



Charleston High School

2025-2026

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www.schooldatebooks.com • sdi@schooldatebooks.com

WELCOME TO CHARLESTON HIGH SCHOOL

DISTRICT ADMINISTRATIVE OFFICES639-1000

Mr. Chad Burgett, Superintendent of Schools 639-1006

Ms. Kristen Holly, Assistant Superintendent 639-1007

Dr. Todd Vilaro, Human Resources Director 639-1007

HIGH SCHOOL ADMINISTRATIVE OFFICES639-5000

Mr. Aaron Lock, Principal 639-5006

Mr. Jim Wood, Assistant Principal 639-5007

Ms. Kori Brimner, Assistant Principal 639-5026

Mr. Brian Deadmond, Athletic Director 639-5048

Ms. Heather Cartright, Secretary

Ms. Suzanne Logue, Secretary

Ms. Ashley McBride, Secretary

GUIDANCE OFFICE639-5020

Ms. Beth Nelson, Guidance Counselor

Ms. Allison Meeker, Guidance Counselor

Ms. Kari Deadmond, Secretary

MEDIA CENTER639-5012

Ms. Erica Darimont, Media Specialist

NURSE'S OFFICE639-5015

Ms. Amanda Lock, Nurse

CUSTODIAN'S OFFICE.....639-5069

Mr. David Fulk, Head Custodian

Attendance Hotline.....639-5021

Illinois Central School Bus345-3016

Name _____

TABLE OF CONTENTS

Disclaimer.....	4
Foreword.....	4
Philosophy.....	4
Nondiscrimination Notice.....	5
Code of Professional Conduct.....	5
Student Conduct.....	5
Discipline Point System.....	6
Prohibited Student Conduct.....	7
Interfering or Disrupting School Purposes or Educational Functions.....	9
Summary of Prohibited Student Conduct.....	12
Consequences for Misconduct.....	12
Attendance Policy.....	15
Other Practices and Procedures.....	18
Student Fees.....	21
Disaster Drills.....	22
Grades.....	22
Grading Key.....	23
Comment Codes Key.....	23
Graduation Requirements.....	25
Student Records.....	27
Student Services, Programs, & Activities.....	29
Extra-Curricular Activities.....	30
Athletics.....	30
Clubs and Other Activities.....	31
Student Authorization for Electronic Network Access.....	33
Parking and Vehicle Regulations.....	35
Transfer/Temporary/Replacement Permits.....	36
Medication Policy.....	36
Administering Medicines to Students.....	37
Guidelines and Procedures for Parents/Guardians.....	37
Convicted Child Sex Offender and Notification Laws.....	39
Video Surveillance.....	39
IHSA.....	41

DISCLAIMER

The right for school districts to adopt and enforce all necessary rules for the management and government of schools is granted by the Illinois Compiled Statutes (105 ILCS 5/10-20.5). This handbook, however, is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations. This handbook cannot be, nor even presumes to be, all-inclusive. Therefore, during the course of the school year, the building administration may establish written rules and regulations that are not included herein and that are not inconsistent with those established by the Board of Education and the Superintendent of Schools.

FOREWORD

This handbook is provided to the students and their families to acquaint them with rules, regulations, procedures, and other relevant information necessary for the orderly functioning of the school. It has been structured to help promote student progress as well as an interest of modeling appropriate school government. In addition, this handbook provides for the psychological and physical safety of the students through appropriate rules and regulations.

When breeches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his/her parent(s)/guardian(s), and other support personnel to help the student correct his/her behavior. Disciplinary actions are directed toward protecting the welfare of school community as well as helping the student develop self-discipline. When determining the response for a specific breach of discipline, school personnel may consider the nature of the act, the student's previous history, his/her age and maturation, any mitigating circumstances, and the affect of his/her actions on the welfare of the school community. Disciplinary responses may include, but are not limited to, the actions described in this handbook.

PHILOSOPHY

Charleston High School strives to provide all students with the opportunity to acquire the very best education according to their needs and abilities. Upon leaving Charleston High School, students should have an employable skill and/or an adequate preparation for further training in order that they may become responsible, productive citizens. The school also attempts to develop in all students an understanding of and appreciation for our American heritage.

It is essential in a democratic society to stimulate and to develop ideals as well as clear, logical, independent thought and expression. As a complement to these goals, students are guided toward an understanding of and respect for the dignity and worth of the individual, regardless of race, creed, religion, national origin, sex or economic status. The school attempts to foster interest and participation in the study and solution of community problems and in national and international situations. Charleston High School strives to use all possible resources, especially those of the community, to meet these goals.

All students are expected to develop self-discipline based on respect for others. Charleston High School encourages this development by reinforcing and rewarding independent, responsible behavior. The faculty assists by providing the necessary guidance and direction to aid individual students in becoming responsible working citizens in a democratic society.

As a student at Charleston High School, you are expected to be aware of and to accept your individual responsibilities in the following:

I. The Teaching - Learning Process

You deserve the best instruction that Charleston High School is capable of providing. For the efforts of the teachers to be as successful as possible and for you to work and achieve to the best of your ability, you must cooperate with the teachers. Like farming and healing, teaching is a cooperative art because it involves cooperation with nature to help it produce results. Teachers help the activity of learning that goes on in the minds of the students. Learning is a natural process, and unless students work at gaining knowledge and understanding, "...no genuine learning ever occurs, no matter what teachers try to do to make it occur" (Adler).

II. Respecting the Rights of Others

Every right you have has attached to it an obligation. Your rights must be balanced against the rights of others, and their rights must be balanced against yours. Also, the purpose of the school and the requirements of the educational process must be weighed in deciding individual rights and consequences. That is why our society has laws and why a school has rules. However, if you are one of those students who want to take full advantage of rights and opportunities at this school, while at the same time respecting the rights of others, Charleston High School will support and help you.

III. Accepting Responsibility for Your Actions

You will be held responsible only for the things YOU do or fail to do. What others do or do not do is of little importance in determining whether or not you have accepted your responsibility as a student citizen of Charleston High School. If you choose to follow bad examples set by other students at Charleston High School, you will be held responsible for your actions and your actions only. The decision will be yours, and so will the consequences. Your first responsibility, then, is to decide how you should conduct yourself while you are at school. Your second responsibility is to be prepared to accept the consequences of your actions.

MISSION

MAXIMIZE LEARNING FOR ALL STUDENTS.

VISION

Excellence through education.

Within our learning community, we value

respect, integrity, cooperation, compassion, honesty, hard work.

NONDISCRIMINATION NOTICE

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, or economic and social conditions, or actual or potential marital or parental status. No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied access to educational and extracurricular programs and activities (Board Policy 7.10).

Any student may file a discrimination grievance or sex equity complaint by using the Uniform Grievance Procedure. Contact the administration to initiate this process. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

CODE OF PROFESSIONAL CONDUCT

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

STUDENT CONDUCT

Student control at Charleston High School will always be compatible with the philosophical beliefs and objectives of the school. The handling of discipline cases is directed toward developing the best possible solution for the individual pupil while protecting the welfare and rights of the total school population. The grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to, the following:

1. On school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school activity, function, or event or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function or event; or
4. Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function (Board Policy 7.190).

DISCIPLINE POINT SYSTEM

Charleston High School uses a system that allows for a range of discipline points to be assigned to students who violate the current practices, procedures, rules, and regulations of the school. The point system is an attempt to teach students responsibility for their actions and to help them learn what is acceptable and unacceptable behavior in the school community and society in general. Students having extreme difficulties adjusting to school may be referred to counseling. Disciplinary point records are maintained for each student in three regards: (1) individual classroom points, (2) study hall points, and (3) building and grounds points.

Individual Classroom Points – Although individual classroom point ranges may vary, the procedure for administering the point system is as follows:

1. The student is informed of the misbehavior and given an opportunity to improve before a more severe discipline is imposed.
2. Upon accumulation of ten (10) disciplinary points during a semester in a particular class, the classroom teacher shall send a letter to the student's parent(s)/guardian(s).
3. Upon accumulation of twenty (20) disciplinary points during a semester in a particular class, the classroom teacher shall send a letter to the student's parent(s)/guardian(s). The classroom teacher will notify the parent(s)/guardian(s) by telephone if the student has been removed from the course due to discipline points (see **NOTE** below).
4. The parent(s)/guardian(s) may request a conference with the teacher and counselor/administration.

NOTE: At the accumulation of twenty (20) discipline points per semester in a particular class, the teacher may request that the student be removed from class and placed in study hall for the remainder of the semester. The student will be accorded a due process prior to the removal, including the right to explain his/her version of the events that lead to the removal to an administrator or the administrator's designee (other than the teacher seeking the student's removal). The removed student shall be required to make arrangements with his/her teacher on a daily basis to complete the course requirements for the course from which the student was removed. The student shall suffer no academic penalty solely by reason of having been removed from class.

