



2025-2026

STUDENT

HANDBOOK

CARTERVILLE CUSD #5 **SCHOOL CALENDAR 2025 - 2026**

Aug/Sept 2025					October 2025					November 2025				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		(X	½	8			1	2	3	3	4	5	6	7
11	12	13	14	15	6	7	8	9	10	10	X	12	13	PR
18	19	20	21	22	X	X	X	X	X	17	18	19	20	21
25	26	27	28	29 (17)	20	21	22	23	RC (17)	24	25	X	X	X (17)
					27	28	29	30	X					
X	2	3	4	5										
8	9	10	11	PR										
15	16	17	18	X										
22	23	24	25	26 (20)										
29	30													
December 2025					January 2026					February 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5				X	X					
8	9	10	11	12	X	6	7	8	RC	2	3	4	5	PR
15	16	17	18	19	12	13	14	15	16	9	10	11	12	½
X	X	X	X	X	X	20	21	22	23	X	17	18	19	20
X	X	X		(15)	26	27	28	29	30 (18)	23	24	25	26	27 (19)
March 2026					April 2026					May 2026				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
							1	2	X					1
2	3	4	5	½	X	7	8	9	10	4	5	6	7	8
X	X	X	X	X	13	14	15	16	PR	11	12	13	14	15
16	17	18	19	RC	20	21	22	23	24	18	19	20	21	X)
23	24	25	26	27 (17)	27	28	29	30	(20)	X				(15)
30	31													

5 Emergency Days Are Not Included in this Calendar – Unforeseen school closure days during the school year may result in these days being added to the school calendar at the end of the school year in May 2026.

Please schedule family vacations during scheduled school breaks!

Calendar Legend		Legal School Holidays	
Students <u>NOT</u> in Attendance	X	Labor Day	Sept. 1
Half-Day of Student Attendance	½	Columbus Day	Oct. 13
Tri-C 11:05/CIS 11:25		Veterans' Day	Nov. 11
CJHS 11:30/CHS 11:45		Thanksgiving Day	Nov. 27
Parent/Teacher Conf (4:30-7:30)		Christmas Day	Dec. 25
October 23 & 30		New Year's Day	Jan. 1
Open House (5:30-6:30)	8/6	M.L. King, Jr. Day	Jan. 19
Progress Reports Go Home	PR	Presidents' Day	Feb. 16
Report Cards Go Home	RC	Memorial Day	May 25

Students will attend ½ days only on the following days:		Aug. 7 th , Feb. 13 th , March 6 th	
There will be NO SCHOOL for students on the following days:		Aug. 6 th , Sept. 1 st & 19 th , Oct. 13 th -17 th , 25 th , Nov. 11 th , 26 th , 27 th , 28 th Dec. 22 nd -Jan. 5 th , Jan. 19 th , Feb. 16 th , March 9 th -13 th , Apr. 3 rd & 6 th May 22 nd	
End of Q1 – Oct. 10	End of Q2 – Dec. 19	End of Q3 – March 6	End of Q4 – TBD

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CHAPTER 1: GENERAL INFORMATION

INTRODUCTION

This handbook is not all-inclusive in that it cannot address all the possible scenarios which may arise and still be a convenient and understandable guide for students and parents. The Board of Education does not intend to limit its ability nor the ability of its administrators or faculty to respond to situations which are not specifically addressed herein. This handbook may also be changed throughout the school year if needed.

SCHOOL SAFETY

We strongly encourage all parents to read and review the Student/Parent Handbook with their child. Moreover, we request that parents discuss the importance of everyone, parents, students, teachers, and administration, working together to provide a safe school environment. The following are the expectations we have for the various members of our school community regarding safety:

1. Students – We expect students to inform parents and/or school officials of any discussion or plot that may jeopardize school safety. Students must share the responsibility of maintaining a safe learning environment.
2. Parents – We expect parents to share information regarding school safety with school officials. Students, parents, and school personnel must work together to share information regarding school safety. Please call 618-985-6411 or email building principal Tom Webb (twebb@cartervilleschools.org) or assistant principal Sarah Tyner (styner@cartervilleschools.org) to report any safety concerns.
3. Teachers, Support Staff, and Administration – We expect all teachers and support staff to report any discussion or plot that may jeopardize school safety. We expect the administration to investigate any evidence that school safety may be in jeopardy.

NON-DISCRIMINATION

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, sexual orientation or actual or potential marital or parental status. It is the policy of Carterville Unit #5 not to discriminate on the basis of race, gender, religion, sexual orientation or handicap in its educational program, activities, or employment practices. Inquiries regarding compliance may be directed to the following:

Mrs. Sarah Barnstable, Superintendent

Dr. Jeff Hartford, Assistant Superintendent

Carterville Unit #5 District

200 West Plaza Drive

Carterville, IL 62918

VIDEOTAPING

Carterville Unit #5 has cameras located throughout district property and on school buses. The videotapes are utilized for security purposes. It is not intended to invade the privacy of the school population and/or guests.

CHILD ABUSE AND NEGLECT

School personnel are **mandated** by the state of Illinois to immediately report (or cause a report to be made) to the Department of Children and Family Services when child abuse or neglect is **suspected**.

EMPLOYEE CONDUCT STANDARDS

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.

RECIPROCAL REPORTING

The principal and the Carterville Police Department will arrange meetings between school officials and law enforcement personnel, as needed, to share information regarding criminal activities which involve or affect students. In addition to the information exchanged during the arranged meetings, and depending on the nature of a particular situation, the school administration and the police officer may initiate contact with each other with respect to certain acts as follows:

1. Acts involving bodily harm or threats to do bodily harm.
2. Acts involving illegal or controlled substances.
3. Acts involving weapons of any type.
4. Acts involving gang activity.
5. Any situation which poses a threat to the safety and security of students, school personnel or citizens.

INTERMEDIATE SCHOOL FACULTY AND STAFF

<u>POSITION</u>	<u>NAME</u>	<u>E MAIL ADDRESS</u>
Principal	Tom Webb	twebb@cartervilleschools.org
Assistant Principal	Sarah Tyner	styner@cartervilleschools.org
Secretaries	Crystal Childers	cchilders@cartervilleschools.org
	Amy Diggs	adiggs@cartervilleschools.org
	Courtney Griffith	cgriffith@cartervilleschools.org
Instructional Coach	Morgan Anderson	manderson@cartervilleschools.org
Fourth Grade Teachers	Shelby Bittle	sbittle@cartervilleschools.org
	Cally Buisker	cbuisker@cartervilleschools.org
	Shelby Edgington	sedgington@cartervilleschools.org
	Sabrina Gooden	sgooden@cartervilleschools.org
	Chip Lennox	clennox@cartervilleschools.org
	Courtney May	cmay@cartervilleschools.org
	Rachel Renik	rrenik@cartervilleschools.org
	Tiffani Wheaton	twheaton@cartervilleschools.org
	Adrian Brown	abrown@cartervilleschools.org
	Stevie Brown	sbrown@cartervilleschools.org
Fifth Grade Teachers	Beth Coop	bcoop@cartervilleschools.org
	Tricia Dannenmueller	tdannenmueller@cartervilleschools.org
	Monica Haake	mhaake@cartervilleschools.org
	Melissa Shepard	mshepard@cartervilleschools.org
	Jera Smith	jbsmith@cartervilleschools.org

Sixth Grade Teachers	Krista Brouwer	kbrouwer@cartervilleschools.org
	Kayla Cannon	kcannon@cartervilleschools.org
	Ashley Dunning	adunning@cartervilleschools.org
	Mark Fields	mfields@cartervilleschools.org
	Scott Peterson	speterson@cartervilleschools.org
	Jill Robertson	jrobertson@cartervilleschools.org
	Vickie Scott	vscott@cartervilleschools.org
	Stacy Shaw	sshaw@cartervilleschools.org
Special Education	Ansley Bailey	abailey@cartervilleschools.org
	Christina Bires	cbires@cartervilleschools.org
	Kaitlin Church	kchurch@cartervilleschools.org
	Elisabeth Elliott	eelliott@cartervilleschools.org
	Hayley Marks	hmarks@cartervilleschools.org
Physical Education	Nathan Bittle	nbittle@cartervilleschools.org
	Emily Dunn	edunn@cartervilleschools.org
Title	Jennifer Barrett	jbarrett@cartervilleschools.org
	Laura Myers	lmeyers@cartervilleschools.org
5 th Music, 6 th Band	Sarah Braddock	sbraddock@cartervilleschools.org
4 th Music, 5 th Band, 6 th Chorus	Dannyl Norrington	dnorrington@cartervilleschools.org
Social Workers	Brian Brown	bbrown@cartervilleschools.org
	Sarah Lacy	slacy@cartervilleschools.org
	Istianah Meggs	imeggs@cartervilleschools.org
Librarian	Stephanie Fourez	sfourez@cartervilleschools.org
Nurse	Antoinette Lawrence	alawrence@cartervilleschools.org
Head Cook	Lita Phillips	lphillips@cartervilleschools.org
Head Custodian	Andrew Martin	amartin@cartervilleschools.org
Food Service Director	Donna Lively	dlively@cartervilleschools.org
Transportation Director	Michael Bradford	mbradford@cartervilleschools.org

SCHOOL BUILDING CONTACT INFORMATION

Carterville Community Unit School District #5 — Unit Office

Mrs. Sarah Barnstable, Superintendent

Dr. Jeff Hartford, Assistant Superintendent

200 West Plaza Drive

Carterville, IL 62918

(618) 985-4826 (Telephone)

(618) 985-2041 (FAX)

Carterville High School
Mr. Todd Rogers - Principal
1415 West Grand
Carterville, IL 62918
(618) 985-2940 (Telephone)
(618) 985-2741 (FAX)

Carterville Junior High School
Mrs. Shauna Barber - Principal
816 South Division
Carterville, IL 62918
(618) 985-4500 (Telephone)
(618) 985-2041 (FAX)

Carterville Intermediate School
Dr. Tom Webb - Principal
300 School Street
Carterville, IL 62918
(618) 985-6411 (Telephone)
(618) 985-2492 (FAX)

Tri-C Elementary School
Mrs. Karri Forby – Principal
Mr. Doug Owens - Principal
1405 West Grand
Carterville, IL 62918
(618) 985-8742 (Telephone)
(618) 985-4907 (FAX)

CHAPTER 2: BOARD OF EDUCATION

CARTERVILLE UNIT #5 MISSION STATEMENT

The Carterville Unit District #5 Schools will uphold excellence in education, foster self-esteem, and create an environment to stimulate thinking and instill a sense of accountability on the part of students for decisions and actions. The schools will provide a quality curriculum incorporating practical application of skills. The educational experience will prepare students to be successful in an ever-changing world. The District will make a commitment to communication, maintenance of a strategic plan, and promote involvement among the schools, community, and family.

