

SIUE East St. Louis Charter High School

2022 - 2023



**Student Handbook &
Code of Conduct**



The We Believe Creed

At SIUE East St. Louis Charter High School

We believe.

We believe in ourselves, our school, and our community.

We believe we can learn and succeed academically.

We believe we can teach and lead for tomorrow.

And our future starts with the decisions we make today.

Written by
SIUE CHS Team 2017

The SIUE East St. Louis Charter High School Logo

The mission of the Southern Illinois University Edwardsville East St. Louis Charter High School is to prepare students who are career and college-ready upon graduation. To achieve this mission the school and its staff will positively impact the educational and economic lives of East St. Louis, Illinois youth through individualized instruction in core academic subjects, exploration of career interests and aptitudes, assistance in realizing students' talents, high academic goals, and expectations that graduates will become competitive employees for the 21st century.



“WHAT WE BELIEVE”



The SIUE East St. Louis Charter High School emblem represents a promise of academic success. Like a coat of arms, it is a symbol of solidarity between the students, faculty, and community and indicates the common goal of academic achievement shared by everyone. The red shield represents faith, safety, and fidelity and signifies the protection a solid education provides to all who choose to stand behind it. The banner proudly displays our school's name and emphasizes the Southern Illinois University Edwardsville's trademarked "e," reminding us that we are a community of students and educators who accept nothing less than academic excellence. The Arch represents a gateway to new possibilities through strong educational foundations. The shooting star epitomizes the drive of our students to reach their full potentials and make their dreams realities. The blank pages of the open book await each student's story; the chronicles of challenges met with successful happy endings.

Written by Colin Neumeyer
SIUE ESL CHS Faculty Associate 2010

Letter from Administration

Dear CHS Student and Parent:

Greetings! On behalf of the faculty and staff of Southern Illinois University Edwardsville East St. Louis Charter High School, we welcome you to the 2022 – 2023 school year.

Please take time to read this handbook and discuss it with one another. The contents of this handbook will provide answers to the many questions you may have. Feel free to contact either of us with any additional questions. We have high expectations for each student. Regular and on time attendance is essential. Commitment to completing coursework and compliance with our behavioral expectations are an important part of each student's success at CHS. Each student's cooperation with faculty, staff, administrators and fellow students are the key to achieving our common goal of academic excellence. **Success is our only option!**

We look forward to an outstanding academic year. With your support as a parent/guardian there is no doubt that your student will be successful.

With CHS Pride,

Gina Jeffries
Director
618.482.8391

Liza Cummings
Assistant Director
618.482.8377

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The handbook is only a summary of Board policies governing the district. The handbook may be amended during the year without notice.

Discipline Policy

The Code of Conduct

Southern Illinois University East St. Louis Charter High School is committed to providing a safe, disciplined and drug-free environment for students and staff. Students are expected and required to display appropriate manners and behavior at all times. In order to ensure that students adhere to reasonable standards of conduct while attending the Charter High School, a Behavior agreement shall be used as a deterrent to unwanted behaviors.

Behaviors falling within the categories listed below shall be considered part of the Behavior agreement, with infractions resulting in disciplinary action that may include a suspension and/or permanent expulsion up to two calendar years.

Behaviors include:

- **Threats, harassment, intimidation, verbal or physical abuse of a Southern Illinois University East St. Louis Charter High School staff member or any other SIUE East St. Louis staff**
- **Threats, harassment, intimidation, verbal or physical abuse of a Southern Illinois University East St. Louis Charter High School student or participant of any other East St. Louis program**
- **Possession or use of a weapon, look alike weapon, or the use of any item as a weapon while on school grounds, in a school-related activity, or at school-related work site**
- **Possessing, selling, distributing, or being under the influence of drugs or alcohol while on school grounds, in a school-related activity, and/or at the school-related work site**
- **Vandalism or theft of school property or the property of an employer while on school grounds, or in a school-related activity, and/or at a school-related work site. This includes writing on walls, lockers, etc.**
- **Tampering with, disabling, or intentionally causing malfunction within the Charter High School's computer-based instructional program**
- **Cell phones and other electronic devices (not provided by the school) use during instructional time is prohibited.**