A student who is truant from a removed-from-class study hall or continues to accumulate points may be assigned to the Alternative Education Room or alternative discipline

Study Hall Points – Students who are assigned to study hall are expected to bring books and/or work for the period. Points will be given for unacceptable behavior. An accumulation of points may result in the following:

<u>Point Accumulation:</u>	<u>May result in:</u>
10	Detention(s)
20	2 Detention(s)/A.E.R.
30	3 Detention(s)/A.E.R./Suspension

Building and Grounds Points – The point system will apply to behavior outside the classroom, on school grounds, or anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function. Points shall be accumulated by semester of attendance. Teachers, administrators, and all staff members (including secretaries, custodians, aides, etc.) will be responsible for administering this policy.

An accumulation of discipline points may result in consequences being assigned to the student including, but not limited to, the following:

- Personal Counseling/Warning
- Detention
- Notification of Parent(s)/Guardian(s)
- Alternative Education Room
- Seizure of Contraband
- Referral: Outside Agencies
- Notification of Juvenile Authorities
- Removal from Classroom
- Withholding of Privileges
- Out-of-School Suspension
- Restitution
- Expulsion

An accumulation of points may result in the following:

<u>Points Accumulation:</u>	<u>May result in:</u>
10 or more	Detention(s)
20 or more	Detention(s)/A.E.R.
30 or more	A.E.R.
40 or more	A.E.R.

PROHIBITED STUDENT CONDUCT

A student's gross disobedience or misconduct includes any activity or behavior which might reasonably lead school authorities to forecast substantial disruption or material interference with school activities, whether these activities take place in the school, on school property, on a school bus, at a school sponsored function, or activities or behaviors which may be reasonably related to the school program. For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, regardless of whether or not the item is (a) on the student's person, or (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, automobile, or (c) in a school's student locker, desk, or other school property, or (d) any other location on school property or at a school-sponsored event. The penalty applicable to a determination that a student has committed any of the following may range from the assignment of a minimum of 20 disciplinary points (with appropriate applicable consequences), to expulsion (or any consequence in between) and notification of law enforcement authorities. Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to, the following:

Tobacco Prohibition – In accordance with state law, city code, and school board policy, no student shall use, possess, distribute, purchase, or sell tobacco or tobacco materials on school property at any place or at any time. "Tobacco" shall mean cigarette, cigar, or tobacco in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked. Electronic smoking devices are also prohibited. Discipline for a violation may range from one day in the Alternative Education Room to a two-day suspension per occurrence and confiscation of the tobacco or tobacco related item. For students under the age of 21, a report shall be filed with the Charleston Police Department, and parent/guardian notification shall be made (P.A. 86-821, 86-1028; 105 ILCS 5/10-20.5b; City Code 5-2-2:E).

Controlled Substances/Alcohol Prohibition – Except with respect to prescription drugs used by the person for whom such drugs were prescribed in the manner intended by the prescribing medical doctor, the possession, use, distribution, purchase, or sale of any alcoholic beverage, drug paraphernalia, controlled substance, look-alike, or any other substance when taken into the human body is intended to alter mood or mental state, including any item or substance which is represented by a student to be, or is believed by a student to be any of the foregoing, regardless of the true nature or the appearance of the substance, is prohibited in school buildings, on school buses, and on all other school property or school related events at any time. This prohibition shall include all school-sponsored or school related activities, whether held before or after school, evenings, or weekends, and shall additionally include a prohibition of use by a student athlete in any instance where the school can demonstrate a reasonable connection to the school program. For purposes of this policy, students who are under the influence of prohibited substances are not permitted to attend school or school functions and are treated in the same manner as though they had prohibited substances in their possession. Any student who manufactures, sells, delivers, transfers, possesses, uses or is under the influence of any alcoholic beverage, marijuana, any controlled substance or related drug paraphernalia, other than as prescribed by a physician, or any other intoxicating substance on school grounds, at any school-sponsored event or on any other occasion the school shall have legitimate interest in regulating shall be subject to disciplinary consequences, including expulsion from school, and a report to law enforcement will be made.

Breathalyzer and Alco Screen – A student may be asked to submit to a breathalyzer or Alco screen saliva analysis when school officials have a reasonable suspicion the student has used or is under the influence of any chemical as defined above. The administration of the breathalyzer or Alco screen will be done in the presence of a minimum of one (1) certified staff member and one (1) other adult. Administration will make every effort, but is not required, to contact a parent/guardian before administering a breathalyzer to a student.

Weapons – No student shall use, possess, control, transfer, purchase, or sell explosives, firearms, knives, or any other object that can reasonably be considered a weapon on school grounds or at school-sponsored events. A “weapon” means (1) any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code, (2) any other object if used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, clubs, or (3) “look-alikes” of any weapon as defined above. Any item, such as a baseball bat, pipe, bottle, lock, stick, pencil, and pen, is considered to be a weapon if used or attempted to be used to cause bodily harm. The administration may grant an exception to this policy, upon the prior request of an adult supervisor, for students in particular programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. Students found to be in violation of this policy shall be reported to law enforcement authorities and be expelled for at least one calendar year, but no more than two calendar years.

Use of Metal Detectors – In order to promote safety of all students, faculty and staff, and visitors, Charleston High School may use metal detectors in schools and at school activities as outlined in Board Policy (7:140-AP). Since it is against federal and state law, as well as CUSD #1 Board Policy to have a gun or a weapon on school grounds, there may be occasions when administrators feel the need to use metal detectors to ensure the safety of the students, faculty, staff and visitors.

Insubordination – Students can expect that staff members will treat them with respect. In turn, all students are expected to treat staff members with respect. Insubordination, an act of disrespect, is the willful failure to comply with the directions of school personnel, including disobeying the rules and regulations governing student conduct. Insubordination toward a staff member or school official will not be tolerated. This may include failing to follow staff members’ directives, failing to provide accurate identification when requested by staff members, and other instances when the student’s behavior is such that it interferes or disrupts school purposes or educational functions. Discipline for insubordination may range from a verbal warning to a school suspension.

Aggressive Behavior – Aggressive behaviors such as violence, physical contact or closeness, force, noise, coercion, threats, intimidation, fear, profane or abusive language including hate speech based on race, sex, gender, religion, or disability, fighting, bullying, bullying using a school computer or school computer network, stalking, hazing, sexting, or other comparable conduct toward any student or staff person or urging other students to engage in such conduct is prohibited (Board Policy 7:190). When school personnel have determined that a student has demonstrated any of these aggressive behaviors, school officials will notify the student’s parent(s)/guardian(s) and shall notify law enforcement officials. The student also may be referred for intervention from available district and community-based resources. In addition, the student may receive disciplinary consequences ranging from discipline points to suspension and/or expulsion. A response to bullying form will be completed by administration in the event an allegation of bullying is substantiated (Board Policy 7:180). All persons actively involved in a fight, as determined by school officials, may be suspended immediately for a minimum of the remainder of the school day.

If an aggressive disagreement should develop between students, or if a student is provoked or assaulted, that student shall retreat from the situation and seek immediate assistance from a teacher, counselor, or administrator in an effort to resolve the situation in a civil manner. Students, who provoke a fight, do not disperse from a fight when directed to do so, or interfere with school personnel in their attempt to break up a fight may receive the same consequences as for fighting.

In addition, students are encouraged to use the **National School Violence Tip Line (1-800-477-0024)** to report someone thinking about or planning an act of violence against anyone.

Theft – The act or attempt of pilfering or theft of another’s property, including school property, and/or the taking of money, books, or other property through the use of deceit, threat, force, or coercion is prohibited. Any student found in violation of this policy may receive from a minimum of 20 discipline points to suspension/expulsion. All students who are victims of theft should immediately report to the office and complete a “Theft Report Form.”

Vandalism – The act or attempt of willful destruction or defacement of school property or the property of another individual is prohibited. Any student found in violation of this policy may receive discipline points to suspension and/or expulsion. In addition, the Board may seek restitution from students and their parent(s)/guardians(s) for vandalism or other student acts which cause damage to school property. (Board Policy 7.170; 740 ILCS 115/1 et seq.).

Truancy – Unexcused absenteeism (truancy) is prohibited. According to Board Policy (7.180), students are to remain in their assigned buildings and on the school’s grounds continuously from the time of reporting to the time of departure for the day, unless permission to leave is granted by the building administrator or a designee, or is otherwise excused. A high school student may be excused during the student’s lunch period. The truancy statutes and Board policy will be utilized for chronic and habitual truants (105 ILCS 5/26-2a). Repeated truancy may result in assignment to Saturday School, the Alternative Education Room to suspension and/or expulsion. See the “Attendance” section in this handbook for our attendance policy and procedures.

Gangs and Secret Societies – A “gang” is defined as any group of two or more persons whose purposes include the commission of unlawful acts or violation of school rules and regulations. Charleston High School believes that the presence of organized gangs, gang activities and other undesirable groups have the potential to cause major disruption of and/or material interferences with the school environment and school activities. **Therefore, no student on or about school property or at any school activity shall**

- wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item which is evidence of membership or affiliation in any gang;
- commit any act or behavior, use either verbal or non-verbal gestures, hand-shakes, drawing, tattoos, etc. indicating membership or affiliation in a gang;
- use any speech or commit any act or behavior in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting membership, intimidating, threatening, committing any illegal act or violating school district policies.