CARTERVILLE COMMUNITY UNIT SCHOOL DISTRICT #5

Board of Education

David Schwartz, President

Kim Monje, Vice-President

Carol Greenlee

Bradley Griffith

Cathrine Hoekstra

Sarah Kries

Aaron Sizemore

Sarah Barnstable

Jeff Hartford

Alisa Gualdoni

Kelli Sheraden

Stephani McCaughan

Shawn Lantagne

Rusty Thompson

Donna Lively

Bill Ren

Jack Anglin

Andrew Dunn

Superintendent

Assistant Superintendent

Administrative Assistant

Human Resources Administrative Assistant, Secretary to the Board

Accounts Payable Bookkeeper

District Bookkeeper

Treasurer

Food Services Director

Maintenance Director

Technology Director

Computer Technician

GOALS OF THE BOARD OF EDUCATION

- Goal I Provide a safe environment that is conducive to learning and is efficient and adaptable to change.
- Goal II Provide educational opportunities that emphasize high standards, address academic achievement, and develop the work ethic, character, and civic responsibility for all students.
- Goal III Commit to maintain a strategic plan that provides short and long-term direction.
- Goal IV Actively recruit and hire the best candidate for each position, foster a culture that motivates employees to pursue high standards of achievement and development and value the contributions of each employee.
- Goal V Ensure a positive school/community relationship that instills pride, involvement, and interest in our school district.
- Goal VI Provide proactive leadership through progressive district policies, administrative support, strategic planning, and accountability to all constituencies.



Carterville CUSD #5 -- Shared Vision created 9/5/12

As an exemplary school district, we will be known for the following:

- Effectively preparing all students for success at their next level (i.e., grade level, college, work place).
- Maintaining a culture of high expectations that produces high academic and extra-curricular student achievement.
- Providing a safe, secure, stimulating and supportive environment in which all staff and students achieve at high levels.
- Meeting the individual academic, social and emotional needs of every student.
- Producing staff and students who demonstrate care, compassion, respect and responsibility to their peers, school, community and country (good citizenship).

As a result of attending Carterville CUSD #5, our students will experience the following:

- Teachers who believe in and care for them.
- Teachers who are well-prepared using quality, engaging and effective instructional strategies.
- A safe, accepting and respectful environment.
- A variety of academic and extra-curricular activities that allow personal growth, achievement and a sense of belonging.
- A stimulating, motivating and supportive environment in which they become confident in their ability to succeed.

As a result of being employed in Carterville CUSD #5, our staff will experience the following:

- High level communication within buildings and the district.
- Meaningful support and respect from administration and colleagues.
- A motivational, encouraging and rewarding environment.
- A collaborative culture with focused professional growth.
- Leadership that provides clear direction, high expectations and effective feedback.
- Resources needed to provide students with the optimal learning environment.

As a result of having students enrolled in Carterville CUSD #5, our parents will experience the following:

- Approachable teachers who support and care for their child.
- Meaningful two-way communication regarding their child's progress academically, socially and emotionally.
- Highly qualified teachers who prepare children for the future.
- A safe environment for their children.

CHAPTER 3: FEES

BREAKFAST/LUNCH PROGRAM

Educational research supports that students maintain a better attention span and thus learn more in school if they eat breakfast and lunch. Therefore, students are encouraged to eat breakfast and lunch at school.

Breakfast is served every morning between 7:30 and 8:00 a.m. Late bus riders will be served upon their arrival at school. Students who eat breakfast at school should go directly to the cafeteria upon arrival.

Free breakfast and lunch applications may be obtained from the school office. Those who qualify will be notified in writing.

Students may purchase extra milk for their lunch or snack. The cost of extra milk is \$.30 per container. School menus will be posted on the website. The menu includes daily breakfast/lunch menus as well as special announcements and school information. Students and parents are encouraged to work together to determine what meal plans should be made. This activity develops good decision-making practices in children.

Type of Meal	Breakfast Prices	Lunch Prices
Student	\$1.95	\$2.80
Reduced Student	\$0.30	\$0.40

*Prices may increase due to government regulations, but all parents will be notified ahead of time.

STUDENT INSURANCE

Student accident coverage is provided to the student at no charge to the parents for school time coverage. It protects the child for accidental injuries that occur when they participate in a school activity. The one exception is football. The school time coverage includes travel time **DIRECTLY** to and from the residence to attend regular academic school sessions, up to one hour before and one hour after regular classes. It is an excess plan, which means if there is other insurance, the primary insurance company must adjudicate their benefits first before our coverage will respond. Claim forms are available at the school office. It is the sole responsibility of the parent/guardian to file the claim and follow the instructions to present a claim.

Proof of insurance is required for all CUSD #5 athletes.

STUDENT ATHLETIC PASSES

Students in 6th grade or above may purchase an athletic pass. This pass will gain one entry to all regular season CJHS and CHS athletic events except for IHSA or SIJHSAA state tournament/playoff series. The cost is \$30 and can be purchased at any point throughout the year in the office.

BOOK FEES

Students will be assessed a fee for workbook/textbook usage. Fees for the current school year are \$45.00. Parents of in-district students or students categorized as homeless who believe they may qualify for a waiver of fees may obtain an application form entitled "Waiver of Fees" from the school office.

WAIVER OF STUDENT FEES

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment. Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size that are used for the federal free meals program. Applications can be picked up in the school office.

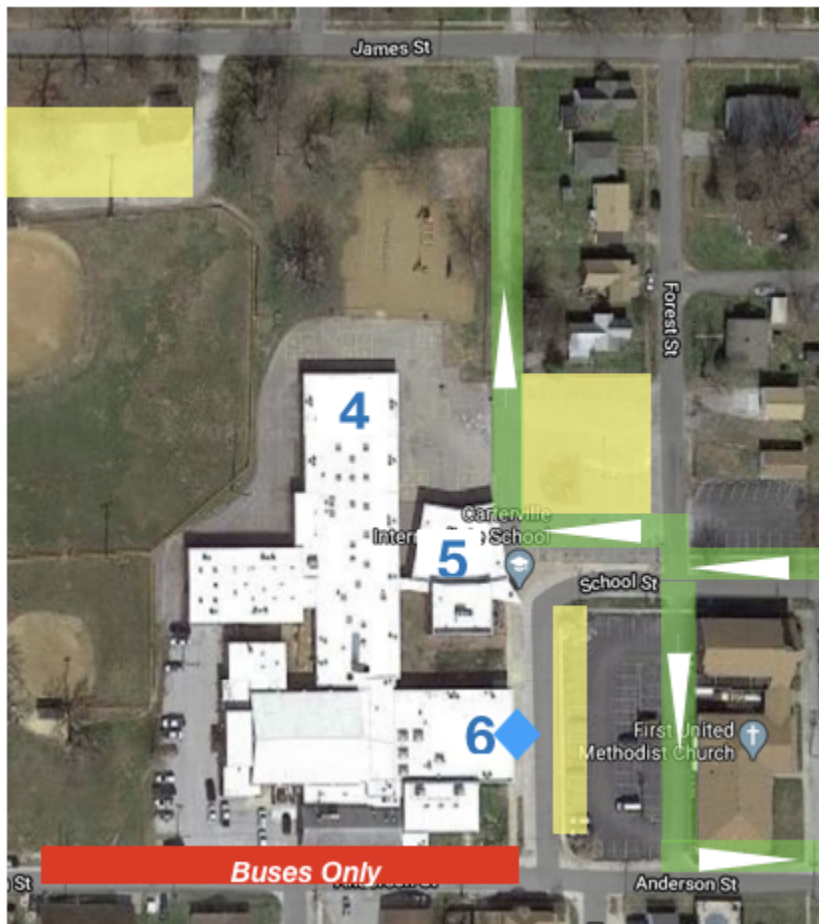
CHAPTER 4: STUDENTS – General Information

SCHOOL HOURS

Student classes for children begin at 8:00 a.m. and end at 2:55 p.m. Some students are dismissed earlier and picked up later to make bus connections. On a half-day schedule, students begin school at the same time but are dismissed at 11:25 a.m. On a half-day schedule, student breakfasts will be served; however, lunch will not be provided. CIS building hours are 7:30 a.m. to 4:00 p.m.

STUDENT DROP-OFF and PICK-UP

Children must be dropped off and picked up in a safe manner. Students may be dropped off on School Street and should enter the building through the main student entrance shown with a blue diamond. Pickup locations are highlighted in yellow. The number on the map represents the door that children in each grade level will exit the building. Please do not pull up in front of the school at dismissal. Park in the yellow areas and follow the traffic patterns in green.



MORNING ROUTINE

When students enter the building in the morning, they are to go to breakfast or have a seat in their homeroom section in the gym. Once students enter the gym, they have committed for the morning until the 8 am announcements. Students are not to go to their lockers before school and can only go to their teacher's classroom at the teacher's request. Students are allowed to be on their personal electronic devices and have personal belongings before school. Please see the list of unauthorized items on page 23.

ATTENDANCE

School attendance is a critical component of maximizing the learning opportunities of all students. We want to work with parents to ensure that students are in class as much as possible, thereby giving them the greatest chance of success in all areas. Students are expected to attend school daily, except in case of illness or death of a family member. The school administration makes the final decision whether an absence is excused or unexcused. If a child is absent, parents are asked to call the office before 9:00 a.m. Parents may call before school hours to leave a message on the office answering machine or email a CIS secretary at adiggs@cartervilleschools.org. The automated system will contact parents/guardians if a child's absence has not been reported by 9:30.

When sickness, emergency, or other valid cause necessitates an absence, the parent or guardian is to call the office before 9 am on the day of the absence. The phone number is 985-6411. A doctor's note for an appointment when the student is not ill excuses a half-day attendance. The expectation is that the student will be in attendance before and after the appointment. Chronic absenteeism is considered 10% of school attendance days. Following the ninth absence, medical documentation will be required for physical or emotional conditions causing an absence. Failure to provide such documentation will result in an unexcused absence being assigned. Medical documentation must be received within one week of absence or the absence will remain unexcused.

Truancy

The State of Illinois attendance guidelines define students as truant as those who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (unexcused absences). Federal guidelines under ESSA (Every Student Succeeds Act) define chronically absent as students that miss 10% or more of the school year (18 days) for any reason excused or unexcused. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of state law.

Absence reports will be generated biweekly. Any student that has two or more unexcused absences will have a letter sent home with attendance policy/regulations. Students with three or more unexcused absences can be referred to the Regional Office of Education for truancy. Multiple unexcused absences will result in the child's attendance records being communicated to the Williamson County State's Attorney for additional action.

*At any time during the school year, truancy referrals can be made for students reaching 5% of unexcused absences or 10% of all absences based on total number of student attendance days for the school year.

*When students move into our district during the school year, attendance from their previous school will be considered when making truancy referrals.

TARDINESS

Students that come in after 8:00 will be marked tardy. All tardiness counts against a student's perfect attendance record. Parents will be contacted if tardies exceed five; consequences may come with additional tardies.

MAKE-UP WORK FOR FAMILY VACATION, MILITARY, AND/OR OTHER PARENT-EXCUSED ABSENCES

Students who attend a family vacation, a parent's military leave or deployment, or other parent-excused absence during the school year must pre-arrange their absence. The parent/student should contact the office to obtain a Pre-Arranged Absence Form for completion one week prior to the desired absence. The student and parent are responsible for collecting and completing the missed assignments/tests from the teacher upon return from the absence. The same time frame as the length of the absence will be given to complete all missed assignments and tests. These absences, although pre-arranged, will play a role in the attendance policy described above.

STUDENT DRESS

The dress and grooming of students shall be the responsibility of the parents and students. A student is expected to be clean, neat, and decently dressed according to school personnel. Clothing and accessories shall not be hazardous to the health and safety of the students or disruptive to the educational program of the school. Students should not wear clothing that is strapless or backless or that has a low neckline or spaghetti straps. All clothing must cover undergarments. Shorts, skirts and skorts must not be shorter than one inch shorter than the fingertip on the middle finger when a student's arms are hanging naturally at his or her sides. Clothing that is a form of sleepwear (i.e., pajama pants) or with an exposed midriff is prohibited. All clothing must be free of holes above the mid thigh. Clothing and other accessories displaying a reference to sex, tobacco, gang affiliation, alcohol, drugs, violence or anything else deemed inappropriate by the administration are not permitted. Hats, hoods on hooded shirts, or other head coverings are not allowed. Heelies are not to be worn with the wheels in. Bandanas may be worn as long as they function as a headband (folded) but not as a head covering.