Charter High School Rules

	School & Community	Classroom	Hallway	Cafeteria	Technology and Labs	Assembly & Special Events (field trips)	Learning Resource Center
R espect	<ul style="list-style-type: none"> ◆ Follow and respond appropriately to adult directions ◆ Use appropriate language and tone with self, teachers and others ◆ Respect others' personal space and property ◆ Obtain permission from appropriate adult before leaving a room or location 	<ul style="list-style-type: none"> ◆ Use appropriate non-verbal communication that shows you are on task ◆ Raise hand and ask permission to leave ◆ Be respectful of others' learning environments ◆ Respect the position of an adult/teacher 	<ul style="list-style-type: none"> ◆ Walk only ◆ Keep hands to yourself ◆ Avoid being a distraction to classrooms along your route ◆ Use appropriate volume and language 	<ul style="list-style-type: none"> ◆ Wait patiently in a single file line– no cutting ◆ Use Level 2 voice ◆ Use good manners 	<ul style="list-style-type: none"> ◆ Use equipment appropriately ◆ Refrain from handling any property or devices until instructed to do so ◆ Take all your belongings with you ◆ Follow all lab procedures & use of technology agreement ◆ Keep food and drink outside the lab 	<ul style="list-style-type: none"> ◆ Remain seated ◆ Listen to all instructions and respond appropriately ◆ Be courteous to all students and adults in attendance ◆ Use appropriate voice level 	<ul style="list-style-type: none"> ◆ Maintain a voice level of zero or one ◆ Positively interact with adults and peers ◆ Follow all other library rules
O rganization	<ul style="list-style-type: none"> ◆ Follow and adhere to the dress code ◆ Be prepared 	<ul style="list-style-type: none"> ◆ Arrive on time and be ready to work ◆ Be prepared with assignments and materials 	<ul style="list-style-type: none"> ◆ Move to class promptly by the most direct route ◆ Use hallway pass in your agenda ◆ Quickly vacate the hallways 	<ul style="list-style-type: none"> ◆ Arrive without bags or jackets ◆ Arrive on time 	<ul style="list-style-type: none"> ◆ Arrive on time ◆ Have all appropriate materials ready 	<ul style="list-style-type: none"> ◆ Remain in supervised and assigned areas 	<ul style="list-style-type: none"> ◆ Arrive on time ◆ Have all appropriate materials ready
A chievement	<ul style="list-style-type: none"> ◆ Believe success is possible 	<ul style="list-style-type: none"> ◆ Take an active, positive role in classroom activities ◆ Take responsibility for your learning ◆ Have clothes for dressing out 	<ul style="list-style-type: none"> ◆ Efficiently and effectively retrieve items from lockers for classes 	<ul style="list-style-type: none"> ◆ Make healthy choices ◆ Reduce, Reuse, Recycle when possible 	<ul style="list-style-type: none"> ◆ Take an active, positive role in classroom activities ◆ Take responsibility for your learning 	<ul style="list-style-type: none"> ◆ Take pride in the accomplishments of all participants ◆ Take advantage of learning opportunities 	<ul style="list-style-type: none"> ◆ Use materials for academic growth
R esponsibility	<ul style="list-style-type: none"> ◆ Know and follow school rules ◆ Accept positive and negative consequences ◆ Refrain from using vending machines between class periods ◆ Wear ID properly displayed at all times ◆ Handle conflict appropriately 	<ul style="list-style-type: none"> ◆ Know and follow classroom rules ◆ Clean up your space ◆ Refrain from eating, drinking, or chewing gum 	<ul style="list-style-type: none"> ◆ No horseplay ◆ Attain a pass if held over by a teacher ◆ Refrain from eating, drinking, or chewing gum ◆ Refrain from use of electronic devices ◆ Keep hallways clean ◆ No loitering hallways and stairways 	<ul style="list-style-type: none"> ◆ Know and follow school rules ◆ Clean up your space (push in chair, dispose of trash, etc) 	<ul style="list-style-type: none"> ◆ Clean up your space ◆ Refrain from eating, drinking, or chewing gum ◆ Keep safety first ◆ Refrain from horseplay 	<ul style="list-style-type: none"> ◆ Pay attention ◆ Clean up your space ◆ Listen to all instructions and respond appropriately 	<ul style="list-style-type: none"> ◆ Refrain from eating, drinking, or chewing gum ◆ Clean up your space ◆ Return library items to the appropriate location at the appropriate time ◆ Take care of books and items

Cougars **ROAR**

Gangs or Secret Societies

Gangs, gang-like behavior, or secret societies will not be tolerated. The solicitation of a person or persons to join such, or the agreement of an individual to join or participate in such an organization, will result in discipline, including possible in-school or out of school suspension from school for a minimum of three (3) days. Gang symbols and gang dress will not be allowed. Students that fail to comply will be suspended from school and may be expelled. Any other items that are determined “gang-like” by administration will render a consequence.

Alcohol, Tobacco and Other Drugs

Philosophy:

The SIUE East St. Louis Charter High School recognizes the health risk involved with the use of tobacco, early use of drugs and/or alcohol. We believe that along with parents and the community, the school has a role to play in helping students understand the health risks associated with the use of tobacco. Therefore, we will cooperate with parents and the community by acting as an educator, resource, and referral agent. Our intent is to promote the health and well-being of our students.

Discipline:

SIUE East St. Louis Charter High School is a smoke free environment (105 ILCS 5/10-20.5b). Students are not permitted to distribute, sell or attempt to sell, possess, consume, smoke, or chew tobacco, in any of its forms, or use or possess lighters/matches within 15 feet of the school, on campus, anywhere in the school building, on buses, or at any school functions, home or away. There is no authorized smoking area for Charter High School students on school property. Students are prohibited from using nicotine delivery devices and other vapor emitting electronic devices, such as electronic hookah, with or without nicotine content, that mimic the use of tobacco products. All tobacco products will be confiscated. If available, students may be referred to a tobacco education or smoking cessation program for suspension reduction. Violation of this policy may result in in/out of school suspension and a parent/guardian conference.

Charter High Classroom Expectations

- 1. Show respect to everyone, including yourself.**
- 2. Students will not eat, drink or chew gum in the classrooms.**
- 3. Be Prompt. Be Prepared. Be Persistent.**
- 4. Take responsibility for your learning and actions.**

Absences and Truancy

Success in school depends largely on regular, punctual attendance and good study habits. Being present each day and arriving on time shows you and your child value learning. We are a school of choice.

Students are expected TO ATTEND ALL CLASSES AND ASSIGNED ACTIVITIES unless there is a justifiable reason for being absent. Please understand that excessive absenteeism, regardless of cause, may adversely affect academic performance and may even lead to academic failure. Parents, with the aid of the school, are responsible for ensuring regular, punctual attendance. Poor attendance and truancy will be reported.

