

SIUE East St. Louis Charter High School
2021-2022



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 ESLCHS Faculty Associates 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:

Welcome to the 2021-2022 school year! On behalf of the faculty and staff of Southern Illinois University Edwardsville East St. Louis Charter High School, we welcome you.

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 is the key to achieving our common goal of academic excellence. **Failure is NOT an option for CHS students!**

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

Pamela Saffore
Assistant
Director
618.482.8374

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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**
- **Pagers, cell phones and all electronic devices are prohibited**

Following is a partial list of items that students are not allowed to bring to school unless authorized and approved by the Director: laptop computers, laser pointers, radios, tape/CD players, portable televisions, electronic games, and recorders or **cellular communicating devices** (beepers, pagers, etc), boom boxes, Walkman's, etc. Additionally, the school will confiscate and return the item to the child's parents (parents are responsible for picking up the device) at some time in the future up to the end of the current school year. **THE SCHOOL IS NOT RESPONSIBLE FOR ANY ITEMS BROUGHT TO SCHOOL FOR ANY REASON.** Violation of this policy and refusal to give an electronic device to a staff member may result in/out of school suspension and a mandatory parent/guardian conference.

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/out of school 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 environmental (105 ILCS 5/10-20.5b and 105 ILCS 5/34-18.11). Students are not permitted to 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 and dance studio areas.**
- 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 personal illness, death in family, or an emergency situation. 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.

Use of Technology Resources in Instruction (EIS)

The Southern Illinois University East St. Louis Charter High School will provide electronic information services (EIS) to students who attend the Charter High School as a part of the educational program.

EIS include Internet access via a World Wide Web browser, such as Chrome or Microsoft Explorer, e-mail access via a free on line service and research tools via the Internet. Students will be able to access data and/or software via the LAN. Students will produce documentation, spreadsheets, databases, presentations and publications by learning to use specific software to accomplish the academic goals of the East St. Louis Charter High School.

Students will not be allowed to install/uninstall, modify or copy software licensed to the Southern Illinois University East St. Louis Charter High School. No software other than approved academic software will be installed or copied onto the system. The SIUE East St. Louis Charter High School reserves the right to monitor the use of all software and hardware provided to the students. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures MAY be denied access to the Southern Illinois University East St. Louis Charter High School's EIS, MAY be subject to disciplinary action and MAY be expelled from the Charter High School.

Acceptable use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the Southern Illinois University East St. Louis Charter High School. The user must:

- Use the EIS for **educational purposes** only.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright regulations.

- Understand that electronic mail is not private and may be monitored at any and all times.
- Not use the network in any way that would disrupt the use of the network by others.
- Must not order or utilize those services and products that are available for fee through the Internet.
- Not use the EIS for commercial purposes.
- Not attempt to harm, modify, or destroy software or interfere with system security.
- Not copy software from or onto the system.

Students and parents are required to sign a “technology agreement.” Violation of this agreement may result in disciplinary actions and/or dismissal from the Charter High School

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/Electronics Devices

Possession of cellular phones, radio telecommunication devices, MP3 players, iPods, and other listening devices are not allowed in the classroom settings, especially during instructional times. If any of the previous listed devices are confiscated, it will be turned over to the Assistant Principal or the School Social Worker.

***** If a student refuses to give their electronic device to a staff member when redirected to do so, a School Suspension may be given.**

- **1st Offense** – Reprimand/Letter will be sent home and phone will be given back to student at the end of the day.
- **2nd Offense** – Parents must pick up the phone and detention.
- **3rd Offense** – 1-day in/out of 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 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*	

Pupil Performance Standards

Pupil performance standards for the Charter High School are:

1. All students graduating will demonstrate mastery of reading and writing competencies as demonstrated by the completion of reading analyses and writing samples which will be reviewed and rated by a Charter High School review team composed of staff, outside educators and community representatives, or through standardized test score results that document appropriate grade level performance.
2. All students graduating will have earned the required number of credits core courses with an overall G.P.A. of 2.0 or higher on a 4.0 scale.
3. All students graduating will have completed a student portfolio, reviewed and approved by a Charter High School review team composed of staff, outside educators and community representatives.
4. All students graduating will have developed a clearly defined postsecondary education and/or career plan.
5. 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 provided to parents and students through a written request. It may take up to two days to process your request.