Students who are in violation of the dress code will be provided with alternative clothing to wear for the day. If it is a repeated offense, the student may also receive consequences. Students who are in violation of the dress code due to a financial hardship should see a teacher or counselor.

HAIR COLORING/PIERCINGS

If a teacher or administrator deems hair coloring/styling or piercings to be disruptive to the learning environment, the student will be asked to remove it. If an absence due to hair coloring removal should occur, students will be allowed to make up their work for full credit but will be counted as absent. Multiple absences will eventually lead to the truancy officer being contacted.

GUM AND CANDY

Students are **NOT** allowed to chew gum or eat candy in school, on the bus, or on the playground. Consequences range from a warning to suspension from school for continued insubordination and disregard for the policy.

Students may have candy or candy bars during lunch provided they consume the items while eating their lunch in the lunchroom. Failure to comply with this rule could result in detention. Teachers may offer gum and/or candy as classroom rewards. Students receiving the rewards should consume the items within the classroom given. All nut-free school policies (i.e., nut-free rooms, hand washing, table/desk washing) must be observed during classroom rewards and celebrations.

STUDENT PLANNER

The student planner will be used as a student's assignment notebook. It is also a great communication tool between school and home. Every student in grades 4-6 is required to complete the assignment notebook in the planner daily. The planner is to be signed nightly by a parent/guardian. We are hopeful that the use of this tool will assist with your child's academic success by increasing communication and collaboration with the home.

Students who lose their planner will be required to purchase another planner for \$5.00.

EMERGENCY PROCEDURES

Fire, tornado, earthquake, lock down, bus evacuation, and other safety procedures are discussed by your homeroom teacher. We will have periodic drills during the year. It is very important that you listen closely as your teacher explains the emergency procedures your room is to follow.

CELL PHONES

As a school, we want parents and students to be able to have the convenience of cell phone usage. Cell phones have become an integral part of our lives; however, they can be a disruption at school. The disruptions can be anything from phones ringing in class to students calling in bathrooms, to cameras being used inappropriately. In order to ensure that cell phones are used properly while at school, we have created specific guidelines for when and how cell phones may be used.

If a student chooses to bring a cell phone to school, it is his or her responsibility to be accountable for it at all times. At no time will a teacher, coach, the office, etc. be responsible for the safekeeping of a cell phone. Cell phones must be stored in a locker on campus during the school day unless the student has received permission from school personnel. Once the student receives permission, he or she will use the cell phone under the direct supervision of the person granting permission. The school day is defined from 8:00-2:55. When a school official gives permission, cell phones may be used on buses, in gyms, etc. to secure transportation for extracurricular activities.

Picture taking and recording is not acceptable at school without the permission of a teacher or administrator. Pictures and videos may be a violation of the [Illinois Eavesdropping law](#) and a potential violation of FERPA (student record).

Because cell phones are so easy to conceal and use and can easily enable inappropriate actions such as cheating, there will be consequences for improper usage. **When a cell phone is used improperly, a school official will immediately confiscate it and the parent(s) or guardian(s) will be required to retrieve it at school. The disciplinary consequences for improper usage may range from an after-school detention (minimum) to suspension and/or expulsion from school depending on the severity of the offense.**

SMART WATCHES

Smartwatches (i.e. watches with the ability to access the internet and function as a phone) are to be stored in a locker on campus during the school day unless the student has received permission from school personnel. The school day is defined from 8:00 - 2:55. When a smartwatch is used improperly, a school official will immediately confiscate it and the parent(s) or guardian(s) will be required to retrieve it at school. The disciplinary consequences for improper usage may range from after-school detention (minimum) and/or expulsion from school depending on the severity of the offense.

E-BOOK READERS

E-book readers such as the Kindle, Nook, iPod, and iPad will be allowed at school and on buses with the understanding that they are the students' responsibility and the district is in no way liable for any possible damage or theft. **Students should be using these devices to read books and NOT to surf the Internet, play games, share pictures, etc.**

Improper use of these devices will result in staff confiscating the device; a parent will have to retrieve it from school. Disciplinary consequences may range from an after-school detention to suspension from school depending on the severity of the offense. Misuse for a third time will result in the device being banned from school for the remainder of the school year. **NO cell phones will be allowed to be used as e-book readers.**

TOYS AND PERSONAL PROPERTY

Students are encouraged to leave toys and personal belongings at home. Although lockers, cubbies, etc. are provided for students, occasionally toys and personal belongings will be stolen or damaged by another student. The faculty and staff will make every effort to assist students in protecting their belongings; however, the school will assume no responsibility for lost or damaged items. Students that choose to bring personal belongings to school, must keep them in their locker during the school day. The school day is defined from 8:00 - 2:55. Due to safety and storage concerns, hoverboards may not be used for transportation or recreation on CIS school grounds.

STUDENT PARTICIPATION IN ATHLETICS

CIS offers the following sports: softball, baseball, cross country, cheerleading, boys' basketball, girls' basketball, volleyball, bowling, golf, boys' track, and girls' track. All 6th, 7th, and 8th grade students are eligible to try out. CUSD buses will provide transportation for 6th grade athletes to CJHS or the athletic facilities. According to SIJHSAA rules, a student must be making progress toward promotion and not be repeating a grade in order to be eligible to participate in athletics. Unit #5 athletic guidelines require that student-athletes shall be failing no more than 1 class and have a grade no lower than a C in any other class. Unit #5 requires that all students who wish to try out for a sport must have a current physical on file. Please refer to the Carterville Junior High School athletic handbook for more information. This handbook can be found on the CJHS website.

CHAPTER 5: STUDENTS – Curriculum and Educational Programming

HOMEWORK

Philosophy:

Carterville CUSD #5 believes that engaging in effective and appropriate grading practices is critical in realizing the shared vision. Consequently, Carterville CUSD #5 grading practices should meet four criteria across all buildings, grade levels, and content areas. Those criteria are that grades should be consistent, accurate, meaningful, and support student learning.

We define a grade to communicate a level of learning against an agreed upon standard.

Our grading is more focused on student learning than ever before, but we need to be consistent with how our grades are computed. Students are provided additional time without penalty based upon individual circumstances to demonstrate their level of learning. If considerable time passes and the assignment is not turned in, points may be deducted. Students who have multiple assignments late in the same week or a single assignment that is two or more days late are subject to an office referral.

Make-up Work:

It is essential that students absent from school complete make-up assignments. Students are allowed one school day per every excused day of absence to turn in work related to absences. If work is not completed on time, the student's grade may be affected. Parents may enter through the main doors until 6:00 p.m. to pick up absent work from the table/wall in the foyer.

Recommended amounts of homework per school night by grade level:

Grade 4 40 minutes maximum per evening for the average learner

Grade 5 50 minutes maximum per evening for the average learner

Grade 6 60 minutes maximum per evening for the average learner

If your child is spending more than the maximum recommended time per night completing homework, please contact your child's teacher or building principal. We will be very pleased to hear from you.

Teacher Responsibilities:

- A clear statement of expectation for homework from each teacher should be given to the student at the beginning of the school year.
- Homework should be assigned with specific instructional purposes and related to the classroom activities, themes, objectives, etc.
- All tasks should be explained clearly. Whenever applicable, communicate instructions to parents.
- New concepts should never be introduced as homework tasks. Exceptions to this could include work assigned due to absence from school (e.g., illness, travel) or pre-reading activities assigned prior to new units being introduced in class.
- Abide by the recommended time guidelines for homework assignments.
- Time should be made each day for students to record homework tasks and prepare materials for homework assignments.

Student Responsibilities:

- To do his/her very best on all assignments.
- To complete assignments on time.
- To contact teachers immediately upon the return from absences to acquire make-up work and to establish a due date for the work.
- Following instruction in the classroom, students may receive homework assignments. These assignments should be completed outside of the regular school day.
- It is required that homework planners/notebooks be used to record daily homework tasks.

Parent Responsibilities:

- Following instruction in the classroom, students may receive homework assignments. Please understand that these assignments need to be completed outside of the regular school day.
- To provide support, guidance, and the structure needed to successfully complete the assignments.
- To provide a quiet, well-lit place for your child to work. To help with concentration, avoid working near the television, telephone, stereo, etc.

- Try to encourage a regular homework routine. Set a time suitable to both you and your child for the completion of homework.
- Don't take over your child's work. Oversee assignments, ask questions, offer suggestions, but avoid doing the work or writing the answers.
- Be positive about the task at hand. Avoid negative comments that may affect your child's attitude toward school, homework, or school personnel.
- Please call your child's teacher if, on average, your child is spending more than the recommended allotment of time completing homework assignments. Please report any extenuating circumstances to your child's teacher.
- Contact the school in a timely fashion via the office regarding absences to request make-up work. Monitor the make-up work of your child.
- Check your child's book bag, planner/notebook, notebooks, etc. each evening to see what your child's tasks are and when they are due.
- Every student is required to complete an assignment notebook daily. This notebook is to be signed nightly by a parent/guardian. We are hopeful that the use of this tool will assist with your child's academic success by increasing communication and collaboration with the home.

STUDENT ASSESSMENT AND PROGRESS REPORTS

Each teacher is responsible for assessing the academic performance of each student in his/her classroom. Assessment procedures utilized include class participation, homework assignments, class assignments, class projects, teacher observations, quizzes, and examinations.

Communication with parents concerning a student's academic progress is an essential part of any student's assessment program. This is an on-going process with formal reports on a student's academic progress being distributed to parents at the end of each grading period. Progress reports are sent to all parents at mid-term to further communicate your child's academic progress. Parent/teacher conferences are held for all students in the fall and by request in the spring to discuss academic progress as well as any behavioral/social concerns. Parents may access their students' grades via the online Qmlative site or the Qmlative app.

The grading system in CUSD #5 is as follows:

A	90 – 100 percent
B	80 – 89 percent
C	70 – 79 percent
D	60 – 69 percent
F	59 percent and below

Grading Requirements

4th Grade:	ELA – Average of total points available
	Math – Average of total points available
	SS/Science – Average of total points available
5th Grade:	ELA – Average of total points available
	Math – Average of total points available
	SS/Science – Average of total points available
6th Grade:	ELA – Average of total points available
	Math – Average of total points available
	SS/Science – Average of total points available

To determine a child's final grade for the year, the four final term grades will be averaged together.

TESTS AND SCREENING

The Board of Education has approved a system-wide testing program designed to provide information concerning the proficiency of all children in the district on standardized tests of academic potential, achievement, behavior and aptitude. The results of these tests provide a continuing record of each child's progress in comparison to national norms. They are also an invaluable aid to your child's teachers and counselor in diagnosing individual strengths and weaknesses in order to provide more effective individualized instruction. Annually, the teachers and staff review this information to identify any students who might exhibit problems that even with individualized instruction continue to interfere with their education. The results of all tests are available to parents/guardians. Parents/guardians with questions about specific tests and their purposes should contact the guidance counselor.

MULTI-TIER SYSTEM OF SUPPORTS (MTSS)

This is the global term that encompasses all the support systems that we have in place district wide to ensure high levels of student learning. Underneath this umbrella term, Carterville Unit #5 has teams of teachers, parents, and administrators focused on different areas that impact learning. These systems of support are listed and defined below.