Classified Reasons for Absence

1. **Excused Absence:** The school recognizes as an excused absence that which is due to illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student. An excused absence entitles the student to a reasonable amount of time and help in making up assignments and tests missed. The student is responsible for requesting the make-up assignments and tests missed.
2. **Planned Absence:** A student who knows in advance that he will be absent must make arrangements with the Social worker. Absences due to causes such as social engagements which could be delayed until school is not in session will not be approved. Generally, planned absences are serious problems at home, medical or dental appointments that cannot be scheduled on out-of-school time, visits to colleges, interviews for permanent employment, and religious instruction or observation. A student who fails to properly arrange for a planned absence may be classified as unexcused.
3. **Unexcused Absence:** An absence due to truancy or to any cause which the Director cannot approve is classified as unexcused. In such cases the teacher has no responsibility for assisting the student in making up the work missed, and the student receives no credit. However, it is to the student's advantage to cover the subject matter missed.
4. **Absence Limit and Medical Statement:** The school may require that absences in excess of four (4) days per semester be accompanied by a physician's statement in order for them to be classified as excused.
5. **Truancy:** Truancy, forbidden by law, cannot be condoned by ESLCHS. The state truancy law is clear and will be invoked when other reasonable approaches fail to bring results.

“Any person having custody or control of a child subject to the provisions of this Article to whom notice has been given of the child's truancy and who willfully permits such child to persist in his truancy within that school year, upon conviction thereof shall be guilty of a Class C misdemeanor.” (Illinois School Code, Article 26, Section 26-10)

Attendance Policy and Procedures

PARENTS should call the school office no later than 8:00 a.m. to report if their child will be absent. If the school does not receive a call when a student is absent, we will make every effort to contact you at home or at work the same day. Students dismissed early from school must have a parent/guardian physically pick them up from school. The school office number is **(618)482-8370**.

Policy:

Regular daily attendance is expected of students enrolled in the SIUE East St. Louis Charter High School. Students absent an excessive amount of unexcused days will be subject to disciplinary actions.

CHS Technology Device Contract/Agreement

As an SIUE East St Louis Charter High School student, you will have access to use a(n) iPad/Chromebook/Laptop/Calculator in your scheduled classrooms for the 2022-2023 school year. SIUE East St Louis Charter High School will allow you to checkout your assigned Chromebook for use at home to continue to support your learning. All Chromebooks should be checked-in upon notification. The use of this technology is a privilege which can be revoked at the first sign of misuse. Below is a list of guidelines and appropriate uses for the technologies that will be used in your classroom:

*A(n) iPad/Chromebook/Laptop/Calculator is assigned to every student by number and each student is responsible for the iPad/Chromebook/Laptop/Calculator/ Headphone/Stylus Pen during your class period. The student will use the same assigned iPad/Chromebook/Laptop/Calculator throughout the school year for that class unless the student's schedule changes or he/she loses the use of the given technology.

*Students may use the iPad/Chromebook/Laptop/Calculator for classwork, homework, quizzes, tests, and all other in-class assignments.

*The iPad/Chromebook/Laptop/Calculator is for your class assignments only. No games, text messages, or drawings will be allowed.

*Students must report the first sign of misuse of their technology to their teacher immediately. Again, the use of the iPad/Chromebook/Laptop/Calculator is a privilege. The technology is expensive and the property of SIUE East St. Louis Charter High School. Damage to the iPad/Chromebook/Laptop/Calculator is considered destruction of school property, and consequences will follow. Troubleshooting and/or Chromebook questions may be directed to Mr. Ronald Irving at 618-482-6993 (from 7:30-3:30 p.m.) and via email help@siuechs.com.

CHS Technology Device Contract/Agreement (continued)

Proper Use of iPad/Chromebook/Laptop/Calculator Include:

1. Visiting approved internet sites
2. Telling your teacher if you see something uncomfortable or inappropriate
3. Leaving your workspace as you found it
4. Printing only if you have permission
5. Placing devices on chargers when not in use.
6. Touching the screen/keyboard gently

Misuse of iPad/Chromebook/Laptop/Calculator Include:

1. Downloading programs or changing settings without permissions
2. Typing text messages
3. Playing games
4. Damaging screen or keys
5. Removing batteries/charging cables
6. Taking pictures of individuals (including your teacher) without permission
7. Eating or drink near devices
8. Sharing your personal information with other students

Examples of Consequences of Misuse Include:

1. Suspension of technology privileges.
2. Call to parents and office referral.
3. Official replacement charges for destruction of school property (i.e., iPad, Dell Chromebook, Dell Laptop, TI calculator, carrying case, stylus) will occur. Replacement cost range up to \$500.

Submitting this electronic form indicates you have read and understand the proper use and consequences of misuse of SIUE East St Louis Charter High School technology (iPad/Chromebook/Laptop/Calculator) while in your possession.

Furthermore, you agree to return equipment upon request and responsible for any repairs and/or replacement due to negligence.

Student Alternative Center

In our attempts to provide a safe, well-mannered, and enjoyable environment at the Southern Illinois University Edwardsville East St. Louis Charter High School, the disciplinarian staff is providing you all with our Discipline Handbook. This Discipline Handbook will attempt to provide you all with, if not all, but the majority of our actions against any and all infractions.

Fighting

SIUE East St. Louis Charter High School has a Discipline Policy for fighting. Any students involved in a fight will immediately receive in/out of school suspension, followed by an administrative review to determine expulsion from SIUE East St. Louis Charter High School.

Cell Phones

1. The use of cell phones is not allowed in the classroom settings.
2. Cell phones must remain out of sight and in silent mode. There will be cell phone check-in stations in each classroom to house your cell phone for the duration of the class.
3. Parents/guardians should contact the school's office (618) 482-8370 for emergencies and/or early dismissal.
4. The school and its staff are not responsible for any damage to or theft of a student's cell phone. Students must properly secure and take care of their own phones.

***If a student refuses to give their electronic device to a staff member when redirected to do so, a one day of in-school suspension and parent conference upon student's return.

- **First Offense:** The student's cell phone will be confiscated by a staff member and held in the main office until the end of the school day. Before being allowed to pick up their phone at the end of the day, students must discuss and review the cell phone policy with a staff member.
- **Second Offense:** The student's cell phone will be confiscated and held in the main office until the end of the school day. The student's parents will be contacted and informed of the refusal to follow the school's cell phone policy. Parents must pick up the phone and after-school detention will be assigned.
- **Third Offense:** The student's cell phone will be confiscated and held in the main office until the student's parent(s) is able to come to pick it up. The student will receive a one-day of in-school suspension and parent conference upon student's return.

