

Free and Reduced-Price Food Services Eligibility

When students are unable to pay for their meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture, and distributed by the Illinois State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery*. The District will make reasonable efforts to collect charges classified as delinquent debt.

When a student's funds are low or there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. Student eligibility to attend extra-curricular activities, including homecoming and prom, may be impacted by a negative balance. If a parent/guardian regularly fails to provide meal money and does not qualify for free meal benefits, the Building Principal or designee, will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges.

LEGAL REF.: Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296). 7 C.F.R. §245.5.
23 Ill.Admin.Code Part 305, School Food Service.