Response to Intervention (Rtl)- Response to Intervention is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. This system of intervention targets all students to ensure success. This practice of providing high quality instruction and interventions is matched to student need. Progress monitoring occurs at all tiers to make changes in instruction to fit students' needs. Rtl seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who show signs of difficulty learning. Universal screening on all students are completed three times throughout the school year. These assessments are used to identify students in need of additional academic supports as well as to show levels of academic growth.

Positive Behavior Intervention and Supports (PBIS)- Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Focus is on core instruction and for teaching and acknowledging behavior across all school settings. All students and staff participate in this proactive approach for teaching the expected behavior.

Through the academic and behavioral systems outlined above, faculty, parents, and administration are able to review student information to identify factors that interfere with their education. Intervention and remedial strategies directed at ensuring the child's success will be put in place locally. These intervention and remedial strategies may include Title I Reading services, Rtl Interventions, curriculum adjustment, disciplinary action, parent support, volunteer tutor services, contingency plans and strategies, alternative educational programs, and special education referrals.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

Carterville CUSD #5 is committed to student learning. We use the professional learning community model to place our teachers on teams fostering a collaborative culture and allowing educators to create the best instructional programming possible to meet the high expectations of our new learning standards and the outcomes that our community has come to expect. These collaborative teams focus their work on the following four critical questions:

What is it we expect our students to learn?

How will we know when they have learned it?

How will we respond when some students do not learn?

How will we respond when some students already know it?

These grade-level teams meet weekly beginning at 2:30. From 2:30 until dismissal at 2:55 your child will receive additional homework completion opportunities or an additional recess rewarding them for consistently meeting our ROAR expectations.

WIN TIME (WHAT I NEED)

At Carterville Intermediate School, all students will take part in a daily 30-minute block of time called WIN time. WIN is an acronym that stands for "What I Need," and this time is built into our master schedule. It is a time set aside for teachers to pre-teach, re-teach, reinforce, and enrich instruction, including (but not limited to) math and reading. This instruction targets the individual needs of each student.

All decisions are data driven, and student progress will be monitored and focused on results. Based upon national benchmarks, students who are *below average* in reading or math will be offered instruction based on specific skills to close their achievement gap in the given subject area. Students who score in the *average range* and simply need a little extra curriculum support will receive this during their WIN time. Any student who scored in the *above average* range will be offered instruction to enrich and challenge their learning in math and reading during WIN time.

SPECIAL EDUCATION PROGRAM

For those students who continue to exhibit educational or behavioral problems which individualized interventions have failed to remediate (when local resources are exhausted), a referral is made for special education services to Williamson County Special Education Cooperative; 411 South Court Street; Marion, Illinois 62959.

This referral can be initiated at the request of the parent, teacher, or principal with consent of the parent by contacting the building principal. A signed parent permission form is always part of the referral to special education.

Information is gathered by a multidisciplinary team that generally consists of the psychologist, social worker, speech/language therapist, and any other diagnostician that is needed, and decisions are made whether further special education services are needed.

Invitations are sent to the parents, school personnel, and all members of the multidisciplinary team ten days prior to the day of the conference. Parents may invite other interested parties at their discretion.

At the conference, all participants are invited to present information and test data. A group decision is reached as to the educational needs of the student. A multidisciplinary staff conference declares whether or not the student is eligible for special services. If the student is eligible, an Individualized Education Program (IEP) is developed for services to be provided in the least restrictive environment for that student.

If the decision is made that the student is disabled and requires special education services and the parents agree with the educational placement and/or services, a permission form must be signed by the parent in order to implement the program.

A full continuum of special educational programs and related services for all disabled students (learning disabled, physically handicapped, mentally handicapped, behaviorally disordered, speech/language impaired, other health impaired, visually/hearing impaired, or students with autism, etc. for ages 3-21) is provided by Carterville Community Unit School District #5 through the Williamson County Special Education Cooperative to any student who is determined to be eligible through the diagnostic study and multidisciplinary conference procedures.

PUNS (PRIORITIZATION OF URGENCY OF NEED FOR SERVICES)

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step in receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

You may also contact the following District employee for assistance:

Dr. Jeff Hartford, Assistant Supt.
200 West Plaza Drive, Carterville, IL
jhartford@cartervilleschools.org
618-985-4826

CITIZENSHIP GRADES

Citizenship grades are a reflection of a student's ability to meet our [ROAR expectations](#). The categories considered are Respectful, Organized, Always safe and Responsible. Below is an explanation of what each letter grade represents in regard to student conduct.

- A. Meets the ROAR expectations **ALL OF THE TIME** in **ALL** areas of the building
- B. Meets the ROAR expectations **MOST OF THE TIME** in **ALL** areas of the building
- C. Meets the ROAR expectations **SOME OF THE TIME** in **ALL** areas of the building
- D. Meets the ROAR expectations **RARELY** in **ALL** areas of the building
- F. Meets the ROAR expectations **INFREQUENTLY** in **ALL** areas of the building

PROMOTION

It is hereby declared to be the policy of Carterville Community Unit School District #5 that promotion to the next highest level for each individual student shall not be based on age or other social considerations, but shall be based upon successful completion of the current grade level and the likelihood of success of the individual student at the next higher level.

In determining the likelihood of success of individual students at the next higher education level, when applicable, the decision to promote shall include a consideration of the following:

1. Success in present education program.
2. Attendance.
3. Performance on grade level specific common assessments.
4. Performance on the IAR assessments (Illinois Assessment of Readiness).
5. Other criterion from time to time determined by the Administration which reflect on the ability of the individual student to perform at the next higher educational level.

The administration shall develop standards for satisfying the criteria for promotion and shall develop and maintain appropriate remedial programs to assist students determined not to qualify for promotion to the next grade level.

The student's educational team shall determine promotion of a student having an Individualized Education Program or receiving reasonable accommodations pursuant to 504 of the Rehabilitation Act of 1973.

RETENTION

In some cases students may have difficulty in mastering the academic requirements at a given grade level. Retention may occur under one or more of the following circumstances:

1. Failure of more than one subject.
2. No subject can be failed two consecutive years.
3. Attendance (more than 10% absent rate).
4. Increasingly poor performance during the school year.

Parents will be informed throughout the year about their child's progress. If a parent receives a progress report indicating poor performance, the parent should contact the teacher to discuss a possible solution to the child's problems in class.

The following guidelines have been established so that parents can impress upon their child to do their best in school. It is our hope that all students get promoted, but if they do not meet the necessary requirements to be promoted, they will be retained. A team of Intermediate School teachers and building principal will assess the factors impairing student learning and make the final decision on retention. Parents and the student will be informed and a part of the process throughout the entire school year.

STUDENT RECORDS

Cartersville Unit #5 has on file a policy concerning student records and parents' access to those records. If you desire to view the records of your child, contact the building secretary for information. Direct information (name, address, phone number, and athletic eligibility statistics) will be made available to appropriate sources as specified in Board Policies and Administrative Procedures. School district officials may release information contained in students' records to appropriate authorities as specified in the Board Policies and Administrative Procedures relating to student records. Otherwise, any information contained in a student's record will not be transmitted to any third person or organization without written parental or eligible student permission. In cases of written parental or eligible student request for records, the district has ten business days to provide such documents as allowed by law.

CHAPTER 6: STUDENTS – Student Management / PBIS / Discipline

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. We are excited about the impact this will have for our students. Additional information can be found on our district website, www.cartersvillelions.org, under the Intermediate School Tab.

DEFINITIONS OF DISCIPLINARY ACTIONS

Alternative Classroom or ACR — The student is isolated from their peer groups within the school. The student is expected to make up work that is assigned during this period.

Suspension — The student is excluded from the educational setting and school property for a designated period of time not to exceed ten days.

Expulsion — The Board of Education may take action to exclude a student from the educational setting for a period of time not to exceed one year. (Policy #8035 of the Board Policy Manual)

DETENTION

Detentions may be assigned to students in cases where Alternative Classroom (ACR) or suspension is NOT necessary. Detentions will be assigned after school starting at 3:00 p.m. Detentions may be assigned for, but are not limited to, the following cases: minor defiance/disrespect, disruptive behavior, language/gestures, minor physical contact, stealing, harassment, dress code violation, being tardy, property misuse, being unprepared for class, or engaging in a technology violation. Detentions lengths vary and may be assigned during lunch or after school. Detentions will be served under the supervision of a certified teacher and students will be expected to complete schoolwork during that time. In cases where students continue to disobey school rules and directions, incur an infraction deserving of more than an after-school detention, or have repeatedly failed to serve their assigned detention, a Saturday morning detention can be assigned. All Saturday detentions are served from 8:00 a.m. to 10:00 a.m. Students who fail to serve their assigned Saturday detention will serve one day of ACR up to one day of out-of-school suspension and the detention must be made up.

SUSPENSIONS AND EXPULSIONS

Students committing repeated or more serious acts of disobedience or misconduct may be detained during non-school hours, placed in Alternative Classroom or ACR (suspended in school), suspended from school, suspended from riding the school bus, expelled from school, or otherwise disciplined. Students in ACR will complete reflection activities, including meeting with a guidance counselor or social worker, in order to address underlying causes of poor behavior. In addition, restorative justice practices and re-engagement meetings are tools to aid the student in a successful transition back from the alternative setting.

Students are permitted to make up all schoolwork and examinations missed as a result of a suspension. All homework provided during the suspension must be retrieved from the school, completed and returned the day the student is allowed back to school. Failure to do so will result in no credit being awarded. All quizzes and tests will be administered as soon as possible when the student comes back to school (this may include the first day back).

The principal or his/her designee may place a student on probation, detain after school, suspend in school or otherwise discipline a student. The superintendent and principals are authorized to suspend a student from school or from riding the bus. Only the Board of Education may expel a student. Suspensions and expulsion shall be done in accordance with Article 10-22.6 of the School Code of Illinois.

Suspension may be considered in the following cases:

1. Deliberate refusal to obey a teacher or school official.
2. Use of obscene language (including but not limited to racial slurs) or gestures or possession of obscene materials.
3. Deliberate failure to attend classes after being present on school property or school transportation.
4. An unauthorized walkout from school or a classroom.
5. Possession or distribution of unauthorized item/material (see Unauthorized Items).
6. Failure to act with acceptable classroom decorum or behavior so as to disrupt the learning atmosphere present in the class.
7. Writing or using any forged document, including absence excuses, school passes, homework, etc.
8. Participating in any gambling activity.
9. Using, possessing, distributing, purchasing, selling or offering tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
10. Inappropriate display of affection while on school premises or while in the custody and control of the school or in the course of a school-related activity.
11. Any other behavior disruptive to the educational process.
12. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior.
13. Using a cellular telephone, smartphone, video recording device, PDA, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs, violating student conduct rules.

Suspension/expulsion may be considered in the following cases:

1. Threatening or attempting to intimidate administrators, faculty, staff, or fellow students.
2. Intimidating, threatening, or physically abusing (fighting) another student.
3. Using, possessing, distributing, purchasing or selling alcoholic beverages, any illegal drug, controlled substance, cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's law), anabolic steroid, performance-enhancing substance, prescription drug when not prescribed by a physician or licensed practitioner, inhalant, "look-alike" or counterfeit drugs, drug paraphernalia, or any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body in or on school property, including buses. Students that are under the influence of any prohibited substance are not permitted

to attend school or school functions, and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Causing or attempting to cause damage to school property or another person's personal property.
5. Stealing, or attempting to steal, school property or another person's personal property.
6. Possession or use of fireworks or any other type of explosive on school property.
7. All threats to students, staff, or faculty will be taken seriously regardless of the student's intent.
8. Entering school property or a school facility without proper authorization.