Skipping Class (Unexcused Absence)

Daily attendance is a prerequisite to academic prosperity. The following Class Cutting Policy will be enforced:

- **1st Violation** – Inform parent of behavior with letter/call and a Detention
- **2nd Violation** – a Student Alternative Center Detention/Inform Parent
- **3rd Violation** – 1-day in/out of school suspension and parent Conference
- **4th Violation** – 2-day in/out of school suspension and parent Conference

Removal from Class

A teacher may refer a student to the Student Alternative Center by writing a referral and the Administrative Staff will **determine if the student will be dismissed from class**. Disobedience, disruption, and misconduct are VERY serious matters and all prohibited behavior will definitely be handled accordingly. Students dismissed from class must report IMMEDIATELY to the School Social Worker.

Each dismissal from class will be independently judged. The nature and severity of the disciplinary measures will depend upon the offense and the number of times the student has been dismissed from the class. Under certain circumstances, the student may be placed on immediate suspension or removed from class and assigned to the Student Alternative Center for the remainder of the day.

We look at students being removed from class as a very serious matter; therefore, each case will be investigated thoroughly.

Tardiness

Students must assume the responsibility for reporting to class and school on time. Late entrance to class is a distraction to the educational climate. Thus, in an attempt to eliminate excessive tardiness to class and school, the following Tardy Policy will be enforced:

A tardy referral according to the SIUE East St. Louis Charter High School Guidelines will be **6 tardies per semester**. The classroom teacher will send a tardy referral SAC Room after having the student initial the form when they receive the sixth (6th) tardy in his/her class.

- **1st Referral (6th Tardy):** Reprimand letter to parents indicating what consequences the student will receive if a 7th tardy occurs. A mandatory parent-teacher conference will be scheduled to discuss future consequences if tardies continue.
- An attempt will be made to notify parents and/or guardians of their child's absence. A daily log will be kept of the contacts made.
- Students missing three consecutive days must return with a doctor's statement, funeral notice of relative, or a statement that verifies that student's absence.

Honors and Awards

Students making Honor the Honor Roll will be recognized at the end of each grading period. Surprise PBIS (Positive Behavior Intervention Supports) weekly, monthly, and quarterly rewards will be given; including daily cougar buck rewards.

Graduation Requirements

The East St. Louis School District 189 Board of Education requires twenty (20) credits for students currently enrolled in high school. Students who are currently enrolled in high school will be subject to these requirements until graduation. Students are required to receive a passing grade in the following courses for graduation:

4 Credits	English Language Arts
3 Credits	Mathematics
3 Credits	Science
3 Credits	Social Studies
5.5 Credits	Electives
0.5 Credits	Health
1 Credit	<u>Fine Arts/Vocational Education</u>
20 Credits needed for graduation*	

Community Service

All students graduating from the Charter High School will have completed 20 hours of community service as planned and documented with Charter High School staff.

Transcripts

Transcripts will be processed electronically using the Parchment document request service. The website is www.parchment.com. Please send all transcript requests via Parchment.

Student Fees

Students classified as freshmen, sophomores, and juniors are assessed a fee of \$50.00. The fees have been waived for the 2022–2023 school year. This non-refundable fee typically covers:

- Computer lab fee
- Science lab fee
- Locker rental
- Book fee

Senior Fees

Seniors will be assessed a fee of \$100.00. The fees have been waived for the 2022–2023 school year. This fee will typically cover:

- Cap and Gown/Graduation/Diploma/Senior Activities
- Pinning day
- Two transcripts
- Book fee
- Locker Rental
- Computer and Science Lab fees

Incompletes

Students receiving an “Incomplete” in a course will have one semester to complete assignments in order to remove the “Incomplete.” Students not meeting the deadline will receive a grade of “Incomplete.”

Uniform Policy

The SIUE East St. Louis Charter High School uniform policy for students is as follows:

Females:

- Tan or black color slacks, skirts and dresses are allowed. Skirts and dresses should be knee length.
- Solid red, white, or black short sleeve or long sleeve oxford or polo-collared shirts or blouses. School issued shirts with the SIUE East St. Louis Charter School logo made be worn as part of the school uniform.
- Black, brown, or white belt with no gang affiliation.
- Solid white or black crew neck, pullover, or button up sweaters may be worn.
- Only solid white T-shirts may be worn under a student's shirt or blouse.
- Shoes of any color can be worn. No slippers, house-shoes, flip flops or sandals.
- Legging and tights can be worn under skirts, dresses, and shorts.
- No hoodies or jackets are allowed during the school day. School jackets can be worn.
- No bonnets or do-rags.
- ID badges must be worn at all times.

Males:

- Tan or black color slacks are allowed.
- Solid red, white, or black short sleeve or long sleeve oxford or polo-collared shirts. School issued shirts with the SIUE East St. Louis Charter School logo made be worn as part of the school uniform.
- Black, brown, or white belt with no gang affiliation.
- Solid white or black crew neck, pullover, or button up sweaters may be worn.
- Only solid white T-shirts may be worn under a student's shirt or blouse.
- Shoes of any color can be worn. No slippers, house-shoes, flip flops or sandals.
- Legging and tights can be worn under skirts, dresses, and shorts.
- No hoodies or jackets are allowed during the school day. School jackets can be worn.
- No bonnets or do-rags.
- ID badges must be worn at all times.