Student Fees

Students classified as freshmen, sophomores, and juniors are assessed a fee of \$50.

This non-refundable fee covers:

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

Student fees must be paid at the start of school before a student's schedule can be released.

Senior Fees

Seniors will be assessed a fee of \$100. This fee will cover:

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

Senior Fees must be paid at the start of school before a student's schedule can be released.

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 "F".

Uniform Policy

SIUE East St. Louis Charter High School Uniform Policy 2021-2022

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

Females:

- Khaki slacks or skirts that are tan in color. Skirts should be knee length.
- Solid white or black short sleeve or long sleeve oxford or polo-collared shirts or blouses.
- Black belt
- 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 or SIUE East St. Louis Charter High School logo shirt/sweatshirt.
- Solid white, black or black and white shoes only may be worn (No slippers, flip flops or sandals) with black or white socks.
- NO HOODIES or jackets.
- ID badges must be worn at all times.

Males:

- Khaki slacks that are tan in color.
- Solid white or black short sleeve or long sleeve oxford or polo-collared shirts (tucked in at all times)
- Black belt
- Solid white or black short sleeve or long sleeve polo-collared shirts.
- Only solid white T-shirts may be worn under a student's shirt. SIUE East St. Louis Charter High School logo shirt/sweatshirt.
- Solid white, black or black and white shoes only may be worn (No slippers, flip flops or sandals) with black or white socks.
- NO HOODIES or jackets
- 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 (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. Hair is to be neatly groomed at all times. Young men who choose to wear their hair long must have neatly shaped hair or braids.

In the event that there is an "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 Monday thru Thursday promptly at 7:45 a.m. and Friday promptly at 8:45 a.m. is dismissed at 3:15 p.m. every day. 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 students a top priority. Therefore the only students who are allowed to be on campus prior to 7:15 a.m. or after 3:30 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 will be sent as well.

Transportation

According to the policy of the Illinois School Code, all students who attend SIUE ESLCHS are responsible for their own transportation to and from school.

Parent Newsletters

A newsletter will be published quarterly and contains important dates, information concerning school programs, and highlights students' achievement.

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.

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, Gina Washington 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

Parent conferences are held during each semester. 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. – 3:15 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 parent or guardian of a student dismissed from the Charter High School may request a hearing in writing within ten working days from the date of dismissal. The request must be made to the school director. The request will be reviewed by the disciplinary review team within five days of receiving the request. The person making the request will be notified immediately after the review as to the action to be taken.

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 outreach message will be sent out before students are to be dismissed early. Early dismissal dates are also listed in the parent newsletter.

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 that 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.

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 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).

Parents' Right To Know

Parents' Right To Review Instruction Material

Parents have the right to:

- Inspect a survey created by a third party before it is administered and distributed to their students;
- Request and access surveys distributed to the students;
- Make arrangements to protect student privacy with regard to surveys requesting particular personal information;
- Inspect any instructional material used as part of their child's education curriculum;
- Be informed of physical examinations or screening that the district may administer to the student;
- Be informed of the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information; and
- Parents **may** be allowed to observe their child in the classroom setting as long as the visit is not intrusive to other students and prior approval has been granted by both the classroom teacher and the Director.

Teacher Qualifications

Parents may request, from the director, answers to the following questions about their children's classroom teachers.

- Has the teacher met state qualification and licensing criteria for the grades and subjects he or she teaches?
- Is the teacher under emergency or provisional status?
- What was the teacher's college or university major course of study?
- What bachelor's and master's degrees has the teacher earned?
- What certifications in what subject areas does the teacher hold?
- Does the child receive services from a paraprofessional, and if so, what are that person's qualifications?

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 secondary 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.

SIUE Non-Discrimination and Non-Harassment Policy - 2C7 & 3C6

A. General Policy Statement¹

It is the policy of Southern Illinois University Edwardsville (SIUE) that all students, faculty, staff, and guests should be able to experience an educational environment free from discrimination, and harassment. Discrimination against any person or group of persons based on race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service is specifically prohibited in the SIUE community. This policy on non-discrimination and non-harassment reaffirms SIUE's commitment to maintain an environment in which ideas are pursued free of intimidation or fear, and the policy applies to admissions, employment, access to and treatment in all University programs and activities.