A recommendation of expulsion to the superintendent and Board of Education may result in the following cases:

1. Physically striking or abusing anyone on the administration, faculty, or staff.
2. Using, possessing, controlling or transferring a "weapon" on school property, including but not limited to firearms, knives, clubs, or blackjacks or possession of ordinary items that have been altered in such a way as to become potential weapons.
3. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.

Students who repeatedly violate one part of the above items may be subject to the penalty of the next section; where no change in behavior occurs over a period of time, the student as an individual is responsible for his/her own actions; in addition where it is warranted, the school administration will prosecute individuals according to the law of the State of Illinois and the United States of America. At any time a student or parent feels a student has been treated unfairly, the student or parent may request a hearing with the next highest authority.

UNAUTHORIZED ITEMS

The following items are not permitted in classrooms or on school property and are subject to confiscation when found:

1. Knives
2. Firearms
3. Firecrackers or other explosives
4. Slingshots or other projectiles
5. Clubs, blackjacks, pipes, etc.
6. Ordinary items that have been altered in such a way as to become weapons
7. Obscene literature or items
8. Unauthorized drugs or medication
9. Alcoholic substances
10. Infrared Laser Pointers
11. Cigarettes or tobacco products (including matches), e-cigarettes, vapes, and vaping liquids
12. Drawings of gang symbols
13. Cameras
14. Anything that could cause injury or disrupt the educational process or impact the safety of students including look-alike items similar to those defined above.

Where warranted, persons found with forbidden items on school property will be prosecuted according to the laws of the State of Illinois and the United States of America.

HEARING PROCEDURES

I. Suspension Procedures

A. Pre-Suspension Conference

1. The authorized administrator shall confer with any student who is under consideration for suspension prior to taking disciplinary action.
2. Prior to or during pre-suspension conference, the authorized administrator shall ascertain whether the student is a special education student or may be eligible for special education services. If so, the authorized administrator must follow the procedures set forth in Section IV of the Board Policy Manual.
3. The student shall be advised of the reason for the proposed suspension and the evidence in support of those reasons. The

student shall also be afforded an opportunity to respond.

4. The authorized administrator conferring with the student shall make a written record of the conference.
5. The authorized administrator, after following the above pre-suspension procedures, may then determine whether to suspend the student in accordance with the notification requirements set forth below.
6. When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, other student, or school property, the student may be summarily removed from school without holding a pre-suspension conference as set forth above. In such event, notice shall be given to the parents. The notice shall request the student to attend a post-suspension conference as soon as practicable after the notice is received. Failure to attend the scheduled conference shall constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parents shall be advised by written notice of any subsequent disciplinary decision.

B. Suspension Notification

1. If the pre-suspension or post-suspension conference results in a decision to suspend, the parents of the student shall be advised immediately of the decision by written notice sent by certified mail, return receipt requested.
2. The notice to parents shall include:
 - a. A statement of the reasons for the suspension, including any school rule, which has been violated;
 - b. An invitation to have a conference with the principal concerning the suspension;
 - c. The dates and duration of the suspension;
 - d. A statement of the parents' right to request a review of the suspension with the School District's Hearing Officer and their right to a subsequent review by the Board of Education;
 - e. A statement that the failure to request such review within five days after receipt of the notice, or eight days after date of the mailing, whichever is earlier, shall be deemed a waiver of the right to a review hearing with the Board;
 - f. Notification of the right to be represented at the suspension review hearing by an attorney or other representative; and
 - g. A copy of the suspension review hearing procedures.
3. A request to review the suspension may be oral or in writing, directed to the Superintendent's office. Oral notification shall be confirmed in writing by a letter to the parents. If a request for review of the suspension is timely made, the parents of the suspended student shall be given written notification of the time and place at least one week prior to the review with the Board of Education. If the parents, in requesting a review of the suspension, assert that the student is a special education student, then the authorized administrator shall follow the procedure set for the in Section IV of the Board Policy Manual.
4. The Superintendent and the Board of Education shall be notified of student suspensions by the authorized administrator, who shall forward a copy of the parental notice of suspension to the Superintendent and to the Secretary of the Board.

II. Expulsion Procedures

- A. Prior to any recommendation for expulsion the authorized administrator shall ascertain whether the student is a special education student. If so, then the procedures set forth in Section IV must be followed. If the expulsion is preceded by a suspension, the suspension procedures set forth in Section I must be combined with an expulsion hearing.
- B. Expulsion Notification
 1. The authorized administrator shall send a letter by certified mail, return receipt requested, to the parents of the student notifying them of the expulsion hearing.
 2. The expulsion notice to the parents shall include:
 - a. A statement of the reasons for the proposed expulsion, including any school rule, which has been violated;
 - b. The potential maximum duration of the expulsion;
 - c. The time and place of the expulsion hearing;
 - d. A statement of the parent's right to be represented as the expulsion by an attorney or other representative; and

- e. A copy of the expulsion hearing procedures.
- C. Expulsion Re-entry Conference – A conference between the principal, the expelled student and his/her parents shall be conducted prior to the student's re-entry.

III. General Procedures for Suspension Review/Expulsion Hearings

A. Hearing Structure

1. The School District's Hearing Officer shall conduct a suspension review or expulsion hearing. The Hearing Officer shall submit a written summary of the evidence heard to the Board of Education.
2. A review of the evidence, as contained in the summary of the expulsion hearing conducted by a Hearing Officer shall be made by the Board of Education in executive session within thirty days of such hearing.
3. The Board may take such action after the hearing, as it deems appropriate, including affirming or overruling the suspension or proposed expulsion, or conditioning re-entry of the student to school.
4. If the Board finds that suspension or expulsion was unjustified, the student's records may be expunged of all notations regarding the suspension or proposed expulsion and any related student absences for disciplinary reasons shall be marked "excused." The student may be afforded an opportunity make up all lost educational opportunities including, but not limited to tests and other class work.
5. The decision of the Board shall be final.
6. Written notification of the Board's decision with respect to the suspension review or expulsion hearing shall be mailed to the parents. An expulsion may be effective immediately or as specified by the Board.

B. Hearing Procedures

1. All student discipline hearings and conferences shall be held in private. Hearing with the Board of Education shall be conducted in executive sessions.
2. The student may attend the hearing with his/her parents and may be represented by an attorney or other representative. If the parents or student do not attend, but the authorized administrator has proof of notice given and received, the Hearing Officer may choose to proceed with or reschedule the hearing.
3. The hearing may be recorded. If either party causes a recording to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or tape.
4. The Hearing Officer shall determine and make findings on the following two issues at the hearing:
 - a. The validity of the charges of gross disobedience or misconduct; and
 - b. The appropriate disciplinary measure, if the charges are to be upheld.
5. If the student is a special education student, or asserts during a hearing that he may be a special education student, the Board must also follow the procedures set forth in Section IV.
6. The hearing shall be conducted as follows:
 - a. At the commencement of the hearing, either party may request the inclusion of witnesses.
 - b. The authorized administrator and the student may make a short opening statement concerning both the charges of gross disobedience or misconduct and the appropriate discipline.
 - c. The authorized administrator shall first present his or her evidence, including proof of compliance with Section IV of this Policy, if applicable. The student may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator.
 - d. The student may then present evidence to refute the charges. The authorized administrator may cross-examine all witnesses in attendance and review any written evidence presented by the student.
 - e. The Hearing Officer may, at any time, direct question to the parties or their witnesses.
 - f. The authorized administrator and the student may make closing statements at the conclusion of the hearing concerning

both the issue of gross disobedience or misconduct and the issue of the appropriate discipline.

7. The Hearing Officer may receive all relevant oral or written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.
 - a. If the authorized administrator determines that any of his or her witnesses would be subject to physical or mental harassment or that an emergency exists, the authorized administrator need not present his or her witness at the hearing, but may present as evidence a written summary prepared by the absent witness of his or her testimony. The summary shall include the reason for the witness's absence and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the witness's identity has been concealed.
 - b. The Hearing Officer shall not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience or misconduct. The Hearing Officer may review a student's records, however, in determining the appropriate discipline.

Additional Procedures for Suspension and Expulsion of Special Education Students.

1. Any exclusion or removal of the special education student from classes prescribed by a student's Special Educational Program, which results from conduct or behavior or a lack thereof, shall be considered a suspension.
2. Immediate telephone notice to the Special Education Director at the Special Education Office will need to be made the same day if any removal, exclusion, suspension, or expulsion from classes occurs.
3. A copy of all paperwork related to any removal, exclusion, suspension, or expulsion of a special education student shall be forwarded to the Special Education Office.
4. An administrator familiar with the reasons for suspension will be required to attend the Multidisciplinary Conference, which shall be held as soon as possible:
 - a. To arrange for interim services if necessary.
 - b. To determine if changes should be made within the present placement.
 - c. To determine if a more restrictive placement is needed.
 - d. To provide a proper behavior management plan, if appropriate.
 - e. To prepare a statement as to the possible relationship of the behavior requiring suspension to the special education eligibility of the student, if applicable.
 - f. To prepare an interim services plan, if necessary.
 - g. To prepare an IEP for interim services as may be required.
5. If a student's suspension is extended for more than ten days or the student is expelled, immediate telephone notice shall be given as soon as possible to the Special Education Director at the Special Education Office and an additional Multidisciplinary Hearing may be held with an administrator familiar with the reasons or other matter related to the student's program including court action and Due Process Hearing.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

STUDENT/VISITOR BEHAVIOR AT CARTERVILLE SPORTING EVENTS

Activity passes are available for 6th-grade students and can be purchased from the school office. Intermediate School students who attend athletic events are expected to behave themselves. They are to follow the rules applicable for each event. It is their responsibility to be familiar with those rules and abide by them. Repeated violations of the rules will result in loss of privilege to attend the events.

All students and visitors must follow conditions of good sportsmanship. This includes but is not limited to booing, becoming confrontational, or harassing in any way of officials, coaches, players, and opposing teams. This code of ethics applies to both home and away contests. Failure to follow this code of conduct may result in being denied admission to school events for up to one year, provided the individual receives 10 days written notice of the violating behavior and has the right to a hearing before the school board, if so requested. Nothing prohibits the acting school administrator from immediately removing a spectator from an event for disobeying rules or causing a disruption. (Illinois School Code Section 5/24-24)

STUDENT/VISITOR PROPERTY SEARCHES

Notice to all students and visitors that personal property is subject to search by administration or law enforcement while on school grounds. No reasonable expectation of privacy is awarded on school grounds for the safety of our students and staff.

SEARCH AND SEIZURE

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, 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 building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, 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.

Students Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, 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 school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

SEXUAL HARASSMENT (TITLE IX)

Students who are the victims of sexual harassment are encouraged to notify the School District through any school staff member or through the Superintendent. Such report is requested to be made in writing detailing the specifics of the charges and should be submitted within a reasonable time after the incident. The identity of the parties and the events complained of shall remain confidential to the extent feasible. The responding official shall report their findings and any recommendation for action to the Superintendent. Acts of sexual harassment depending upon the circumstances of the case may be considered cause for expulsion or such other disciplinary actions are warranted.