Students should arrive in uniform and remain in uniform during the entire school day. Oversized and undersized uniforms are not permitted. Pants must be worn on the waist with a belt. Sunglasses, headbands, and scarves unless it is part of a student's practice of his or her religion (male and female) are not part of the uniform. **Student may not wear hoodies or cutoff jackets. Purses and book bags are not permitted in the classrooms they must be kept in the lockers.**

Students are expected to be clean, well-groomed and in uniform as described below. No one will be allowed to wear hats, caps, or headscarves (male and female) in the building. Sunglasses may not be worn in the school building.

In the event that there is a "PBIS dress down day", there should be no variance in the dress code policy unless administrative approved, the following dress code must be observed. The following types of clothing will not be allowed: NO HOODIES, house slippers, spandex-type clothing, sheer, lace, halter tops, tank tops, shirts that look like undershirts, short (crop) tops,

sagging pants (Pants must be worn at the student's natural waist line). All shorts, skirts, and dresses must be below the point where the longest finger touches the leg when standing erect with shoulders relaxed (or no more than three inches above the knee). Tights can only be worn when the top garment covers the entire posterior. Students MAY NOT wear clothing with inappropriate printing, i.e., words or pictures related to alcohol, drugs, sex, racial slurs, or anything demeaning to others. Blue jeans may not have tears, rips or expose parts of the body that would be inappropriate.

Students who do not conform to the school uniform policy are subject to disciplinary actions that may include in-school suspension, suspension or dismissal.

School Day

School begins promptly at 7:45 a.m. and is dismissed at 2:40 p.m. Monday through Friday. Early dismissal days will be announced.

BEFORE SCHOOL AND AFTER SCHOOL POLICY

SIUE East St. Louis Charter High School strives to keep the safety of each student a top priority. Therefore, the only students who are allowed to be on campus prior to 7:15 a.m. or after 3:00 p.m. are students who are directly supervised by a staff member. We appreciate your support and cooperation in maintaining the safety of your child.

Inclement Weather

In case of inclement weather, notification will be made on local television (KMOV 4, KSDK 5, and KVTI 2). A *School Reach* phone message will be sent as well. Virtual learning may occur.

Transportation

Students who attend SIUE East St. Louis Charter High School are eligible to utilize the yellow transportation that will be provided by District 189 as outlined by the Illinois statute. Otherwise, students are responsible for their own transportation to and from school. Please request a bus pass as needed.

Cafeteria

Students must remain on campus for lunch. Lunch will be provided for students daily. Students may not use vending machines during the school hours. Family and friends may not bring food to students during the lunch hour or school day. These guidelines are part of federal food regulations of the free and reduced lunch program and will be strictly enforced.

Food delivery is prohibited for all students. Students may not order meals to be delivered to the school via Door Dash, Uber Eats, etc.

Water Policy

Students may not bring bottles of water to classrooms. All bottles of water must remain in a student's locker. They will be allowed to drink water during passing periods only. This is to ensure that no water is spilled on Chromebooks. If a student needs a bottle of water they may only request it from Nurse Holton during passing period times.

Lockers

Students are assigned a locker for their personal use. At no time does SIUE East St. Louis Charter High School relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. **Purses and book bags are not permitted in the classrooms they must be kept in the lockers.**

The rules and regulations to be observed in connection with lockers are as follows:

1. Students may not have enough time to go to their lockers after each period. It may be necessary to carry books for more than one class.
2. Tardiness as a result of a trip to ones locker is unexcused.
3. Students will not allow others to use their lockers. Students should keep their combination confidential.
4. Students are to keep their lockers locked at all times. Large sums of money or valuable materials are not to be kept in lockers. The school is not responsible for losses.
5. Students should report locker difficulties to the Office.
6. A student who damages school property will be required to reimburse the school.
7. Personal possessions must be removed at the end of each school year. School personnel will clean lockers and dispose of items left in lockers.

Sharing of lockers is not permitted. Doing so may result in loss of locker privileges of both parties.

Searches

A student's locker is school property and may be searched at any time. If it becomes necessary to search a student or his/her belongings, the person doing the search should request that the student voluntarily surrender any contraband. If the request is denied, the student's parent should be contacted for permission to do the personal search. If permission is still denied, the police should be called. Any search should be conducted in the presence of another school staff member or the student's parents. Any search of motor vehicles on school owned or rented property will be performed by the police.

CHS Complaint Policy

The CHS believes in due process; if you feel that you have been denied due process and/or would like to appeal a decision, please contact the CHS Director, Dr. Gina Jeffries at 618-482-8370 or vwashin@siue.edu. If you would like further assistance in the appeal process you

may contact:

Dean, SIUE School of Education
Campus Box 1049
Edwardsville, IL 62026
618-650-3353

Parent conferences are to be announced. Additional appointments may be made to meet with faculty, staff, or administration. Please be mindful that faculty are in class from 7:45 a.m. – 2:40 p.m. Meetings with faculty should be scheduled before school, after school, or during the teachers' planning period. Parents may request an appointment by calling 482-8370.

PTA Meetings

Notifications of meetings are sent out via phone calls one week prior to the scheduled meeting. Persons interested in participating with the PTA should contact the office 482-8370.

Supplies

It is essential that students arrive daily equipped to work. Students should have pencils, pens, and paper and/or notebooks, note cards, and computer thumb drive. Individual teachers may require additional supplies for their class.

Progress Reports

Grade reports are supplemented by mid-quarter reports. The dates are included in the school calendar. Progress reports MAY be sent when academic achievement, effort, and/or conduct are considered unsatisfactory. Parents are urged to contact the appropriate faculty member to discuss the report.

Requesting a Hearing

A student expelled from Charter High School shall be issued a notice and written request to attend a hearing to determine whether the student should be expelled. The request for a hearing will include the following:

- time, date, and place for the hearing,
- a description of what will take place at the hearing,
- details of the specific acts of gross misconduct resulting in the recommendation for expulsion.
- State that the student can be expelled for up to a max of 2 school years.
- ask that the student or parents/guardians inform the Director if the student intends to be represented by an attorney at the hearing.