Discriminatory harassment includes, but is not limited to, conduct (oral, written, visual or physical) directed against any person or group of persons because of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service that has the purpose of, or reasonably foreseeable effect of, creating an offensive, demeaning, intimidating or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.

Harassment of any kind is strictly prohibited and may also be a violation of federal and or state laws. All members of the University community are encouraged to report promptly any conduct that could be in violation of this policy. Discrimination is also a violation of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and the Illinois Human Rights Act (IHRA).

Individuals, including students, faculty, staff and others, believing they have experienced or witnessed discrimination or harassment should report the incident promptly to their advisor or instructor, department head or supervisor who shall refer the matter to the Office of Institutional Compliance (OIC). Individuals wanting to file a complaint shall contact the OIC, Rendleman Hall, Room 3310, Box 1025, Edwardsville, IL 62026-1025, (618) 650-2333, Fax (618) 650-2270.

1. This policy and related procedures do not apply to complaints of sexual harassment. Complaints alleging sexual harassment are covered in the [University's Sexual Harassment Complaint Procedures](#). [[Return back to referring text within the policy](#)]

SIUE Title IX General Policy Statement - 2C9 & 3C8

It is the policy of Southern Illinois University Edwardsville (SIUE) to prohibit discrimination and harassment on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service in regard to the administration of educational programs, admission of students, employment actions, athletics or other sponsored activities.

SIUE complies with the requirements of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in all programs and activities receiving federal financial assistance. To ensure compliance with Title IX, the University has designated the Office of Institutional Compliance (OIC) as the contact office responsible for developing, adopting and making this policy available to the University community. The OIC will also coordinate Title IX compliance requirements with the Department of Intercollegiate Athletics and other University departments, as appropriate.

For information or for filing complaints regarding Title IX compliance and complaint procedures, contact the University's Title IX Coordinator, Mr. Paul Pitts, Assistant Chancellor for Institutional Compliance, Room 3310, Rendleman Hall, SIUE Campus, Edwardsville, IL, 62026-1025, Telephone: (618) 650-2333, E-mail: ppitts@siue.edu.

Any individual who believes he/she has been discriminated against in violation of SIUE's Non-Discrimination and Non-Harassment Policy, including sexual harassment or gender discrimination, or who has witnessed discrimination against another, may file a complaint or obtain information and assistance regarding the University's policies and responsive processes from any of the following individuals:

1. SIUE student-athletes with inquiries concerning the application of Title IX to programs and activities may contact the Assistant Title IX Coordinator: Ms. Sandra K. Montgomery, Associate Director of Athletics/Senior Woman Administrator, Intercollegiate Athletics, the Vadalabene Center, Room 1041, Campus Box 1129, SIUE Campus, Edwardsville, IL, 62026-1129, Telephone: (618) 650-2870, Email: smontgo@siue.edu.
2. SIUE faculty, staff, and students who have inquiries regarding allegations of discrimination or grievances concerning the application of Title IX may contact: Ms. Shrylene Clark Langston, Assistant Title IX Coordinator, Assistant Director, East St. Louis Center, Campus Box 1200, 601 James R. Thompson Blvd., Building A, East St. Louis, IL 62201, Telephone: (618) 482-6906, Facsimile: (618) 482-6935, Email: sclark@siue.edu.
3. Individuals with inquiries concerning the application of Title IX may also contact: The Office for Civil Rights, Chicago Office, U. S. Department of Education, 500 W.

Madison Street, Suite 1475, Chicago, IL 60661, Telephone: (312) 730-1560,
Facsimile: (312) 730-1576,
Email: OCR.Chicago@ed.gov.

4. Copies of the University's Sexual Harassment Policy and Non-Discrimination and Non-Harassment Policy are located at: <http://bot.siu.edu/leg/policies.html#7D>, <http://bot.siu.edu/leg/policies.html#7E>, <http://www.siu.edu/policies/2c5.shtml>, and <http://www.siu.edu/policies/2c7.shtml>, respectively.

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

A federal law, the No Child Left Behind Act of 2001, authorized military recruiters access to certain student records. Section 9528 of the Elementary and Secondary Education Act (ESEA) now 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.