Furthermore, students are prohibited from being a member of or joining or promising to join, or becoming pledged to become a member of, soliciting any other person to join, promise to join, or be pledged to become a member of any public school fraternity, sorority or secret society.

Violation of this policy will result in discipline ranging from verbal warning or assignment of points to suspension and/or expulsion. Law enforcement officials may be notified.

The school district and the local law enforcement agencies have a reciprocal reporting agreement to keep all parties aware of cases involving CUSD #1 student(s) and illegal activities.

INTERFERING OR DISRUPTING SCHOOL PURPOSES OR EDUCATIONAL FUNCTIONS

The following behaviors are recognized by the Board of Education as acts that constitute an interference or disruption of school purposes or educational functions:

Book Bags, Back Packs, and Coats – Book bags and back packs shall be left in student lockers and shall not be worn or carried from class to class. Coats should be removed and placed in student lockers when students enter the building and remain there throughout the school day. At the discretion of the teacher, an exception may be made if the classroom is unusually cold. Any student found to be in violation of this policy may receive from 5 to 10 discipline points and applicable consequences.

Bus Conduct – Students’ behavior is expected to be acceptable during the transporting of the student to and from school or any school-related activities. If a student’s behavior is not acceptable, the privilege of riding the school bus may be withdrawn, and it becomes the responsibility of the parent(s)/guardian(s) to transport the student. Discipline for a bus violation (conduct report) will range from a verbal warning and/or a conference with the parent(s)/guardian(s) to suspension of bus privileges. According to Board Policy (7.220), gross disobedience or misconduct providing grounds for suspension from riding the school bus includes, but is not limited to, the following:

1. Prohibited student conduct as defined in the student discipline policies within this handbook.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of the bus driver’s directives.
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. Electronic video and audio recordings are viewed to investigate an incident reported by a bus driver, administrator, supervisor, student or other person. They are also viewed at random. Viewing and/or listening to electronic video and/or audio recordings is limited to individuals having a legitimate educational or administrative purpose. In most instances, individuals with a legitimate educational or administrative purpose will be the Superintendent, administrator (including the building principals), transportation director, bus driver, and other supervisor. A written log will be kept of those individuals viewing the video recordings stating the time, name of individual viewing, and date the video recording was viewed. An electronic video or audio recording may be reused or erased after 14 days unless it is needed for an educational or administrative purpose. Notice of the adopted policy regarding video and audio recordings shall be (1) clearly posted on the front door and interior of the school bus, (2) provided to students and parents/guardians, and (3) included in student handbooks and other documents.

Cellular Telephone/Video Recording/Electronic PAGING DEVICES – In order to maintain a quiet, orderly, and safe learning environment and not violate the rights of others, students are not allowed to use or have turned on any video recording device, personal digital assistant (PDA), or other electronic device (cell phone, tablet, etc.) during instructional time unless authorized and approved by the administration or supervising staff member. Any student in violation of this will have the device taken and returned only to a parent/guardian, and appropriate consequences will be imposed by administration. However, students may possess cell phones and other such devices at school, and may use cell phones in the hallways and the cafeteria. The school is **NOT** responsible for lost or stolen cell phones or other such devices. Charleston High School expects students to exercise due care and common courtesy when using cell phones and other such devices during extra-curricular time (i.e. turn them off during concerts, dances, plays, etc.). Such devices are not permitted to be used to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.

Displays of Affection – Excessive displays of affection may cause a substantial disruption to the educational process. Handholding is permitted; however, excessive displays of affection are prohibited anywhere on school campus. Any student found in violation of this policy may receive from 5 to 20 discipline points and applicable consequences.

Failure to Report – A student who willfully fails to report to the Attendance Office or other designated office or location when requested to do so by any school employee may receive from 5 to 10 building and grounds discipline points and applicable consequences. A student who fails to report to an assigned tutorial as directed by a staff member may receive 5 classroom discipline points and applicable consequences.

False Alarm – The willful making of a false alarm of fire by outcry, mechanical alarm, or other device is prohibited. Any student found in violation of this policy shall be reported to the police (720 ILCS 5/26-1). The consequence for such an offense may result in expulsion from school. If a student should accidentally set off an alarm, he/she must report to the office immediately and give the location of the triggered alarm.

Food/Drink in Corridors/Classrooms – Food and drinks are to remain in the cafeteria and not to be taken to corridors or lockers. Any student found in violation of this policy may receive 5 to 10 discipline points and applicable consequences.

Forgery/Cheating – The act of falsely or fraudulently making or altering school correspondence including, but not limited to, assignments, assessments, letters, passes, and telephone messages or calls. Any student engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff will be subject to applicable consequences.

Group Violations – Students who are present in a group whose member(s) are violating school policy may be held accountable and may receive the same disciplinary action as those individuals who are participating in the violation.

Laser Pointers – Unless under a staff member's supervision and in the context of instruction, using or possessing a laser pointer is prohibited. Discipline for violating this policy may range from a verbal warning to a school suspension.

Littering – Students, staff, and visitors appreciate a clean school. Students are expected to help in maintaining our school facilities. A student found guilty of littering the school grounds may receive 5 to 20 discipline points and applicable consequences.

Loitering – Because of the concern for avoiding damage to property and the prevention of traffic hazards posed students, loitering at any time in the following areas is prohibited: all parking lots, between school buildings, areas surrounding the vocational building, gymnasiums, west doors of the new gym, the media center exit, and west stairwell. Any student found in violation of this policy may receive from 5 to 10 points and applicable consequences.

Presence in an Unauthorized/Unassigned Area – Students are expected to be in their assigned classrooms on time. A student may receive 3 classroom discipline points for each time that he/she is tardy. During the school day, a student may receive 5 building and grounds discipline points for being outside of their scheduled area without a pass issued from school personnel (this includes abusing hall pass privileges and failing to sign in/out of the Attendance Office). A student's schedule that allows him/her to be released early from school must leave the school grounds for the duration of that time. Students who fail to adhere to this procedure may be assigned building and grounds discipline points and/or be placed in a study hall during that class period. After classes end for the day, students are not allowed in the building except for school-related activities such as athletics, clubs, meetings, rehearsals, tutoring/studying, and detention. Students using school facilities outside the regular school day must be directly supervised by a district staff member. Any student found in violation of this policy may receive from 5 to 20 discipline points and applicable consequences.

Skate Boards – Because of concern for student safety, skateboards and similar items are not allowed on school property. Discipline for a violation may range from verbal warning to suspension.

Student Attire – Students are expected to dress in a manner appropriate for school. Students whose manner of dress poses health or safety concerns for the student or others, or whose manner of dress materially disrupts the educational process, interferes with the maintenance of a positive teaching/learning climate, or compromises reasonable standards of health, safety, and decency may be counseled to alter their dress by school officials, or under extreme circumstances such students may be subject to discipline (ILCS 5/10-22.25b).

1. Hats/head coverings (including hoods) and sunglasses are not to be worn inside the building and should be left in lockers.
2. Shoes are to be worn at all times during the day.
3. Offensive or suggestive slogans on clothing are not acceptable.
4. Chains or any item worn on pants deemed to be destructive or damaging to school property, are not acceptable.

Discipline for dress code violation will range from a verbal warning to a three (3) day suspension from school per occurrence.

Student Language/Expression – The administration reserves the right to prohibit expression that may cause substantial disruption to school activities or violate the rights of others. Prohibited is the use of vulgar and offensive terms, as judged by the school administrators. Also prohibited is the use of any words, expressions, or demonstrations that are considered obscene; are libelous or slanderous; injures, harasses or invades the privacy or other people; or disrupts the orderly operation of the school or school activity. Any student found in violation of this policy may receive from 5 to 20 discipline points and applicable consequences.

Unauthorized Parking/Driving – Student parking is permitted only for junior and senior students who have a valid CHS vehicle permit displayed on their vehicle (see "Parking and Vehicle Regulations"). All other students are prohibited from driving or parking on school grounds. A student violating this policy may be subject to consequences including, but not limited to, fines, vehicle immobilization, towing (at owner's expense), revocation of this privilege, or other disciplinary consequences.



SUMMARY OF PROHIBITED STUDENT CONDUCT

Prohibited student conduct and respective consequences are listed below. For a more detailed description of expectations, definitions, and explanations, see the previous section outlining prohibited student conduct.

Summary of Assignment of Points for Gross Disobedience or Misconduct (minimum 20 points):

1. Tobacco (using, possessing, distributing, purchasing, or selling).
2. Controlled Substances/Alcohol (using, possessing, distributing, purchasing, or selling).
3. Weapons (manufacturing, selling, distributing, transferring, possessing, or using).
4. Insubordination.
5. Aggressive behavior (forcing, coercing, threatening, intimidating, bullying, urging).
6. Theft (act or attempt).
7. Vandalism (act or attempt).
8. Repeated Truancy.
9. Gangs/Secret Societies.