Telephone and Messages

The office telephone is a business phone. Neither students nor teachers will be called from class to the phone except in case of an emergency.

Valuables

Students should refrain from bringing large sums of money, expensive jewelry, and other valuables to school. The SIUE East St. Louis Charter High School is not liable for lost or stolen items.

School Improvement Days

A *School Reach* message will be sent out before students are to be dismissed early.

Emergency Drills

Procedures are established to ensure safety of all students and staff. Drills are to be taken seriously. Teachers will give instructions. In the event of a natural emergency, telephone lines will be needed for outgoing calls, so please do not try to call the school. Should you come to pick up your child, please make sure that one of the faculty or administrators knows your child is leaving. In such an emergency situation, accounting for every child is absolutely essential to everyone's well-being.

Misconduct by Students with Disabilities

The Director or a designated person shall plan and implement a program for using behavioral interventions with children with disabilities that will provide ways for successfully working with children who have difficulty conforming to acceptable behavior patterns.

The following procedure shall be used when a student with disabilities is alleged to have engaged in disobedience or misconduct.

Discipline Procedures

34 CFR § 300.530 Authority of school personnel.

(a) **Case-by-case determination.** School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

(b) **General.** (1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate

interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

(2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

(c) **Additional authority.** For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.

(d) **Services.** (1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must—

(i) Continue to receive educational services, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(ii) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

(2) The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.

(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

(4) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under § 300.536, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

(5) If the removal is a change of placement under § 300.536, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.

(e) **Manifestation determination.** (1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's

IEP, any teacher observations, and any relevant information provided by the parents to determine—

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.

(f) ***Determination that behavior was a manifestation.*** If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—

(1) Either—

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

(g) ***Special circumstances.*** School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

(h) ***Notification.*** On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents

the procedural safeguards notice described in § 300.504.

(i) **Definitions.** For purposes of this section, the following definitions apply:

(1) **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(2) **Illegal drug** means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(3) **Serious bodily injury** has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.[\[1\]](#)

(4) **Weapon** has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. [\[2\]](#)

(Authority: 20 U.S.C. 1415(k)(1) and (7))

34 CFR § 300.531 Determination of setting.

The child’s IEP Team determines the interim alternative educational setting for services under § 300.530(c), (d)(5), and (g).

(Authority: 20 U.S.C. 1415(k)(2))

34 CFR § 300.532 Appeal.

(a) **General.** The parent of a child with a disability who disagrees with any decision regarding placement under §§ 300.530 and 300.531, or the manifestation determination under § 300.530(e), or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to §§ 300.507 and 300.508(a) and (b).

(b) **Authority of hearing officer.** (1) A hearing officer under § 300.511 hears, and makes a determination regarding an appeal under paragraph (a) of this section.

(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may—

(i) Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of § 300.530 or that the child’s behavior was a manifestation of the child’s disability; or

(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

(c) ***Expedited due process hearing.*** (1) Whenever a hearing is requested under paragraph (a) of this section, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of §§ 300.507 and 300.508(a) through (c) and §§ 300.510 through 300.514, except as provided in paragraph (c)(2) through (4) of this section.

(2) The SEA or LEA is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within 10 school days after the hearing.

(3) Unless the parents and LEA agree in writing to waive the resolution meeting described in paragraph (c)(3)(i) of this section, or agree to use the mediation process described in § 300.506—

(i) A resolution meeting must occur within seven days of receiving notice of the due process complaint; and

(ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

(4) A State may establish different State-imposed procedural rules for expedited due process hearings conducted under this section than it has established for other due process hearings, but, except for the timelines as modified in paragraph (c)(3) of this section, the State must ensure that the requirements in §§ 300.510 through 300.514 are met.

(5) The decisions on expedited due process hearings are appealable consistent with § 300.514.

(Authority: 20 U.S.C. 1415(k)(3) and (4)(B), 1415(f)(1)(A))

34 CFR § 300.533 Placement during appeals.

When an appeal under § 300.532 has been made by either the parent or the LEA, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in §A300.530(c) or (g), whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

(Authority: 20 U.S.C. 1415(k)(4)(A))

34 CFR § 300.534 Protections for children not determined eligible for special education and related services.

(a) ***General.*** A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the public agency had knowledge (as determined in accordance with paragraph (b) of this section) that the child was a child with a disability before the behavior that precipitated the disciplinary

action occurred.

(b) ***Basis of knowledge.*** A public agency must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred—

(1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;

(2) The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or

(3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

(c) ***Exception.*** A public agency would not be deemed to have knowledge under paragraph (b) of this section if—

(1) The parent of the child—

(i) Has not allowed an evaluation of the child pursuant to §§ 300.300 through 300.311; or

(ii) Has refused services under this part; or

(2) The child has been evaluated in accordance with §§ 300.300 through 300.311 and determined to not be a child with a disability under this part.

(d) ***Conditions that apply if no basis of knowledge.*** (1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section.

(2)(i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under § 300.530, the evaluation must be conducted in an expedited manner.

(ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of §§ 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

(Authority: 20 U.S.C. 1415(k)(5))

34 CFR § 300.535 Referral to and action by law enforcement and judicial authorities.

(a) **Rule of construction.** Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

(b) **Transmittal of records.** (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

(2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

(Authority: 20 U.S.C. 1415(k)(6))

34 CFR § 300.536 Change of placement because of disciplinary removals.

(a) For purposes of removals of a child with a disability from the child's current educational placement under §§ 300.530 through 300.535, a change of placement occurs if—

(1) The removal is for more than 10 consecutive school days; or

(2) The child has been subjected to a series of removals that constitute a pattern—

(i) Because the series of removals total more than 10 school days in a school year;

(ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

(iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

(b)(1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

(2) This determination is subject to review through due process and judicial proceedings.