Sexual Harassment

Sexual harassment is defined as: Any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic grade or achievement; (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's school performance or creating an intimidating hostile or offensive school environment. Sexual violence and sexual assault are forms of sexual harassment.

Students who are the victims of sexual harassment committed by employee(s) or student(s) are encouraged to notify the school Director.

There shall be no reprisal against any student, parent or employee for filing a sexual harassment complaint or utilizing the grievance procedure.

1. Sexual Harassment Policy Statement

Southern Illinois University is committed to a policy of providing equal employment and educational opportunities. In particular, Southern Illinois University is committed to maintaining a community in which students, faculty, and staff can work and learn together in an atmosphere free of all forms of discrimination, including sexual harassment. Sexual harassment violates the dignity of the individual and the integrity of the University as an institution of higher learning, and thus, sexual harassment in any form will not be tolerated at Southern Illinois University. This policy applies to all employees, students, contractors, and visitors of Southern Illinois University.

This policy prohibits sexual harassment, retaliation related to sexual harassment claims, knowingly reporting false sexual harassment complaints and knowingly providing false information during the investigation of a sexual harassment complaint. All University employees are responsible for taking reasonable and necessary action to prevent sexual harassment, and all members of the University community are expected to contribute to an environment free of sexual harassment, and are encouraged to report promptly (pursuant to campus procedures) any conduct that could be in violation of this policy. Each SIU campus shall adopt specific procedures for reporting, investigating and resolving harassment claims.

This policy shall not abridge any individual's speech and due process rights under the First and Fourteenth Amendments; nor shall it abridge principles or rights of academic freedom or the University's educational mission. Prohibited sexual harassment and discrimination are not expression protected as a matter of academic freedom.

2. Definition of Sexual Harassment

Sexual Harassment in employment means any unwelcome sexual advances, requests for sexual favors, or any conduct of a sexual nature, when:

- a. Submissions to or toleration of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment (this is a type of quid pro quo - meaning "this for that" - sexual harassment); or
- b. Submission to or rejection of such conduct by an individual is used as a basis (or threatened to be used as a basis) for employment decisions or assessments affecting such individual (this is a type of quid pro quo - meaning "this for that" - sexual harassment); or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (this is a type of hostile environment sexual harassment).

Sexual Harassment in higher education means any unwelcome sexual advances, requests for sexual favors, or any conduct of a sexual nature, when:

- a. Submission to or toleration of such conduct is made, either explicitly or implicitly, a term or condition affecting the student's participation in or benefit from any of the academic, educational, extra-curricular, athletic, or other programs of the University (this is a type of quid pro quo - meaning "this for that" - sexual harassment); or

- b. Such conduct has the purpose or effect of substantially interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment (this is a type of hostile environment sexual harassment).

Hostile environment sexual harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent, or pervasive that it affects an employee's work performance, limits a student's ability to participate in or benefit from a University program or activity, or creates an intimidating, threatening or abusive working or academic environment. Sexual harassment generally includes something beyond the mere expression or display of views, words, symbols, images, or thoughts that some person finds offensive.

Totality of the Circumstances: In determining whether alleged conduct constitutes sexual harassment, the record as a whole and the totality of the circumstances will be considered. Circumstances may include the frequency of the conduct; its severity; whether it was physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interfered with the alleged victim's work performance or ability to participate in or benefit from the University's programs. The objective severity of the conduct will be judged from the perspective of a reasonable person in the position of the alleged victim and not on the intent of the person engaging in the conduct.

Examples of behavior that may be considered sexual harassment include, but are not limited to:

- a. Physical sexual assault or coerced sexual intercourse;
- b. Unwelcome physical contact, such as touching of a person's body, hair or clothing, or hugging, patting or pinching;
- c. Direct or implied threats that submission to sexual advances will or could be a condition of employment, work status, promotion, performance evaluation, grades, letters of recommendation, or other work or educational benefit (*quid pro quo*);
- d. Severe or persistent unwelcome verbal, physical or other expressive conduct that is offensive or humiliating in a sexual way. Such conduct may include comments of a sexual nature and/or sexually explicit statements, questions, jokes, anecdotes, gestures, or facial expressions that would offend or humiliate a reasonable person in the circumstances of the individual experiencing this conduct. Conduct need not be in person but can be any form of communication including but not limited to written, telephonic, or electronic communication such as electronic mail and/or comments sent via the internet.
- e. Exhibition or use of sexually explicit materials in the workplace or learning environment that have no relationship to the curriculum or research or the mission of the University and substantially interfere with an employee's work performance or a student's ability to benefit from University programs. Such materials may be in the form of music, documents, objects, photographs, film or electronically generated materials.
- f. Any unwanted, inappropriate behavior that is targeted to a person or person(s) because of their gender or sexual orientation, for example

repeatedly telling women (or men) that they are not capable of doing a certain kind of work.