Title IX Coordinator:

Jeff Hartford, Assistant Supt.

200 West Plaza Drive., Carterville IL

jhartford@cartervilleschools.org

618-985-4826

SEXUAL ABUSE RESPONSE AND PREVENTION RESOURCE GUIDE

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

GANGS AND GANG ACTIVITY

The Board of Education has determined that gangs and gang-related activities would cause a substantial disruption of the schools' ability to maintain a safe and disruption-free environment. The Board of Education has further determined that gangs and gang activities foster behaviors, attitudes, and practices which may endanger the health, safety, and welfare of students. *Gangs* as defined in this policy, shall mean individuals who associate with each other primarily for criminal and disruptive activities prohibited by law and/or by the district's rules and regulations.

No student on or about school property or any school activity shall engage in the following behaviors:

1. A student shall not wear, possess, distribute, draw, display, or sell any article of clothing, jewelry, emblem, badge, haircut, symbol, tattoo, sign, or other thing, which is intended to identify a student as being affiliated with a gang.
2. A student shall not commit any act, or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) which demonstrates affiliation with a gang.
3. A student shall not commit any act in furtherance of the interests of any gang activity including but not limited to the following:
 - a. Soliciting other gang membership
 - b. Extorting money or otherwise intimidating or threatening any person
 - c. Inciting or directing others to engage in acts which violate school district policies, or civil and/or criminal law.

4. Penalties:

- a. Any student who violates paragraphs one or two of this policy will be required to surrender, cover, dispose of, or otherwise alter any offending clothing, material, or object per the determination of school officials. In addition, the student must attend a parent conference and may receive, depending on the severity of the circumstances, detention, and/or internal suspension, and/or external suspension. Subsequent violation of this policy will subject the student to suspension and/or recommendation for expulsion.
- b. Any student who violates paragraph three of this policy shall be subject to suspension and/or expulsion for a period not to exceed one full year.
- c. In all appropriate cases law enforcement agencies will be contacted and charges filed.

ELECTRONIC COMMUNICATION TOOLS

Carterville CUSD #5 maintains a list of approved and supported electronic communication tools for electronic communication. All electronic communication between students, parents/guardians, and administration, faculty, or academic/extracurricular staff regarding school-related matters, including participation in extracurricular or athletics, should occur solely through the following district-approved tools.

Carterville CUSD #5 Approved Electronic Communication Tools

Apptegy Rooms

USAGE OF THE INTERNET

The Internet is regularly used as a tool in the educational process. Please see terms and conditions below.

COMPUTER AND INTERNET TERMS AND CONDITIONS

I. Acceptable Use

The original purpose of the Internet was, and largely still is, to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of school computers must support education and research that is consistent with the Learning Standards of CUSD#5. Use of another organization's network or violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.

II. Network Etiquette

- A. Be polite. Do not send abusive messages to others.
- B. Illegal activities are strictly forbidden. Messages relating to or in support of illegal activities may be reported to legal authorities.
- C. Do not reveal personal addresses, phone numbers, or passwords of students, teachers, administrators, or other staff of CUSD#5, including yourself.
- D. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
- E. Do not use the network in such a way that you would disrupt the use of the network by other users.
- F. All communications and information accessible via the network should be assumed to be private property (i.e., copyrighted).
- G. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are prohibited on the network. Use appropriate language. Messages should not contain profanity, obscene comments, sexually explicit material, expressions of bigotry, or hate.
- H. Student subscriptions to electronic mailing lists are not allowed on CUSD#5 accounts.
- I. From time to time, CUSD#5 system administrators will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
- J. Students are not permitted to send email messages or participate in chat rooms (or similar Internet-based services) unless under the supervision of school personnel or as part of a class assignment.

III. Accuracy of Information

Use of any information obtained via the Internet is at your own risk. CUSD#5 specifically denies any responsibility for the accuracy or quality of information obtained through District account. Information (including text, graphics, video, etc.) from Internet sources used in student papers and reports should be cited the same as references to printed materials.

IV. Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a teacher, librarian, or principal. Do not demonstrate the problem to other users. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network. Attempts to gain unauthorized access to system program or computer equipment will result in cancellation of user privileges. Downloading of information onto the hard drives of CUSD#5 computers is prohibited; all downloads must be saved to removable media. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to District computers.

V. Vandalism

Vandalism will result in cancellation of privileges as well as other sanctions cited in the Student Handbook and Board Policy Manual. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware, data of another user, Internet, or any of the other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

VI. Inappropriate Use

CUSD#5 teachers and administrators will deem what is inappropriate use, and their decision is subject only to confirmation by the CUSD#5 Board of Education. The administration, faculty, and staff of CUSD#5 may request the suspension or termination of computer use of any user who violates these acceptable practices.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs, especially in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

VII. GoGuardian

Carterville Intermediate School utilizes GoGuardian as a Chromebook management and protection software for teachers. It is designed to provide teachers with a portal to direct students' attention to specific online resources and to close-off tabs on devices. Its purpose for teachers is also to keep students on-task and away from inappropriate content. All content accessed using a Carterville school login identification is subject to GoGuardian supervision.

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Computer Use Termination – Objections to the termination of computer use should be made following the chain of command. That order begins with the classroom teacher, the building principal, district superintendent, and finally the Board of Education.

ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

G SUITE FOR EDUCATION

Carterville CUSD #5 recognizes that technology and Internet resources offer a wide variety of educational opportunities and tools that can enhance learning. As such, we have begun using the important tool, G Suite for Education. G Suite for Education provides educators and students with a multitude of online Google Apps, allowing students and teachers access to collaborative tools for their classroom experience. Use of G Suite is at the discretion of the classroom teacher and will only be used when appropriate for the student's grade level and learning objective.

Carterville Community Unit School District's G Suite for Education domain is different from a personal Google account and is **NOT open to the public**. It is a safe and secure "self-contained" cloud-based system that is unique to our domain. Teachers will have the ability to monitor everything that a student does within G Suite.

As with any educational endeavor, a strong partnership with families is essential to a successful experience. The following is a list of G Suite Tools and their educational uses:

- ❖ **Google Classroom:** Google Classroom allows teachers and students to share assignments by class section, turn in completed homework, and share feedback on assignments.
- ❖ **Gmail:** Gmail allows students and teachers to communicate within the G Suite for Education domain.
- ❖ **Google Drive:** Google Drive is a file storage service created by Google. It will allow students access to all of their saved files in Drive and share them instantly with teachers and classmates as needed.
- ❖ **Google Docs:** Google Docs allows for the creation and editing of documents, spreadsheets, and presentations from any location with Internet access. Specific Docs can be shared with individuals or groups, allowing for multiple people to work at the same time, a feature extremely beneficial when working in collaboration with others.
- ❖ **Additional Google Tools include Calendar, Sheets, Forms, Slides, Hangout Meets and Google Hangouts, Vault, Keep, and Sites.**

Student use of G Suite for Education is governed by the Responsible Use and Conduct Policy (6:220) and the CUSD #5 Student-Parent Handbooks. Students are responsible for their own conduct at all times when using G Suite for Education, just as they are when they use any technology resources the school offers. Students retain the intellectual property rights of any work that they create and store on the Google Drive. There are no ads in G Suite for Education. Google will not sell data to third parties nor will they share information in G Suite with third parties except if required to do so by law.

CUSD #5 encourages parents to obtain their child's login information. This will allow you access to review all content within your child's G Suite account and share in the learning experiences that are offered.

For additional information about privacy and safety, Google's "Trust" site provides an excellent guide to staying safe and secure online. The guide can be accessed at <https://www.google.com/edu/trust>.

STUDENT CONDUCT

Public Act 89-731 effective January 1, 1996, states: The board may expel a student for a definite period of time not to exceed 2 school years, as determined to have brought a weapon, as defined by Section 921 of Title 18, United States Code, to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the board on a case by case basis. Expulsion or suspension shall be construed in a manner consistent with the Federal Individuals with Disabilities Education Act. The provisions of this subsection (d) apply in all school districts, including special charter districts and districts organized under Article 34.

According to Section 921 of Title 18 United States Code, a weapon means:

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer; and
- any destructive device, which includes:
 - (1) any explosive, incendiary, or poison gas
 - (2) bomb,
 - (3) grenade,
 - (4) rocket having a propellant charge of more than 4 ounces,
 - (5) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (6) mine, or similar device,

- (7) knife, or anything that resembles or is used in a similar manner,
- (8) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
- (9) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

SUBSTANCE ABUSE POLICY

I. Definition

As used in this policy, the term "prohibited substance" means alcohol, controlled substances and look-alike substances as defined in the Statutes of Illinois. (Ill. Rev. Stat., ch. 56—1/2, par. 1102 et. seq. and par 1401 et seq.)

II. Conduct Prohibited

No student shall possess, use, distribute, sell or attempt to distribute or sell, any prohibited substance.

III. Searches for Prohibited Substances

A. Property Search

Searches of school lockers may be conducted at any time there is a reasonable suspicion that there is a student violation of this Policy.

B. Personal Search

Searches of the pockets and outer garments and purse or other belongings of a student may be conducted at any time there is a reasonable suspicion that there is a student violation of this Policy. Strip searches are prohibited.

IV. Penalties

A. Possession/Under Influence

1. First Offense

- a. Student may be suspended up to ten (10) days.
- b. Conference with the student and parents or guardians.

2. Any Subsequent Offense

Expulsion will be recommended and the student will be suspended pending expulsion proceedings.

B. Distributing, Selling or Attempting to Distribute or Sell

1. First Offense

- a. The student may be suspended from school up to ten (10) days or be recommended for expulsion.
- b. Conference with the student and parents or guardians.

2. Any Subsequent Offense

Expulsion will be recommended and the student will be suspended pending expulsion proceedings.

V. Other procedures

In an emergency requiring medical attention, the student(s) may be removed from school immediately. In a medical emergency, or other instance in which there is indication of violation of this Policy, local law enforcement officials may be contacted. All penalties prescribed in Section IV of this Policy shall be administered in accordance with statutory requirements and procedures governing the Student Discipline in Board Policy No. 8035.

VI. Huffing and Inhalants

Use of any substance that alters a student's physical or mental function will not be tolerated. Examples include huffing paint, glue, etc. No person shall breathe, inhale, or drink any compound, liquid or chemical, or any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis or irrational behavior, or in any manner changing, distorting or disturbing the auditory, visual or mental process.

BULLYING, INTIMIDATION, & 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 and school goals. At Carterville Intermediate School, students are taught that there is no "ROOM" for bullying. The behaviors that constitute bullying are Repetitive, On purpose, One-sided, and Mean.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, marital status, parenting status, 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 if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying 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.

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.

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.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. The district Bullying Form can be accessed [here](#). All school staff members are available for help with a bully or to make a report about bullying.. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Complaint Managers:

Sarah Barnstable, Supt.
200 West Plaza Drive., Carterville IL
sbarnstable@cartervilleschools.org
618-985-4826

Jeff Hartford, Assistant Supt.
200 West Plaza Drive, Carterville IL
jhartford@cartervilleschools.org
618-985-4826

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 school'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 any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: PRESS 7:20, Harassment of Students Prohibited, PRESS 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, PRESS 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin is Prohibited, PRESS 7:190, Student Discipline PRESS 2:260, Uniform Grievance Procedure

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, can be obtained at the Unit Office.