(Authority: 20 U.S.C. 1415(k))

Health Services

Illinois law requires students entering the ninth grade and transfer students to have a physical examination and up-to-date immunizations on file. The physical must be recorded on the State of Illinois Certificate of Child Health form. Students may obtain the physical from the physician of their choice. The physical may be completed by a MD / DO / APN or PA.

First aid may be given when injury occurs as deemed appropriate. In case of major injuries or severe illness, every attempt will be made to contact the student's parent/guardian. If the

parent/guardian cannot be contacted, the school administration will act “in loco parentis”.

If a student receives diagnosis of a specific medical problem or handicap that would necessitate medical attention or treatment at school, this information should be documented and furnished to the counselor’s office.

ADMINISTERING MEDICINES TO STUDENTS

Prescription Medications

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

No School employee shall administer or supervise a student’s self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student’s parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy.

School employees are not prohibited from providing emergency assistance to students, including administering medication.

A student may possess an epinephrine auto-injector (Epi-Pen), asthma inhalant, and/or insulin for immediate use at the student’s discretion, provided the student’s parent/guardian and the health care provider have completed a “School Medication Administration Form.” The Director or her designee will ensure an Emergency Action Plan is developed for each self-administering student.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student’s self-administration of medication of epinephrine auto-injection, asthma inhalant medication, insulin, and/or self-administered medication that has been signed and approved by the parent/guardian, and the health care provider, (for prescription medication only). A student’s parent/guardian must indemnify and hold harmless SIUE Charter High School 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 a medication authorized by a School Medication Administration Form.



SIUE ESL CHARTER HIGH SCHOOL

Student Symptom Decision Tree

Screen all students for potential COVID-19 symptoms or exposure

Low risk symptoms



Fever ($\geq 100.4^{\circ}\text{F}$)



Sore throat



Congestion/runny nose



Headache



Nausea/vomiting/diarrhea



Body aches

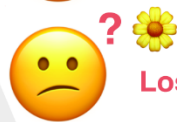
High risk symptoms



Cough



Difficulty breathing



Loss of taste/smell

Exposure to COVID-19 positive person?

Close contact: less than 6 feet, more than 15 min

NO

▶ 1 **low risk** symptom



Send home



Return to school 24 hr after symptom resolution (without fever reducing medication)

▶ ≥ 2 **low risk** symptoms
OR 1 **high risk** symptom



Send home



Evaluation by Healthcare Provider

1

Healthcare provider confirms alternative diagnosis for symptoms. A healthcare provider's note must be on file. SARS-CoV-2 PCR test not needed.



Return to school after 24 hours without fever and symptoms improving

2

Negative SARS-CoV-2 PCR test



Return to school after 24 hours without fever and symptoms improving

3

Positive SARS-CoV-2 PCR test



Return to school only after 10 days since symptom onset, 24 hours without fever, quarantine contacts. If any questions, contact local health provider.

YES



Stay home*



Return to school after 14 days from last contact unless symptoms develop. If symptoms develop, perform SARS-CoV-2 PCR test.

*In consultation with local health provider

Compliance with Federal and State Law and Regulations

SIUE East St. Louis Charter High School operates within the framework of applicable federal and state laws and regulations, as well as SIU Board of Trustees and SIUE policies. The policy of SIUE East St. Louis Charter High School is to comply fully with applicable federal and state nondiscrimination and equal opportunity laws, orders and regulations, and applicable University policies. The statutes below are applicable and provide in part:

Family Educational Rights and Privacy Act

The 1974 Family Educational Rights and Privacy Act (FERPA) as well as the Illinois School Student Records Act (105 ILCS 10/et seq.) provide for the confidentiality of student educational records. These acts ensure that only authorized persons will have access to student records, that SIUE East St. Louis Charter High School will maintain all necessary records for the lengths of time required by law, and that students and parents will have access to these records in accordance with the law.

Certain information about students, consisting of the student's name, address, and phone listings is designated as "directory information," and may be released to persons without the student's or parent's consent. A school student or the parent may request that the student's "directory information" not be released without prior written parental consent. To deny sharing "directory information," the parent or student must send a written request by October 1 of this school year. This written request should be directed to the Director of the SIUE East St. Louis Charter High School, 601 James R. Thompson Blvd., East St. Louis, Illinois 62201. Questions regarding this matter may be directed to the school at 618-482-8370.

Section 504 of the Rehabilitation Act of 1973

"No otherwise qualified handicapped individual in the United States ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving financial assistance."

Sex Equity

SIUE East St. Louis Charter High School will not discriminate on the basis of sex in the provision of programs, activities, services or benefits and it guarantees both sexes equal access to educational and extracurricular programs and activities. Concerns regarding this policy should be referred to the Director or Assistant Director.

SIUE East St. Louis Charter High School will not discriminate in its programs and activities against any person because of race, color, national origin, religion, age, sex or handicap. Concerns regarding this policy should be referred to the Director or Assistant Director.

Disclosure to Military Recruiters

Federal law requires schools to provide student contact information to military recruiters. This information is referred to as "directory information" and consists of name, address, and phone listings. However, the law also provides, under the Family Educational Rights and Privacy Act (FERPA) that parents have the right to opt out of the release of this "directory information," pursuant to the process discussed above.

(5/7/09)

Prevention of and Response to Bullying, Intimidation, and Harassment

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

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

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

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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.

Cyber-bullying 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. *Cyber-bullying* 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*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

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

Bullying Prevention and Response Plan

The Principal or designee shall develop and maintain a bullying prevention and response plan that advances the Charter High School's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of *bullying* as provided in this policy, the Principal or designee shall emphasize to the school community that: (1) the Charter High School prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this Charter High School. However, nothing in the Charter High School's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Charter High School Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to a Charter High School Complaint Manager or any staff member. Anonymous reports are also accepted.