Summary of Assignment of Points for Interfering or Disrupting School Purposes or Educational Functions (range of points):

1. Book bags, back packs, and coats (5 to 10)
2. Bus Conduct (verbal warning-to-suspension)
3. Cellular Radio Telecommunication/Electronic Paging Devices (5 to 20)
4. Displays of Affection (5 to 20)
5. Failure to Report (5 to 10 (bldg. & grounds or classroom))
6. False Alarm (police report-to-expulsion)
7. Food/Drink in Corridors/Classrooms (5 to 10)
8. Forgery/Cheating (10 to 20)
9. Group Violations (same as those participating in violation)
10. Laser Pointers. (Verbal Warning-Suspension)
11. Littering (5 to 20)
12. Loitering (5 to 10)
13. Presence in an Unauthorized/Unassigned Area (5 to 20)
14. Skate Boards (verbal warning-to-suspension)
15. Student Attire (verbal warning-to-suspension)
16. Student Language/Student Expression (5 to 20)
17. Unauthorized Parking/Driving (warning-to-suspension)

CONSEQUENCES FOR MISCONDUCT

Consequences for misconduct may include, but are not limited to, the following:

Personal Counseling – Personal counseling may include, but is not limited to, a conference between the student and an administrator, teacher, counselor, or other staff member who bears a reasonable interest in the student's behavior; a meeting with a student and his or her parent(s)/guardian(s); a peer mediation or conflict resolution session; a counselor or counselor intern referral; other interpersonal communication between a student and staff member for the purpose of improving the student's attendance and/or behavior.

Notification of Parent(s)/Guardian(s) – Under a variety of circumstances, school personnel will notify a student's parent(s)/guardian(s) for the purpose of maintaining positive communications between the school and the home with the intent that such notification will improve the student's attendance and/or behavior. Such contact may be in the form of a personal conversation, telephone call, e-mail, or other written communication.

Seizure of Contraband – Illegal or banned items such as weapons, drugs, cell phones, pagers, electronic games, gambling or drug paraphernalia, tobacco products, pornography, hate literature, or other items that adversely affect the welfare and safety of the school community may be confiscated by the staff/administration. Confiscated items will be marked and secured in the Assistant Principal's Office. Confiscated items that are not in violation of criminal law will remain secured as stated until the student's parent/guardian can pick up and sign for the item(s). Items not claimed within two calendar weeks after the close of the school term will be disposed of. Confiscated items that are in violation of criminal law will be turned over to the local law enforcement agency. Receipts for confiscated items in police custody will be filed with the Assistant Principal, and such confiscated items may be recovered by contacting the Charleston Police Department.

Notification of Juvenile Authorities – Whenever prohibited conduct involves illegal drugs (controlled substances), look-alikes, alcohol, weapons, aggressive behavior, or behavior that is a substantial disruption of the school environment, the local law enforcement agency may be notified.

Withholding of Privileges – Withholding of privileges may include, but is not limited to, attending extra-curricular activities, computer/internet access, media center access, driving/parking privileges, classroom/study hall sign-out privileges, and open-campus lunch privileges. The administration shall be involved in and approve all cases in which privileges are withheld, with the exception of the loss of classroom/study hall sign-out privileges.

Restitution – Restitution is an act of restoring something to its rightful owner/original condition or giving an equivalent for some loss. Students may be required to make restitution by means of restoring, replacing, or reimbursing a loss or injury.

No Contact Order – A No Contact Order may be issued if two or more students are having problems with one another at school. The No Contact Order will direct the students not to have any physical or verbal contact with one another while at school, on school grounds, or at a school activity. This includes but is not limited to: texting, phoning, e-mailing, writing, or using social media to contact the other student. Violations of this order will result in disciplinary consequences ranging from verbal warning to expulsion.

Detention – Detention is a disciplinary consequence designed to improve student attendance and behavior *with minimal disruption to the student's school day*. Detentions may be given for a variety of misconduct including, but not limited to, tardiness, classroom disruption or misconduct, truancy, and various types of misconduct on school grounds. Students will be given 24 hours notice to make arrangements for their own transportation. If transportation arrangements cannot be agreed upon, the parent(s)/guardian(s) must contact the Assistant Principal in advance of the detention so that an alternative disciplinary measure can be arranged.

After school detention: Students are to report to the Lecture Room (224) by 3:25 p.m. Detention lasts until 4:10 p.m.

Lunch detention: Students are to report to the Lecture Room by 11:30 a.m. Lunch detention lasts until 12:30. A certified staff member supervises the detention period. Detentions are to be attended on the day for which they are assigned. In the event that different staff members assign two or more detentions on the same day(s), the student is responsible for attending the number of detentions assigned on consecutive school days. Students who are tardy, truant, misbehave, fail to cooperate, leave detention without permission, exhibit gross misconduct, fail to follow the detention procedures, etc., will be subject to additional disciplinary consequences. The original assignment will stand, and disciplinary action may result, including, but not limited to, assignment to the Alternative Education Room or suspension. If a student is suspended, absent with valid cause, misses detention, or school is cancelled for any day of an assigned detention, the assignment shall continue once school resumes until all assigned detentions have been attended.

Alternative Education Room (A.E.R.) – The Alternative Education Room is a special classroom designed to address truancy and/or misbehavior of those students who have failed to abide by the rules and regulations of Charleston High School. It extends remedial instruction, tutorial help, guidance, one-on-one attention, and direction needed to address student truancy and/or misbehavior. It is established to offer direction and intervention needed to deal with such behavior. The classroom atmosphere is a structured, quiet environment with minimal diversions and is supervised at all times.

A student may be assigned to the A.E.R. because of an accumulation of building and grounds points or special needs determined by a teacher, counselor, and/or administrator. The A.E.R. is a place where students can renew their respect for the educational opportunities of the traditional classroom. The A.E.R. is intended to be a temporary placement that serves as a deterrent to truancy and misbehavior, and also addresses the problems that lead to out-of-school suspensions. Assignments to the A.E.R. are usually made on a full-day basis. **While assigned to the A.E.R., students will be permitted to do their schoolwork.** It is the student's responsibility to report to all of his/her teachers and secure assignments and teachers' signatures prior to reporting to each day assigned to the A.E.R.

Students who are tardy, truant, misbehave, fail to cooperate, leave the A.E.R. without permission, exhibit gross misconduct, or fail to follow the A.E.R. procedures will be subject to additional disciplinary consequences. In this case, the original A.E.R. assignment will stand, and additional action may result, including, but not limited to, additional assignment to the A.E.R. or suspension/expulsion. Students who are assigned to a full day in the A.E.R. must report to the Assistant Principal's office at 8:35 a.m. for each day assigned. Students must remain in the A.E.R. for the entire day, including lunch, for full-day assignments. A sack lunch or cafeteria lunch are permitted for students assigned to the A.E.R. Time away from the A.E.R. assignment must be made up on the next day of student attendance. If the student is suspended, absent with valid cause, or school is cancelled for any day of the A.E.R. assignment, the assignment shall continue once school resumes until all assigned days have been attended.

Saturday School – Students may be assigned to Saturday School as a disciplinary consequence. Failure to attend Saturday School without presentation of a physician's excuse the following Monday will warrant suspension from school.

Referral to Alternative Schools/Community Agencies – Students may be referred to alternative schools and community agencies when, in the opinion of school officials, such a referral or placement would be in the best interest of the student and/or the school community. Alternative schools and community agencies include, but are not limited to, Bridges, Golconda Job Corps, Lincoln's Challenge, Pathways to the Future, C.E.A.D. Council's Juvenile Court Diversion Program, Regional Office of Education/Youth Services. Under certain circumstances, students may be assigned to the Bridges program.

Removal from the Classroom – Each classroom environment is managed in accordance with individual teachers' policies and the discipline point system. If a student's behavior becomes immediately detrimental to the well-being of the rest of the class, he/she may be sent to the Administrative or Guidance Offices. As provided herein, the student may be removed from class, suspended, or recommended for expulsion (105 ILCS 5/10-22.6). If a student is removed from class and placed in a study hall, that student will not be allowed to leave study hall on a pass for the remainder of the semester. The student must remain in the study hall for the entire class period every day.

Out-of-School Suspension – Suspension is a disciplinary consequence that is utilized when the student has committed a severe single infraction, has had repeated incidents of violating school rules, or when the safety and health of the student or other students has been endangered.

A student disciplinary suspension is a temporary removal from school or from riding a school bus for a maximum of 10 days for any one offense. Only the Superintendent, Principal, and Assistant Principals are authorized to suspend students. The Board of Education may suspend a student from riding a school bus in excess of 10 days for safety reasons.

During the period of an out-of-school suspension, a student is not to be within school buildings, on campus, or in attendance at practice/participation in any school activities or functions (including, but not limited to, athletic events, concerts, dances, plays, sporting events, or any other extra-curricular event) without prior permission of the administration. Violation of this condition may result in additional disciplinary action and possibly prosecution for trespassing. A parent/guardian conference must be held before the student will be reinstated to school. **Students are permitted to complete their schoolwork during the suspension period, but they must request it in accordance with the procedures in the "Requesting Homework" section in this handbook. If schoolwork is completed according to each of his/her teacher's directions/due dates, credit will be given.** Depending upon the nature of instruction (that which requires classroom attendance such as discussions, labs, group presentations, guest speakers, etc.), the student may be provided with alternative assignments at the discretion of teachers. Students should be aware, however, that in some cases, instruction that requires classroom attendance cannot be made up.