- g. Amorous or sexual relationships between a faculty member and a student under his or her academic supervision or between a supervisor and an employee under his or her supervision, where the direct power differential compromises the subordinate's free choice. (Even consenting relationships may lead to an actual or perceived conflict of interest or other unethical conduct. See policies on consenting relationships.)

Retaliation is defined as any act of reprisal, including negative or otherwise unwarranted treatment, related to the reporting of, or participation in a complaint of sexual harassment. Retaliation may include, but is not limited to:

- a. Taking negative tangible employment actions against a person;
- b. Taking actions that substantially interfere with or have a chilling effect on the employee's or student's ability to participate fully in and benefit from the work or educational environment;
- c. Failing to provide assistance or instruction that would otherwise be provided;
- d. Failing to fairly and/or objectively evaluate an employee's or student's performance;
- e. Failing to record an appropriately earned grade for a student; or
- f. Otherwise sabotaging an employee's or student's performance or evaluation.

It is a violation of this policy to engage in any retaliatory acts against an employee or student who reports an alleged incident of sexual harassment, or any employee or student who testifies, assists, or participates in a proceeding, investigation, or hearing relating to an allegation or complaint of sexual harassment.

3. Duty to File in Good Faith/ False Reports

Any person who reports alleged sexual harassment or provides information during the investigation of a complaint is presumed to have participated in the investigatory process in good faith. It is a violation of this policy for persons to knowingly make a false sexual harassment complaint or knowingly provide false information during the investigation of a complaint.

4. Implementing Procedures

This Sexual Harassment Policy is to be implemented throughout the University, and procedures consistent with this policy for such implementation are to be established on each campus. The President is authorized to delegate to each Chancellor, the authority to develop procedures for the implementation of this Sexual Harassment Policy.

Attribution

Sexual harassment policies are governed by state and federal laws and statutes. As such, policies at many institutions can look very similar to that proposed by SIUC. This policy was developed in

accordance with the Illinois Human Rights Act (775 ILCS 5/2 and 775 ILCS 5/5 and 775 ILCS 5/5a), the Equal Employment Opportunity Commission Regulations (29 C.F.R § 1604.11); and guidance issued by the United States Department of Education Office of Civil Rights. Additionally, policies from several other universities were reviewed including: University of Massachusetts Amherst, University of Michigan, University of North Carolina at Chapel Hill, Michigan State University, University of North Carolina At Greensboro, University of Maine, Indiana University, Indiana University – Purdue University at Indianapolis, Purdue University, University of Southern Indiana – Evansville, New York University, University of Illinois, University of Massachusetts – Boston, City University of New York, Northwestern University, Illinois State University, University of Colorado System, Youngstown State University, Princeton University, Michigan State University, and University of Florida – Gainesville.

(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
Gina Washington	Director	(618)482-8391	vwashin@siue.edu
Pamela Saffore	Assistant Director	(618)482-8374	psaffor@siue.edu
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.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.

23 Ill. Admin. Code §§1.240 and §1.280.

ADOPTED:

Student Discipline SB100

Section 27A-5 of the School Code – Charter School; legal entity; requirements. Requires all Charter schools to comply with Sections 10-20.14 and 10-22.6.

Section Sections 10-20.14 of the School Code Student discipline policies; Parent-teacher advisory committee

Section Sections 10-22.6 of the School Code – Suspension or expulsion of pupils; school searches.

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 occurs, 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.
Find out about their credits or academic situation	See their counselor.
Use the phone	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. If a student must use a phone to call home they must go to the Office.

Helpful Telephone Numbers:

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/education/esl-charter-school

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

SIUE East St. Louis Charter High School
2021-2022



**Student Handbook &
Code of Conduct**

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