CHAPTER 7: HEALTH AND MEDICAL

NUTRITION AND WELLNESS

Class Parties:

In order to assist our students in wise food choices, we have decided to encourage healthy snack choices at class parties. This does not mean that from time to time soda and "junk" food may not be permitted. However, we are hoping it becomes the exception, not the norm. Instead we would like to see most class parties involving healthier food and drink choices.

Lunchroom:

All CIS students are strongly encouraged to refrain from bringing carbonated and caffeinated beverages in their school lunches, especially energy drinks (i.e. Red Bull, Monster, Rockstar).

PHYSICAL EXAMINATIONS/IMMUNIZATIONS

Students are required to have proof of a physical examination by a licensed health care provider completed on the required **Illinois Certificate of Child Health Examination** form within one year prior to:

1. Upon entering the sixth grade, and/or
2. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Students are required to show proof of immunizations against preventable communicable diseases as well as screenings as required by the Illinois Department of Public Health (IDPH). The **HEALTH HISTORY SECTION** of the physical form must be completed and signed by a parent or guardian. Please contact the school nurse if you have any questions regarding the IDPH immunization requirements.

6th grade students must have a current 6th grade school physical (dated within 1 yr from the start date of school) and the following vaccines: **Tdap** (one dose on or after the 11th birthday), **meningococcal** (one dose on or after the 11th birthday), and be up to date on all other required immunizations by **October 15th** of the 6th grade school year.

No appointments after **October 15th** will be allowed. All students who have not met the immunizations and physical requirements by **October 15th** will be excluded from school until documentation of requirements has been submitted to the school.

New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements.

EXEMPTIONS

A parent/guardian may claim religious exemption to these requirements by submitting a completed **Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations** form to the school. This form must be completed and signed by the parent(s) and the health care provider.

A parent/guardian may claim medical exemption to these requirements if a letter is written and signed by a physician, APN, or PA stating the specific reason for the medical objection and it is approved by the Illinois Department of Public Health.

EYE EXAMINATIONS

Any student enrolling in public school for the first time or from out of state needs to present proof of an eye examination performed by a licensed optometrist or eye doctor within the previous year by October 15th of the current school year. Waiver forms are available from the school nurse if you are unable to find an eye doctor that accepts your insurance or it is an undue burden.

DENTAL EXAMINATIONS

6th grade students must provide proof of a dental exam by a licensed dentist by May 15 of the current school year. Proof of a dental exam must be completed on the **IDPH Proof of Dental Exam** form and must be dated within 18 months prior to the May 15th deadline. Waiver forms are available from the school nurse if you are unable to find a dentist that accepts your insurance or it is an undue burden.

VISION AND HEARING SCREENINGS

The Illinois Child Vision and Hearing Test Act (410 ILCS 205) mandates vision and hearing screening programs for preschool and school age children. Screenings are mandated at specific age and grade levels and must be performed by persons trained and certified by the Illinois Department of Public Health. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Vision screening performed by the doctor's office as part of a school physical does not fulfill the mandate. If there is documentation in the student's file of an eye examination having been done by an optometrist within the last 12 months, the student does not have to be screened. The parent or legal guardian of a student may object to hearing or vision screening tests for their child on religious grounds. If a religious objection is made, a written and signed statement from the parent/legal guardian detailing such objections must be presented to the school district. If you have any questions about vision and hearing screening, please contact the school nurse.

STUDENT MEDICATION

Administering medication during school hours or during school-related activities is discouraged 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 medication during school hours, the parent/guardian must request that the school dispense the medication to the child by completing a **School Medication Authorization** form. Any medication to be given at school must be labeled properly and in its original container. All medication must be brought to the school and picked up from school by an adult. Students are not allowed to possess or transport medications.

No school or district employee shall administer to any student, or supervise a student's self-administration of any medication until a completed and signed School Medication Authorization form is submitted by the student's parent/guardian.

No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided in this policy and its implementing procedures.

Non-emergency medications will not be administered during a field trip, as the nurse is not present to administer the medication. Contact the school nurse if you have questions.

Self Administration of Medication

A student may possess and self-administer prescribed emergency medications (e.g., epinephrine, asthma inhaler) provided the student's parent/guardian and health care provider has completed and signed a **School Medication Authorization** form and it is marked that it is appropriate for the student to self-carry and/or self-administer the medication.

The school district shall incur no liability, except for willful and wanton conduct, as a result of an injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. 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 conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and /or medication required under a qualifying plan.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. The procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications(s).

Emergency Aid to Students

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

ASTHMA

It is requested that all students with asthma submit an **Asthma Action Plan** to the school nurse completed and signed by a licensed health care provider each school year.

The student with asthma should have quick access to his/her inhaler at all times. We encourage students, whose parents and health care provider feel it is appropriate, to self-carry and/or self-administer asthma inhalers.

All students that require medication for the treatment of asthma symptoms must complete the following items each school year:

- **Medication Authorization Form** completed and signed by both parent and health care provider. (At the bottom of the form, the health care provider should select the following options: self administration, self carry, or inhaler to be kept in the nurse's office.)
- **Asthma Action Plan**
- Prescription label containing the name of the medication, prescribed dosage, and the circumstances for which the medication is to be administered.
- Please write the student's name on the inhaler with a black permanent marker so in the event that the self-carried inhaler is lost or misplaced it can be returned to your student.

POLICY AND PROCEDURE OF UNASSIGNED ASTHMA MEDICATION FOR RESPIRATORY DISTRESS

The Carterville Unit 5 School District is voluntarily participating in the unassigned emergency asthma medication program. If a trained individual determines your student is in respiratory distress and does not have access to a quick relief asthma medication, then an albuterol or other short acting bronchodilator inhaler will be administered. This is not to replace any asthma medication that a student with known asthma is to have in the school nurse's office or to self-carry. If you do not want your student to receive this life saving measure, a letter must be submitted to the administration stating your objection.

Respiratory Distress means the perceived or actual presence of wheezing, coughing, shortness of breath, chest tightness, breathing difficulty, or any other symptoms consistent with asthma.

Quick relief asthma medication includes albuterol or other short-acting bronchodilators that are approved by the United States Food and Drug Administration for the treatment of respiratory distress. This includes medication delivered through a device, including a metered dose inhaler with a reusable or disposable spacer.

In the event of respiratory distress of a student or faculty/staff member, a trained individual may administer a prescribed or unassigned albuterol or other short acting bronchodilator inhaler according to the following procedure:

1. **Assessment of individual:** If symptoms of wheezing, coughing, shortness of breath, chest tightness, breathing difficulty, or any other symptoms consistent with respiratory distress or asthma are present, administer the unassigned albuterol or other short acting bronchodilator.
2. **Administer unassigned albuterol or other short acting bronchodilator:** Shake the inhaler device. Using a reusable or disposable spacer attached to the inhaler, administer 1 puff of the medication to the individual. Have the individual breathe in the medication deeply when using the spacer. Wait 1-2 minutes and then administer a 2nd puff of the medication.
3. **Closely monitor the individual:** If respiratory distress symptoms persist or worsen, call 911.
4. **Notify and Document:** Notify parent/guardian immediately. Notify the health care provider who prescribed the undesignated asthma medication of its use within 24 hours after the administration of undesignated asthma medication for a replacement. Document details of the incident immediately as appropriate on the Undesignated Asthma Medication Report Form.

ALLERGIES

Although we are not a “nut-free” school, we do make accommodations for students with food allergies. These accommodations include designated “nut-free” lunch tables and classrooms. Students are not allowed to bring food or snacks that contain any nut products into the “nut free” classroom. This also includes items that are manufactured on the same equipment or in the same facility as peanuts/tree nuts.

Parents should report allergies to the school nurse. This includes environmental, food, and/or any other allergies that may cause any reaction.

For student’s with a food allergy that requires a food substitution (i.e. milk, strawberries, etc.) a **Physician’s Statement for Food Substitution** form shall be obtained from the school nurse or from Food Services, completed by the health care provider, and returned to the school.

EPINEPHRINE

The student with life threatening allergies should have quick access to his/her epinephrine at all times. We encourage students, whose parents and health care provider feel it is appropriate, to self-carry and/or self-administer epinephrine.

All students that require medication for the treatment of life-threatening allergies must complete the following items each school year:

- **Medication Authorization Form** completed and signed by both parent and health care. (At the bottom of the form, the health care provider should select the following options: self administration, self carry, or medication to be kept in the nurse's office.) Please complete a form for each medication (e.g.; epinephrine, Benadryl®, etc).
- **Anaphylaxis Emergency Care Plan**
- Prescription label containing the name of the medication, prescribed dosage, and the circumstances for which the medication is to be administered.
- Please write the student’s name on the epinephrine with a black permanent marker so in the event that the self-carried medication is lost or misplaced it can be returned to your student.

POLICY AND PROCEDURE OF UNASSIGNED EPINEPHRINE FOR ANAPHYLAXIS

The Carterville Unit 5 School District is voluntarily participating in the unassigned emergency epinephrine program for anaphylaxis. If a trained person determines your child is having a severe allergic reaction, emergency epinephrine will be administered and an ambulance will be called. This is not to replace the epinephrine that a child with a known allergy is to submit to the school. If you do not want your child to receive this life saving measure, a letter must be submitted to the administration stating your objection.

Anaphylaxis is a severe allergic reaction which can be life threatening. It may occur within minutes after exposure to allergen or up to hours later. Symptoms may include itching, redness, hives, swelling of the lips, face, or throat, wheezing, coughing or chest tightness, shortness of breath, shock, abdominal cramping or nausea/vomiting, or loss of consciousness.

In the event of a severe allergic reaction of a student or faculty/staff member, a trained staff member may administer a prescribed or unassigned epinephrine, according to the following procedure:

1. **Assessment of individual:** If itching or swelling is confined to a localized area, observe the individual closely for development of generalized symptoms. If symptoms (itching, redness, hives, swelling of the lips, face, or throat, wheezing, coughing or chest tightness, shortness of breath, shock, abdominal cramping or nausea/vomiting, or loss of consciousness) are generalized and include two or more body systems, call 911 and administer epinephrine per step 2.
2. **Administer unassigned epinephrine** into the outer middle section of the thigh (through clothing, if necessary). Make sure a second person has called 911 and make note of the time of injection. Use Epi-pen Jr®. for individuals less than 66 pounds. Use Epi-pen® for individuals greater than 66 pounds. If EMS has not arrived and symptoms persist, dose may be repeated every 5-20 minutes after the first dose.
3. **Closely monitor the individual until EMS arrives.** Perform CPR and maintain airway as needed. Place the individual in a comfortable resting position. Do not give food or water
4. **Notify and Document:** Notify parent/guardian and notify the individual's primary care physician of the anaphylactic reaction within 4 hrs. Document details of the incident immediately as appropriate.

POLICY AND PROCEDURE OF UNASSIGNED NALOXONE (NARCAN) FOR OPIOID OVERDOSE

Opioid overdose is a life threatening condition that can result in death. Symptoms of opioid overdose may include respiratory depression, unresponsiveness, slowed heart rate, blue lips/fingertips, and/or pinpoint pupils.

It is the policy of Carterville CUSD #5 to provide assistance to any person(s) who may be suffering from an opioid overdose by following the protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone Nasal Spray combined with rescue breaths/CPR, to revive the victim of any apparent drug overdose. Naloxone (Narcan®) is a medication that can be used to reverse an overdose caused by an opioid drug.