A.E.R./ Out-of-School Suspension is the removal of a student from the classroom or school for a specified number of days – not to exceed ten (10) days for any one offense. A student's suspension from school is based on the following:

If the student's continued presence at school would pose:

- A threat to school safety, or a threat to the safety of other students, staff, or the school community; or
- A disruption to other students' learning opportunities. or the student's continued presence substantially disrupts, impedes, or interferes with the operation of the school.

The duration of the suspension will be determined by administration based on the nature of the incident. In accordance with School Code 5/10-22.6, the parent(s)/guardian(s) has the right to a review of the suspension. Upon request of the parent(s)/guardian(s), the school board or a hearing officer appointed by it shall review such action of the superintendent, principal, or assistant principal. At such review, the parent(s)/guardian(s) of the pupil may appear and discuss the suspension with the board.

During the review process, the suspension will stand. Students will be allowed to make up missed work. A student on suspension is not permitted to attend school activities or be on the school campus. Upon return from suspension, the student will meet with a counselor, social worker, or administrator to assess their readiness to successfully return to school and receive any necessary supports toward that goal.

Expulsion – The Board of Education may expel students for gross disobedience or misconduct. Expulsion is the removal of a student from school for a period exceeding ten school days, but not exceeding two calendar years. The student and his/her parent/guardian will be requested to appear before the Board of Education. During the expulsion period, a student is not to be within school buildings, on campus, or in attendance at practice/participation in any school activities or functions (including, but not limited to, athletic events, concerts, dances, plays, sporting events, or any other extra-curricular event) without prior permission of the administration. Violation of this condition may result in additional disciplinary action and possibly prosecution for trespassing.

Corporal Punishment – Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include, and certified personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or persons, or for the purpose of self-defense or the defense of property. *Physical restraint may be used when necessary to protect the student or other individuals and/or property from harm.* Families will be notified within 24 hours of physical restraint and/or time-out.

Appeal – If a student believes that points and/or consequences have been unfairly assigned, then an appeal may be made first to the staff member involved, then, if necessary, to the school's administration. For students with an Individualized Education Plan (I.E.P.), that plan will govern serious disciplinary actions. All schools in Charleston CUSD #1 follow the procedures and protocols enacted by Senate Bill 100. The basic tenet of this Act is the requirement that school officials limit the number and duration of suspensions and expulsions to the greatest extent possible; and additionally recommends that school officials consider non-exclusionary forms of discipline prior to using out-of-school suspensions and expulsions. If you have any questions about this new Act and how it affects your student, please contact your school administrator.

ATTENDANCE POLICY

According to Illinois law, whoever has custody or control of a child who is enrolled in any of grades 1 through 12 shall cause such child to attend school the entire time it is in session during the regular school term (105 ILCS 5/26-2). For purposes of this policy, "parent" is defined as the parent, legal guardian, or other person having legal custody of the student. **According to Board policy, a student's parent must: (1) upon their child's enrollment, provide telephone numbers to the school and update them as necessary, and (2) authorize all absences and notify the school in advance or at the time of the child's absence (7.70).**

Procedures – Anytime a student is absent from any part of the school day, the student's parent must notify the school **by 10:00 a.m.** on the day of the absence or **at the time** of any such absence. This notification may be made in person or by calling **639-5000**. Such notification must include the following:

1. the name of the parent, legal guardian, or other person having legal custody of the student,
2. the student's name,
3. the date(s) and time/period(s) absent, and
4. the **valid cause** of the absence.

Valid cause includes the following:

1. illness,
2. mental health day (5 total days allowed, students may be referred to appropriate personnel as needed, administration may request meeting with parent to discuss absences)
3. observance of a religious holiday,
4. death in the immediate family,
5. family emergency,
6. attendance at a civic event, or
7. other circumstances approved by the administration (105 ILCS 5/26-2a).

Notification Time Limit – In the event that a parent does not notify the school on the day of an absence, the school must have notification of any absence by 9:30 a.m. upon the student's return to school. If notification is not received by 9:30 a.m., such an absence may be considered truancy. Parents who do not have access to a telephone must notify the school in person or in writing as stated above. Such notification must be submitted to the Attendance Office by 9:30 a.m. upon the student's return to school. If such notification is not received by 9:30 a.m., the absence may be considered truancy.

Mid-day Absence – Students who become ill or need to leave school during the school day (medical or otherwise) must report directly to the Attendance Office. If parental notification of the student's approaching absence has not been received, then every attempt will be made to contact a parent at home or at work. Once permission and transportation arrangements have been made with a parent, the student must sign out. **No student will be excused from school unless permission and transportation arrangements are first made with a parent.** A student who becomes ill during school should never spend the class period alone in a restroom or any other part of campus. Students who are absent from school due to an appointment (medical or otherwise) must bring written verification (i.e., appointment card, physician's note, court document) of the appointment to the office when the student returns to school or by 9:00 a.m. upon the student's return to school. Failure to follow these procedures will result in the assignment of five (5) building and grounds discipline points and the absence being considered truancy.

Closed Campus – According to Board policy, students are to remain in their assigned areas and on the school's grounds continuously from the time of reporting to the time of departure for the day (7.180). A high school student may be excused during the student's lunch period. Any student, who leaves school during his/her lunch period, becomes ill, and proceeds or stays home must have a parent notify the school **immediately** upon the student's arrival home. If such notification is not received within 30 minutes of the end of the student's lunch period, such absence may be considered truancy and five (5) building and grounds discipline points may be assigned.

WIN – WIN is a thirty-minute block of time that is designed to enable students to get the help they need to be successful at CHS. Some students will be assigned to WIN due to their grades. Teachers may also require students to meet with them during WIN period. **A student may receive disciplinary consequences for failure to attend an assigned WIN.**

Late Arrival – Anytime a student arrives at school after 9:10 a.m. or returns to school following a mid-day absence, he/she must sign-in at the Attendance Office and receive an admit slip to class. **Failure to follow this procedure may result in five (5) building and grounds disciplinary points.** Oversleeping is NEVER an acceptable excuse for being late to school. Student motor vehicle trouble is NEVER an acceptable excuse for being absent from or tardy to class. Lateness due to parent vehicle trouble will be accepted one time per year. Thereafter, five (5) points will be assigned for any lateness due to motor vehicle trouble, and the absence will be considered truancy.

Late To Class – If a student is late to his/her class due to an unexcused reason, he/she will receive **three (3) classroom discipline points.** If the student is over 10 minutes late to class without valid cause, the absence will be considered truancy for that period.

Following an Absence – It is the responsibility of the student, during tutorial period on the first day of attendance following an excused absence, to arrange for make-up of all missed schoolwork. **Failure of the student to see his/her teacher the first day back, make appropriate arrangements, or to make up work as determined by the teacher may result in a grade of zero (0) for missed work.**

A student's attendance record may affect admission into specific courses/programs at CHS. **Students who are absent from school for any part of a school day shall be ineligible for any activity on that day unless the absence has been approved in writing by the Principal or designee.** Please refer to the "Extra-Curricular Activities" and "Athletic Code" sections in this handbook for additional information regarding absences and extra-curricular eligibility.

Requesting Homework – When a student is excused from attending school for an extended period of time, his/her parent may call to request that homework be compiled. In order for school personnel to have a reasonable time to compile homework, a call must be placed by 10:00 a.m. on the first day of the student's absence. Homework must be picked up on the requested day between 3:20 p.m. and 4:00 p.m. in the office. Please phone to make individual arrangements if this time is not possible. *If schoolwork is completed according to each of his/her teacher's directions/due dates, credit will be given.* Depending upon the nature of instruction (that which requires classroom attendance such as discussions, labs, group presentations, guest speakers, etc.), the student may be provided with alternative assignments at the discretion of teachers. In some cases, instruction that requires classroom attendance cannot be made up.

Anticipated Absences – The anticipated absence procedure has been designed to accommodate special family needs. Individual vacations, recreational activities, or matters of personal convenience are not encouraged during school time. Students and parents may plan for an absence by obtaining an “Anticipated Absence Form” in the Attendance Office. Students are to complete the form, attach a note from his/her parent explaining the reason for the absence, and hand deliver the form to the Attendance Office prior to the day of the absence. *If schoolwork is completed according to each of his/her teacher’s directions/due dates, credit will be given.* Depending upon the nature of instruction (that which requires classroom attendance such as discussions, labs, group presentations, guest speakers, etc.), the student may be provided with alternative assignments at the discretion of teachers. In some cases, instruction that requires classroom attendance cannot be made up. Forms must be completed and hand delivered to the Attendance Office prior to the anticipated absence or the student may lose credit for work missed.

Excessive Absences – A student may accumulate nine (9) days of absences within a school year. Following the ninth absence, a student may be required to have written verification (i.e. physician’s note) for each subsequent absence during the remainder of that school year. Failure to submit such written verification in person by 9:00 a.m. upon the student’s return to school will result in the absence being considered truancy and disciplinary consequences may be assigned. **Note:** one to two class periods absent is recorded as one half-day of absence; three or more class periods absent is recorded as one full-day of absence.