4. **Complaint Managers:**

SIUE East St. Louis Charter High School 601 James R. Thompson Boulevard East St. Louis, IL 62201-1118			
Name	Title	Phone	Email
Dr. Gina Jeffries	Director	(618) 482-8391	vwashin@siue.edu
Dr. Liza Cummings	Assistant Director	(618) 482-8377	lcummin@siue.edu
Mr. Shawn Roundtree	Social Worker	(618) 482-8379	sroundt@siue.edu

5. Consistent with federal and State laws and rules governing student privacy rights, the Principal or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
6. The Principal or designee shall promptly investigate and address reports of bullying by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Principal or designee shall investigate whether a reported act of bullying is within the permissible scope of the Charter High School’s jurisdiction and shall require that the Charter High School provide the victim with information regarding services that are available within the Charter High School and community, such as counseling, support services, and other programs.

7. The Principal or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
8. 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.
9. A student will not be punished for reporting bullying or supplying information, even if the Charter High 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.
10. The Charter High School’s bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
11. The Principal or designee shall post this policy on the Charter High School’s Internet website,

if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

12. The Principal or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

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

The evaluation process may use relevant data and information that the Charter High School already collects for other purposes. The Principal or designee must post the information developed as a result of the policy evaluation on the Charter High School's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

13. The Principal or designee shall fully inform staff members of the Charter High School's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- a. Communicating the Charter High School's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Pesticide Registration

SIUE East St. Louis Charter High School uses an integrated pest management program (IPM) to control insect pests. IPM combines regular inspections, preventive techniques, non-chemical pest control methods, and the appropriate use of pesticides, with preference for products that are the least harmful to people and the environment. Should the need to spray occur, the school will inform all students, parents, and staff through bulletins or newsletters at least two working days in advance.

Helpful Hints:

If students need to....	They should....
Leave for an appointment or go home early for any reason	Have their parent or guardian call the Office in ADVANCE. If they get the voicemail please leave their name, the student's name and the reason for the absence. Contact Shawn Roundtree, Social Worker, 618-482-8379
Find out about their credits or academic situation	Contact Mrs. Montgomery, School Counselor, 618-482-8370
Use the phone	Contact Shawn Roundtree, Social Worker, 618-482-8379 Students who carry cell phones to school must have them off and out of sight from the time they come on campus until the official end of the school day.
Seek help because they are upset, distraught or having an emotional problem	Report to social worker, nurse, assistant director or director.

Helpful Telephone:

Crisis Hotline List:	
Local Crisis Line: CALL FOR HELP	618-397-0963
Child Abuse Hotline	1-800-422-4453
Ecstasy Addiction, Drug Abuse Hotline	1-800-468-6933
Gay & Lesbian National Support Hotline	1-888-843-4564
National Adolescent Runaway Hotline	1-800-621-4000
National Child Abuse Hotline	1-800-422-4453
National Domestic Violence Hotline	1-800-799-7233
SAFE (Self Abuse Finally Ends)	1-800-366-8288
Teen Dating Violence Hotline	1-866-331-9474
The Nine Line Suicide/Crisis Hotline	1-800-999-9999
Yellow Ribbon Suicide Prevention Program	1-800-784-2433

If you would like information pertaining to the SIUE East St. Louis Charter High School or any of the services offered by Southern Illinois University Edwardsville, please visit the website at www.siu.edu

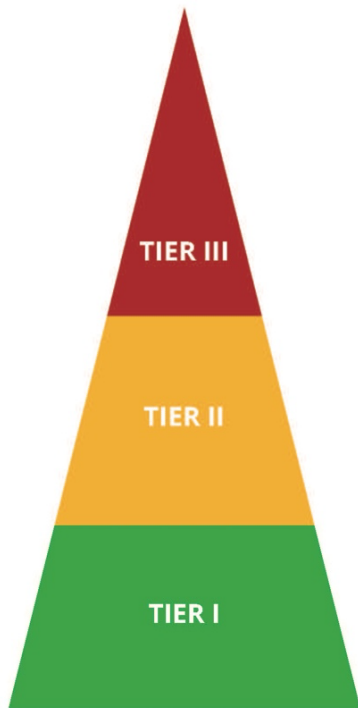
The East St. Louis Center link (www.siu.edu/eslc) will take you to programs at the East St. Louis campus.

Progressive Discipline – Mask Refusal



Consistent with Executive Order 2021-18 and guidance from the Centers for Disease Control and Prevention (CDC), the Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE), all individuals who are two years of age or older and medically able to tolerate a mask, regardless of vaccination status, must wear a mask while indoors and on school buses.

Below is a progressive discipline chart that addresses a student's refusal to wear a mask.



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TIER III Intensive Intervention Strategies

- If student continues to refuse, consider use of exclusionary discipline (ISS, OSS)
- Utilize remote learning (105 ILCS 5/10-29, Alternative Learning Opportunity Program)

TIER II At-Risk Strategies:

- Provide verbal reminder/request to student to wear a mask
- Provide student with a mask
- Refer student to administration for individual conversation (safety concern, impact on others, disruption to the learning environment)
- If student continues to refuse, student will remain in the office for the rest of the day
- Phone call/conference with parent/guardian
- Restriction of privileges/extracurricular/interscholastic athletic participation

TIER I Universal Strategies:

- Provide clear and ongoing communication to students and families regarding mask expectations (i.e., website, newsletters, emails)
- Provide visual reminders in classrooms and halls
- Provide general reminders to students at the beginning of the day (announcements) and when students enter the classroom
- Reinforcement/recognition for following expectations

2022-2023



Student Handbook & Code of Conduct

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