In the event of an opioid overdose, a trained staff member may administer Naloxone (Narcan®) Nasal Spray according to the following procedure:

1. **Recognize:** Assess individual for signs of overdose: Pale, clammy skin; infrequent speech; respiratory depression; unresponsive to stimuli (calling name, shaking, sternal rub); slowed heart rate; blue lips or fingertips; and/or pinpoint pupils.
2. **Respond:** Call 911/EMS. Place the individual on their back. Assess airway and breathing. Perform rescue breaths/CPR, if needed.
3. **Reverse:** Tilt the individual's head back and administer 1 spray of naloxone into one nostril. Position the individual on his/her side. Stay with the individual until the EMS arrives. Continue to monitor the individual's airway, breathing, and circulation. Continue rescue breaths/CPR, if needed.
4. **Refer:** Have the individual transported to the nearest medical facility. Notify parents/guardians. Document the details of the incident and complete the Naloxone Administration Report Form immediately, as appropriate.

SUDDEN ILLNESS

According to the guidelines from the Illinois Department of Public Health, students who have fever, vomiting, diarrhea, or contagious disease must stay home from school until the symptoms have been gone for 24 hours. Students must be fever free for 24 hours WITHOUT the use of medications before returning to school. ***Our district recognizes a fever as any temperature at or above 100°F.*** Students may return sooner if a physician provides a written statement indicating it is safe to do so. These guidelines are necessary to protect the health of the students and to control the spread of illness.

Due to the high number of rash-like illnesses, excluding the student from school will be at the nurse's discretion. Please refer to the Communicable Disease Guide distributed by the Illinois Department of Public Health or the school nurse for further information.

ACCIDENTS

School personnel will notify parents in the event of a serious accident or injury. If a parent is not at home, school personnel will call the alternate phone numbers listed in the student's emergency contact information. Parents should be sure to include telephone numbers of relatives or friends who can be contacted during the school day. It is essential that all accidents occurring on the school premises be reported immediately to a person in charge, such as the teacher, playground supervisor, school nurse, or principal.

PHYSICAL EDUCATION/SPORTS/RECESS RESTRICTIONS

If a student is restricted from participating in physical education, recess, and/or sports a note from the health care provider is required. The note must specify the restrictions and the length of the time to be exempt from the activity. A copy of the note will be provided to the playground supervisor with the expectation that the student will follow the recommended activity restrictions during recess.

HOMEBOUND/HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant, or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, PA, or licensed APN. Instruction or related services for a student receiving special education services will be determined by the student's individualized education program.

The Homebound/Hospital Instruction Program shall be operated according to the policies and procedures established by Carterville CUSD #5 and the Williamson County Special Education District. Parents should contact the building principal for proper authorization to receive these services.

HEAD LICE

Students may be included in routine health lice checks by the school nurse or designee. If live lice are found in the hair, parents will be immediately contacted and the child removed from the school setting. Children will be allowed to return to school after being treated at home and cleared by the school nurse or designee. Students looking to return to school with nits still in the hair will be up to the nurse's discretion.

The following procedures should be followed:

1. Call the school to schedule an appointment with the nurse.
2. An adult must accompany the student to the school nurse's office at CIS (or other school office location, if directed).
3. A student may not be sent to school on the bus until he/she has been checked and cleared to return to school by the school nurse or designee.
4. A student will be allowed up to two consecutive excused absence days after being identified with head lice. The third day and any day thereafter will be recorded as unexcused. **A parent shall notify the school office daily to report absences.**
5. If students have more than two occurrences per semester, they will be recorded as excused only on the day they are sent home from school. Any additional absences will be recorded as unexcused.
6. The truancy office will be contacted after the third unexcused absence day.

CHAPTER 8: PARENTS – GENERAL INFORMATION

ADMISSION PROCEDURES

Students enrolling in the district for the first time must present a birth certificate or other reliable proof of identity and age, proof of residency and proof of disease immunization or detection and the required physical examination, as required by State law. Any homeless child shall be immediately admitted, even if the child or child's parent / guardian is unable to produce records normally required for enrollment. Board policy 6:10, Education of Homeless Children, and its implementing administrative procedure govern the enrollment of homeless children.

VISITORS ON SCHOOL GROUNDS

Visitors are welcome in CUSD #5 schools as long as they have approval from the building principal or the superintendent. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the child. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent/guardian or child is allowed access once per school quarter for up to one hour or one class period. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of observing his or her child in the child's current educational placement, services, or program.

Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes, and schedule the visit with the building principal. This form serves to inform the building principal or designee in writing of the proposed visit(s), the purpose, and the duration and identify requested dates/times for the visit(s) to facilitate scheduling. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records. The visitor will provide this acknowledgment

and agreement by completing the form referenced above. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other District designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

Approved visitors, including student visitors, shall enter the front door of the building, report to the school office, and sign in each time they visit. At no time shall any visitor proceed past the office without a visitor pass. Identification tags shall be obtained from the school secretary or building principal.

Students will be sent to the office from their classroom when a parent comes to sign them out early. Parents shall not go to the classroom when coming to sign a student out of school. Parents and other guests waiting for their students shall remain in the office area and not proceed into the building.

Parents wishing to volunteer in their children's classrooms must get approval from the teacher and building administrator. Additionally, volunteers are expected to sign and abide by the "Volunteer Confidentiality Agreement."

While it is acceptable for pets to be inside vehicles during appropriate conditions, for the safety of our children, no pets will be allowed on campus without administrative approval during school hours.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespassing and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

6:120-AP2, E1

Instruction

Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

☐ I am the parent/guardian of the above named student and wish to observe my child in the following classroom/settings: _____

for the purpose of: _____

☐ I am the parent/guardian of the above named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|---|
| ☐ Teacher, certified in the areas of: _____ | Illinois certified? ☐ Y ☐ N |
| ☐ Clinical Psychologist | ☐ School Psychologist |
| ☐ Licensed Clinical Social Worker | ☐ Licensed Social Worker |
| ☐ School Social Worker | ☐ Occupational Therapist |
| ☐ Physical Therapist | ☐ Speech/Language Pathologist |
| ☐ Audiologist | ☐ Psychiatrist |
| ☐ Registered Nurse | ☐ Certified School Nurse |
| ☐ Other qualified professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

☐ Observation of student in the following classroom(s)/setting(s): _____

- _____
Duration:_____
- ☐ Opportunity to interview the following personnel believed to work with the student:_____
- _____
Duration:_____
- ☐ Opportunity to interview the student.
- ☐ I will need more than one hour or one class period for my visit for the following reason(s):____
- _____
- ☐ Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I agree that I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

Volunteer Confidentiality Agreement

There are federal and state laws that protect the privacy rights of students and families. In a school situation, there are many instances in which confidential information is discussed in order to better understand students and plan for their services. When working in the schools as a volunteer, there may be times when this information is overheard. Our staff will make every effort to prevent this from happening; however, as a volunteer you must agree that if you do hear information about a student or family you will not repeat this outside of the school/classroom setting. This will ensure the protection of our students' interest and their families.

Additionally, there are laws that govern special education confidentiality, FERPA (Family Education Rights and Privacy Act) and IDEA (Individuals with Disabilities Education Act). These entities indicate that confidentiality must be maintained relative to special education students. Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws. A volunteer should not discuss a child's disability or classroom performance with any individual outside of the classroom instructor, building principal, program coordinator, or staff member. The volunteer should not use any written or verbal statements outside of the school that would divulge the child's disability or classroom performance. If at any time these terms of confidentiality are violated by a volunteer, termination of volunteer services may occur.

As a volunteer:

1. I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work as a volunteer.
2. I will keep confidential matters private.
3. I understand that the school's principal or program coordinator reserves the right to deny or remove any volunteer violating confidentiality policy.

By signing this agreement, I am stating that I will not divulge information about any student or family to any person outside the school setting.

Volunteer's Signature: _____ Date: _____

Student's Name: _____

Teacher's Name: _____

INVITATIONS

There are many occasions in which parents and students wish to communicate with other families within their classroom. Due to confidentiality laws, we are not able to share personal contact information. We understand that this may pose an obstacle for sending communications such as thank you cards and invitations. To assist with this issue, families may choose to have their address included in a classroom directory. The directory will only contain your child's name and address and will be shared with other families within your child's classroom. Party invitations are not to be distributed at school.

HOMELESS CHILDREN

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedure govern the enrollment of homeless children.

BUS TRANSPORTATION

School bus transportation service is a service offered to the school children of the school district who live too far from school to walk. It is offered to help equalize educational opportunities.

The state law provides that for a student who lives one and one-half miles or more from school transportation must be furnished. Due to the age of 4th grade students, they will be allowed bus transportation if they live within the 1.5-mile distance. Additional information and a map can be viewed on the building website at www.cartervilleilions.org.

The bus routes are established at the beginning of each school year to provide transportation services to students who qualify for bus transportation.

The bus routes will follow the public highways and in no case shall a bus be required to travel a lane or private drive other than one used as a "turn around" for the bus. Buses will not travel on roads that are not safe to drive on. Questions regarding transportation should be directed to Michael Bradford at (618) 985-5727.

THREATENING WEATHER CONDITIONS AND OTHER EMERGENCIES

In the event of inclement weather conditions or other emergency situations affecting the school schedule, local radio and television stations will be contacted. The television stations include WSIL-TV, KFVS-TV, and WPSD-TV. The radio stations include WCIL, WJPF, and W3D. If inclement weather conditions strike after school is in session and a decision is made to dismiss classes early, the announcement will also be made over local radio and television stations.

Thrillshare is our district's student/parent notification system. You will receive emergency and/or nonemergency information through your designated contact phone numbers. **It is imperative that you keep your contact information in the Qmlativ system updated to ensure that you receive the messages.** This can be utilized to notify parents of school closing due to inclement weather, an emergency on campus, or other nonemergency messages.

To update email and phone information, you may access Qmlativ by clicking on the Qmlativ icon on the right hand side of the district's webpage at www.cartervilleilions.org. (First time users may need to contact the CIS office for login and password information.)

QMLATIV FAMILY ACCESS

Qmlativ is our District on-line Student Information System. You may access Qmlativ by clicking on the Qmlativ icon on the right hand side of the district's webpage at www.cartervilleilions.org. First-time users may need to contact the CIS school office for login/password information. It is important to keep phone and email information current and accurate at all times. To update email and phone information, click on the Skylert link under General Information on the left side of the screen, then click Edit.

Under General Information, you may access the following:

- Email Notifications (update notification preferences for Attendance/Food Service/Grades)
- Food Service (see cafeteria balances and make on-line payments)

If your child is a bus rider, you may view bus information in Student Information, under the Bus Schedule tab in the top-center of page (Please direct bus information changes or updates to Michael Bradford, Transportation Director, at 618-985-5727).

ANNUAL ASBESTOS NOTIFICATION

The following notification is being released for compliance with the regulations of the Federal AHERA guidelines for the management of asbestos containing materials (ACM). The Inspection Report and Management Plan is on file for review at the Unit Office.

This notice is to inform building occupants and parents/legal guardians of the locations of ACM. It has been determined by the United States Environmental Protection Agency that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any ACM.

Inspections are conducted to determine if any change in the condition of the known or assumed asbestos.

Cleaning and maintenance personnel who recognize the danger of asbestos are taking special precautions during their work to properly guard against disturbance of the ACM. Additional measures will be taken when needed to protect the health of building occupants.

Material containing asbestos has been found in the following school building:

- Carterville Intermediate School – 300 School St. – Carterville, IL 62918

The inspection reports and management plans for the above listed buildings are available for review during the business hours of 8:00 a.m. – 4:00 p.m. at 200 West Plaza Drive, Carterville, IL 62918.