Final Exams – Teachers invest much time in preparing their students for final exams each semester. Students are expected to be present for exams as scheduled. Students absent from a final exam will earn a zero for the exam unless the principal approves an exception.

Truancy – A “truant” is defined as a child subject to compulsory school attendance and who is absent without valid **cause** from such attendance for a school day or portion thereof. “Valid cause” for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, or other circumstances approved by the administration (105 ILCS 5/26-2a).

A truant student may be assigned one (1) after-school detention per period of truancy and will receive a ZERO (0) for work missed. Repeated truancy may result in additional detentions, A.E.R., suspension, expulsion, or other consequence as determined by administration.

A “chronic or habitual truant” is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days (105 ILCS 5/26-2a). Supportive services and available resources which are offered to chronic or habitual truants include, but are not limited to, the following:

- Parent-teacher conferences
- Student and/or family counseling
- Information about community agency services

A “truant minor” is defined as a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources, have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused (105 ILCS 5/26-2a). The district may report a truant minor to outside agencies, such as the juvenile officer of the local police department or the truant office of the Regional Office of Education of Coles County.

Withdrawing From School – If a student and his/her parent or guardian decide that withdrawal from school is essential, the student and parent must meet with a counselor or administrator and complete a withdrawal form. **Students absent for ten (10) or more days without notification from parents may be withdrawn for non-attendance.** Generally, a withdrawn student may not re-enter during the semester he/she withdrew. A withdrawn student who wishes to re-enroll must meet with the principal and his/her guardian prior to re-enrollment

e-Learning Plan – The district has an approved e-learning program which will be utilized when/if an emergency closing of school is declared by the Superintendent, State Superintendent, Governor or outside agency. An emergency closing of school is not automatically deemed an e-learning day. The Superintendent must specify when a school closing day is going to be utilized as an e-learning day. An e-learning day will count as an attendance day based upon completion of assignments and learning activities as assigned. For more information about the e-learning plan, please visit the district website.

OTHER PRACTICES AND PROCEDURES

Lockers – Students are assigned corridor lockers for their books and other personal belongings. Each locker is equipped with a combination lock. In case of lock failure, the student shall immediately report to the main office for assistance.

Each student must have an authorized gym lock on his/her assigned P.E. locker. This lock is to be used to lock the small storage locker when not in gym class and to lock the large clothes locker during gym class. The larger P.E. lockers are only to be used during the time that the student is in P.E. class. At the beginning of the school year, the P.E. instructor will issue an authorized lock. This lock must be checked in at the end of the year, or the student may be charged the actual replacement cost of the lock.

Unauthorized locks will be removed from lockers.

1. Do not reveal your locker combinations to other students.
2. Do not alter/rig your locker in such a way that permits the locker to be opened without the use of the combination lock.
3. Use only the locker assigned to you by the office or P.E. officials.
4. Opened food/drink containers are prohibited in lockers.
5. Do not place stickers on or write on any part of your locker.
6. Report locker damages/malfunctions immediately to the office.
7. Damages to your locker may require that you make restitution.
8. The administration reserves the right to open any locker by use of force. Damages will be assessed to the student.

NOTICE: The school is not responsible for items lost from lockers. Schools officials reserve the right to search a student's locker at any time.

Physical Education Uniform – Each student, while participating in a regularly scheduled physical education course, shall wear uniform attire as outlined below:

Shirt - Gray with “Charleston PE Dept.” logo

Shorts - Red

Shoes - Gym shoes only. No shoes that may mark the gym floor will be allowed.

Telephone Calls – Students will be called to the telephone **ONLY for an emergency**. If the student's parent(s)/guardian(s) must have an urgent message delivered, the office personnel will take the message and send a request for the student to come to the Attendance Office to obtain the message. *Reminders of various types of appointments, information concerning students coming right home after school, and similar messages are not considered urgent, and will NOT be sent to students.* Students and parent(s)/guardian(s) are urged to keep all telephone messages to a minimum. There is a telephone for student use available in the main office during school hours. Students must have a pass to use phones during class time.

Visitors – Students desiring to bring a visitor to the campus of Charleston High School are expected to obey the following rules and regulations:

1. Students desiring to bring visitors to C.H.S. from other schools must obtain a “Student Visitor Application” form from the Attendance Office at least one day in advance of the desired visit (one visitor per student).
2. The student and his/her visitor must bring the completed “Student Visitor Application” form to the Attendance Office no later than 8:35 a.m. upon the day of the desired visit. At that time, an administrator may issue a visitor's pass.
3. All visitors must be enrolled in “good status” at a high school during the time of the visit.
4. School officials reserve the right to deny visitor's passes. No passes will be signed during exam weeks or the last week of school.
5. All visitors must produce a “Visitor's Pass” upon request.
6. The teacher(s) to be visited must give permission before the visitor will be allowed into the classroom. Visitors not permitted to enter classrooms are to report to the Attendance Office.
7. Any visitor who causes a disturbance or who violates the rules of Charleston High School will be asked to leave the campus.

Posting/Distributing Notices – Circulars, signs, posters, or notices directed to the interest of the student body must be approved and initiated by the administration before posting. Posters, signs, or notices posted without the administration's approval will be removed. All posters, signs or notices are to be removed by the persons who posted them at the conclusion of the activity or event. No poster may be displayed longer than seven days.

Special Events/Dances – It is part of the philosophy of Charleston High School that dances and other recreational events are important parts of school life. The primary purpose of these events is for the students of Charleston High School to have a place to go where they can enjoy themselves under adult supervision and learn proper social attitudes and skills through participation. Events that are held after a home game must close no later than 11:00 p.m. Other events, except those such as Homecoming, must close no later than 10:30 p.m. and may be no longer than two and one-half (2 1/2) hours. High school students may bring guests to dances; however, those guests must be registered in the office before the dance, and each student may bring only one (1) guest. Guests will not be admitted at the door unless accompanied by the student registering the guest. All guests are expected to groom, dress, and behave in an appropriate manner, according to staff members and chaperones. **Any student or guest who leaves during any event will not be readmitted.**

Search and Seizure – For the safety and supervision of students in the absence of parent(s)/guardian(s), to maintain discipline and order in schools, and to provide for the health, safety, and welfare of students and staff, school authorities are authorized to conduct searches of students and their personal effects, as well as District property.

School property, including, but not limited to, desks and lockers, is owned and controlled by the District and may be searched by school authorities at any time. School authorities are authorized to conduct area-wide, general administrative inspections of school property (e.g., searches of all student lockers) without notice to or consent of the student and without a search warrant.

The school district reserves the right to reasonable search of any vehicle entering or parked on school grounds.

If a search produces evidence that the student has violated or is violating the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities (105 ILCS 5/10-22.6; Board Policy 7.140).

Abused and Neglected Child Reporting – A District employee who has reasonable cause to suspect that a student may be an abused or neglected child shall report such a case to the Illinois Department of Children and Family Services. The employee shall notify the principal that a report has been made.

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. How to recognize grooming behaviors, information on how to report sexual abuse or grooming behaviors, and resources for support can be found in board policy 4:165.

Health Examinations, Immunizations, and Exclusion of Students – The health requirements for high school students are as follows:

State of IL Physical Exam- required upon entry to 9th grade or when a student first enrolls in a school, regardless of age.

Dental Exam- Proof of dental exam required for all 9th graders by May 15th

Immunizations- Proof of receiving (2) Meningococcal vaccines upon entry to 12th grade. Proof of all required immunizations upon entry to school regardless of grade.

Failure to comply with the Physical and Immunization requirements by October 15th will result in the student's exclusion from school until the required health forms are presented to the district. A student may be exempted from this policy's requirements on religious or medical grounds if the student's parent(s)/guardian(s) present to the Superintendent a statement signed by a physician explaining the objection. During a child's exclusion from school for non-compliance with this subsection, the child's parent(s)/guardian(s) shall be considered in violation of 105 ILCS 5/26-1 and may be subject to any penalty imposed by 105 ILCS 5/26-10. A student's return to school is based on communicable disease guidelines established by the Illinois Department of Public Health.

Concussion Injuries – In compliance with the Youth Sports Concussion Safety Act, CUSD #1 has developed a Concussion Oversight Team (COT) that serves multiple duties. The primary responsibility of the COT was to develop Return-to-Learn (RTL) and Return-to-Play (RtP) protocols for students who have suffered a concussion either as the result of physical activity or other. If you feel your student has suffered a concussion, please contact your student’s administrator and he/she will be able to discuss procedures to help ensure your student’s continued academic, physical, and cognitive development.

Homebound Students – Students who are placed on homebound instruction will have grades issued upon the recommendation of the homebound teacher. The homebound teacher will recommend to the classroom teacher a (P) for pass or (F) for failure based on the work assigned and graded. The classroom teacher will then decide whether to issue the homebound student a (P), (F), or a letter grade for the quarter and/or semester.

In the event that a student has a prolonged illness (two weeks or more), the parent/guardian may request homebound instruction. A Physician’s Statement form must be completed by the physician which includes length of time needed, medical condition warranting homebound instruction, and the impact that the medical condition has on the child’s ability to participate in education. This form is available from the school or district central office. Parents/Guardians must contact the building principal so the process can be initiated. Final approval of any homebound instruction must come from the Superintendent.

Homelessness – Students and/or families that live in a shelter or motel, share housing with relatives due to a loss of housing, live in a campground, car, old building or other temporary shelter, or otherwise don’t have a permanent address can be considered homeless. They may enroll children immediately even without school or medical records. They also may get help from the district homeless liaison with immunizations and/or medical records. Additionally, they may choose the child’s old school or school closest to their current residence, and get transportation to school for the child. Questions may be directed to the district homeless liaison at (217) 639-1000.

Transportation Reimbursement – During the school year, parents and guardians may be eligible for pupil transportation reimbursement under the provisions of 105 ILCS 5/29-5. Questions regarding reimbursement of transportation should be directed to the district office (639-1000).

Missing Children’s Record Flag – 325 ILCS 50/0.01 provides for communication of information concerning missing children among state and local law enforcement authorities, state and local registrars of vital records, and schools. The law provides for alerting law enforcement authorities when birth certificates and school records of missing children are requested. The law also provides that the school shall flag the records of a missing child and report to the Law Enforcement Agencies Data System any request concerning flagged records. The law requires that a new student enrollment shall include a certified copy of a birth certificate or other reliable proof.

Sex discrimination – Sex discrimination of students is prohibited. An employee, district agent, or student engages in sex discrimination whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student’s academic status; or
2. has the purpose or effect of:
 - a. substantially interfering with a student’s educational environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services, or treatment;
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms “intimidating,” “hostile,” and “offensive” include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sex discrimination include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities.

Students who believe they are victims of sex discrimination or have witnessed sex discrimination are encouraged to discuss the matter with a building administrator or report to a staff member of the student’s same sex. Students who make good faith complaints will not be disciplined.

Inquiries may be directed to the District Title IX Coordinator, the U.S. Dept. of Education’s Office of Civil Rights, or both. (Board Policy 2:265).

Any student of the District who is determined, after an investigation, to have engaged in sex discrimination will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sex discrimination will likewise be subject to disciplinary action up to and including suspension and expulsion (Board Policy 7.20).

NOTE: Procedures for the implementation of a School Environment Free of Sex discrimination of Employees and Students may be reviewed and/or obtained from building principals. Employee complaints shall be initially filed with the building principal or the superintendent. Student complaints shall be filed with a Complaint Manager.

Illinois State Board of Education Sexual Abuse Response and Prevention Resource Guide: www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf

STUDENT FEES

Current fees charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees as approved by the Board of Education are as follows:

Textbook/Materials Fee	\$73.00
Participation Fee-IHSA Activities	\$60.00
	\$180.00 max per student
	\$300.00 max per family (CHS)
Dual Credit Class Textbook Fee	(Determined by Lake Land College)
Driver Education Fees	
Class Fee (Behind the Wheel)	\$85.00
(If a student does not take behind the wheel, a request may be made by parent/guardian to CHS office for reimbursement of fee).	
Student Permit (state fee)	\$20.00+/-
(State fee is an estimate, determined by the state.)	
Parking Fee (Sophomores/Juniors/Seniors)	\$25.00
	School Lunch School Breakfast
Student	\$3.05 \$ 2.00
Adult	\$3.45 \$ 2.35
Reduced	\$.40 \$.30
Milk	\$.40 \$.40
(Free/Reduced-Price Food Service – Board Policy 4:130)	
Student Insurance (It is up to the parents to enroll their student(s) for insurance with the selected insurance agency.)	
Full time	\$40.00
Health Occupations Course (student provides)	
Malpractice Liability Insurance	\$35.00+/-
(Insurance fees are estimates, as set by insurance costs.)	
Band Fees	
Uniform Cleaning	\$10.00
Marching Shoes	\$26.00
Band Shirt	\$19.00
P.E. Uniform (student provides)	\$20.00+/-
Activity Pass to Athletic Contests	
Student (K-16)	\$30.00
Senior Citizen (65 and older)	\$30.00
Individual (adult)	\$52.50
Family	\$180.00
Admittance to Athletic Contests	
Students (K-16)	\$3.00
Adults	\$5.00
Senior Citizens (age 65)	\$3.00
Frosh/Soph games (adult)	\$3.00
Frosh/Soph students/seniors	\$2.00

Individual Events (such as holiday plays, musicals, band concerts, field trips, etc.) to be determined by the principal to cover necessary expenses.

Textbook Rental Plan – The registration fee includes hardbound and softbound textbooks, workbooks, magazines, handbooks, etc. It does not include paper, pencils, notebooks, and other expendable instructional materials. In certain vocational courses, supplies will be sold on a resale basis. In accepting the rental plan, students and parents agree to take good care of all books and to pay the amount assessed if books are lost, marked, or show unusual wear. If you discover your textbook is in need of repair, please see the Media Director. Consumable supply fees may be charged in a class.

Waiver of School Fees – Students shall not be denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay fees and charges, including but not limited to those for lost and damaged books, locks, materials, supplies, and equipment. Students who meet eligibility criteria may receive a waiver for such fees. Applications for fee waivers may be submitted by a student's parents(s)/guardian(s) who have been assessed a fee on an application form available from the building administrator. Questions regarding the fee waiver request process should be addressed to the principal's office (Board Policy 4.140). Questions regarding free and reduced-price food services should be addressed to the Superintendent's Office.

DISASTER DRILLS

Fire Drills – Fire drills are held at regular intervals. The signal for a fire drill is a continual blast of the fire horn. When the fire alarm is sounded, all work should be stopped immediately and persons in the high school building are to follow the procedures for evacuating the building. Such procedures are posted in all classrooms and each teacher informs his or her class of the procedures during the school year. Students should move to the exit indicated and away from the building in a quiet and orderly manner. The "all clear" signal will be announced over the PA system.

Tornado Drills – Tornado drills are held at regular intervals. Procedures to be followed in case of a tornado are posted in all classrooms and discussed by each teacher with his or her class during the school year. In the event of a tornado warning or a tornado drill, the warning is announced over the PA system. This announcement will indicate that the "take cover" is in effect and that no one should leave the building. The "all clear" signal will be announced over the PA system. Students are to return to the classroom in which they left. In the event of an emergency a "duck and cover" announcement may be made. Students should drop flat on the floor next to a wall away from windows or duck under a desk. Students should cover their eyes, face, and neck and should not look around.

Intruder Drills – CUSD #1 has been trained in the philosophies and procedures of A.L.I.C.E. All schools will follow its protocol when able. See your child's administrator if you have questions.

GRADES

(105 ILCS 5/10-20.9)

Teachers shall administer the approved marking system or other approved means of evaluating pupil progress. The teacher shall maintain the responsibility and the right to determine grades and other evaluations of students within the grading policies of the District based upon his/her professional judgment of available criteria pertinent to any given subject area or activity for which he or she is responsible. No grade or evaluation shall be changed without the notification to the teacher concerning the nature and reasons for such change; and if such change is made, the person making the change shall assume such responsibility for determining the grade or evaluation and shall initial such change. Teachers shall inform students of their grading policies.

Study Habits for High School Students – At the high school level, the home and the school curriculum must be conducive to and supportive of student learning. Students and parents must understand the importance of independence in the learning process. The high school moves away from the teacher-directed learning towards that of the independent learner. The following recommendations can be used to guide the process.

- Plan specific times for study and keep times consistent
- Break large projects into manageable tasks
- Keep track of daily assignments using the student planner
- Review notes and assignments each evening
- Plan time for reading textbooks outside the classroom
- Self-directed learning and studying is crucial
- Free reading is recommended to supplement curriculum

For more information on student success, visit our website at <http://www.charleston.k12.il.us/chs>

Parent-Teacher Conferences – The home and the school curriculum must be consistent. Charleston High School recognizes the importance of ongoing parent-teacher communication. Conferences are not required at the high school level, but they are encouraged.

- Parents or teachers may request conferences at any time during the school year
- Meeting times are flexible

Progress Reports & Report Cards – Grades may be accessed at any time by using Skyward's Parent or Student Access. This includes progress reports, midterm and semester grades. These reports are intended to provide students and parents with information regarding up-to-date academic performance. Conferences between parents and teachers are strongly urged when the situation indicates such a need. To schedule a parent/guardian conference with a teacher(s), please contact the Guidance office at 639-5020. Grades, honor roll, and class rank will be processed by computer at the end of each semester.

GRADING KEY

A Excellent

B Good

C Average

D Poor

F Failing

P Passing (not calculated in GPA)

I Incomplete - Zero (0) points are assigned for incomplete grade. This means a student's honor roll and G.P.A. (grade point average) are affected adversely until the incomplete is removed by making up the work.

AU Audit - Student taking a course without credit.

U Unsatisfactory - Social Studies Department (Illinois & Federal Constitution test) and Driver Ed. (behind the wheel)

S Satisfactory - Social Studies Department (Illinois & Federal Constitution Exam) Medical waivers. Drivers Education (behind the wheel), School Service.

WP Withdrew Passing

WF Withdrew Failing

COMMENT CODES KEY

The following is the key to comment codes:

- 1 Cooperative and enthusiastic
- 2 Works hard and demonstrates good effort
- 3 Good attitude
- 4 Not working up to capacity
- 5 Wastes time and is often unprepared
- 6 Does not complete required work
- 7 Improper behavior, disrupts classroom activity
- 8 Parent conference urged
- 9 Frequent absences
- 10 Low academic scores

Course Weight and Grade Point Average (G.P.A)

All courses have a weight of 1.0. A student's G.P.A. is one of the criteria for college entrance. Employers may also use the G.P.A. for job placement.

The student's GPA is first calculated for all of his/her classes without any weighting applied.

5.0 Grading Scale					
Letter Grade	I	A	B	C	D
Point Value		5	4	3	2

No point values are earned for the following letter grades: "P", "F", "S", "U", "WP", "WF"

Twenty-four (24) units of credit are required for graduation. A unit is defined as successfully completing a two-semester course, so a one semester-course is worth 0.5 units of credit.

Example: Point Value * Credit Earned = GPA points

Course	Semester 1 Grade	Point Value	Semester 1 Credit Earned	Semester 1 GPA Points	13.5 GPA points + 3 credits =4.5 GPA for Semester 1
7. English	A	5	0.5	2.5	
8. Math	A	5	0.5	2.5	
9. Science	B	4	0.5	2.0	
10. Social Studies	B	4	0.5	2.0	
11. PE	B	4	0.5	2.0	
12. Elective	A	5	0.5	2.5	
Total Credits Earned for Semester 1			3.0	13.5	

The following courses have an additional weight of 0.1:

Honors English I, II, III; Honors Geometry; Honors Algebra I & II; Chemistry; Physics; Spanish IV; French IV.

The following courses have an additional weight of 0.25:

Trigonometry; Pre-Calculus; DC Algebra w/frig; DC Calculus; DC Statistics; DC Composition 1; DC Introduction to Literature;

AP European History; AP U.S. History; AP Physics; AP Biology; AP Chemistry;

Each student's weighted GPA will be recorded on the student's transcript.

The recorded class rank will be based on weighted GPA.

The total additional grade points earned from weighted courses will then be divided by 24 and added to the non-weighted GPA, yielding the weighted GPA.

Points for One Semester of a Course with an Additional Weight of 0.1:				
Letter Grade	A	B	C	D
Point Value *Weight* Sem 1 Credit	$5*0.1*0.5 = 0.25$	$4*0.1*0.5 = 0.2$	$3*0.1*0.5 = 0.15$	$2*0.1*0.5 = 0.1$
+24	$0.25 \div 24 = .0104$	$0.2 \div 24 = 0.0083$	$0.15 \div 24 = 0.0063$	$0.1 \div 24 = 0.0042$

Points for One Semester of a Course with an Additional Weight of 0.25:				
Letter Grade	A	B	C	D
Point Value *Weight* Sem 1 Credit	$5*0.25*.5 = 0.625$	$4*0.25*.5 = 0.5$	$3*0.25*.5 = 0.375$	$2*0.25*.5 = 0.25$

Example:

If a student took one Honors course and one AP course and received an A in both courses for Semester 1, the total additional grade points earned from weighted courses will then be divided by 24 and added to the non-weighted GPA, yielding the weighted GPA.

	Sem 1 Grade	Additional Points
Honors Class weighted 1.1	A	0.250
AP Class weighted 1.25	A	0.625
Total Additional Points 0.875		
Additional Points 0.875 + 24 = 0.03645 added to student's non-weighted GPA		

Honor Roll is determined by G.P.A.

High Honors: Honors: G.P.A. of 4.750 and above*

G.P.A. of 4.250 to 4.749 *

*Honors announced at graduation are based on the 7th semester cumulative GPA. If a student has a grade below a "C", he/she will not be eligible for the Honor Roll.

GRADUATION REQUIREMENTS

Twenty-four (24) units of credit are required for graduation. A unit is defined as successfully completing a two-semester course. Full-time students must carry at least seven (7) credits per school year. The foundation curriculum (required courses) constitutes approximately half the subjects the student must take to graduate; the rest of the course work (electives) may be chosen according to the student's needs and interests. Each student must, in addition to other course requirements, successfully complete the following courses/requirements in order to graduate from high school:

ENGLISH – 4 credits

- 09 – English I or Honors English I
- 10 – English II or Honors English II
- 11 – English III, or Honors English III
- 12 – Two approved courses in English

SOCIAL STUDIES – 2 credits

- 10 – Civics (including a passing mark on both Illinois & US Constitution Tests) & Modern European History

Option: Full Year of AP European History (replaces Modern European History – 1 sem.)

- 11 – American History

Option: Full Year of AP U.S. History

MATHEMATICS – 3 credits

- 09 – Algebra I or Honors Geometry or Honors Algebra
- 10 – Intermediate Algebra, Algebra I, Geometry, Honors Geometry, Algebra II, or Honors Algebra II
- 11 – Intermediate Algebra, Algebra II, Honors Algebra II, Trigonometry, DC Algebra w/ Trigonometry, Finite, DC Statistics, DC Calculus

SCIENCE – 2 credits

- 09 – Biology
- 10-12 – Chemistry, Physical Science, Physics

CONSUMER EDUCATION – 0.5 credit

- 12 – Consumer Education or enrolled in COOP (full year), ClassE, Personal Finance, Entrepreneurship, or DC Intro. to Business

PHYSICAL ED, DRIVER ED, and HEALTH - 4 Credits

- 09 – Physical Education (1 credit)
- 10 – Driver Education (0.5 credit) and Health (0.5 credit)
- 11 – Physical Education (1 credit)
- 12 – Physical Education (1 credit)

Elective Subjects - 1 Credit Required from:

Art, Music, Foreign Language, or Vocational Education (Industrial Education, Agriculture, Business, Family and Consumer Sciences, Health Occupations, Forensic Speech)

Illinois 4-Year University Requirements:

English	4 credits (minimum)
Social Studies	3 credits (minimum)
Math	3 credits (minimum)
Science (Laboratory)	3 credits (minimum)
Foreign Language	2 credits (minimum)

Transfer of Credits from other Institutions – Students may transfer credits from an accredited high school program. A student must check with a counselor when a required course is involved to see if the course meets CHS course objectives. Students may transfer a maximum of six units of credit from a junior college and/or a four-year college/university, or an alternative education program approved by the Principal. Students will receive a grade of P or F for grades transferred from any institution other than an accredited high school.

Accelerated Placement Program

Policy 6:135-AP outlines the Accelerated Placement Program (APP), definitions, and the process. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level accelerations; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.

Schedule Changes/Dropping a Class

1. Students must be enrolled in eight periods of CHS classes – either seven credit classes and one study hall or eight credit classes.
2. Students are not permitted to have more than one study hall per semester unless approved by administration.
3. Counselors are responsible for working with students and parents in dealing with schedule changes and all requests must be made through the Guidance Department.
4. Students should request schedule changes prior to the first day of school.
5. The deadline for changing a class is the 5th day of the semester.
6. The deadline for dropping a class is mid-term of the semester (The end of the 1st and 3rd quarters). After this deadline, dropping a class must be approved by the Principal. A WP (withdraw passing) or a WF (withdraw failing) will be listed on the report card and transcript.

Graduation Ceremony – A student may participate in the graduation ceremony only if all graduation requirements established by the State of Illinois, the Charleston Community Unit District #1 Board of Education, and Charleston High School have been met. The principal will meet with all seniors to discuss dates and times for graduation practice and any other information necessary for the graduation ceremony. It is the responsibility of the student to attend this meeting.

Early Graduation Option – It is very important for students to discuss the early graduation option with their counselor prior to the senior year. It should be chosen only after much thought and deliberation by parents and students. All requirements for graduation as established by the Board of Education must be met before early graduation will be approved. Upon approval, the physical education requirement will be adjusted accordingly. If the early graduation is approved, the student is given his or her diploma at the next annual graduation ceremony following the completion of all requirements.

Applications for early graduation will be available to students at the beginning of the school year. Forms must be completed by the student and signed by the student's parent. Permission for early graduation may be granted a student by the Board of Education upon the recommendation of the Superintendent. Charleston High School recommends all students attend eight semesters of high school. It gives students an opportunity to acquire skills, concepts and understanding of various subject disciplines, and also enables them to mature socially, emotionally, and mentally. For many students it is the last opportunity to prepare him or herself for the world of work or a post-high school education and to be contributing members of their future communities.

Required WIN – Students whose grades indicate failures or unacceptable progress may be assigned to WIN daily.

Drivers' Education Enrollment Privilege – To be eligible to take drivers' education, students must meet the following criteria.

1. Eight classes passed (or four credits earned) in the prior two semesters
2. Completed one semester of high school
3. Second semester freshmen must earn all C's or better on their mid-term grades the previous semester.

Once enrolled, students are responsible for paying all necessary fees. At this time, the fees are \$20 for licensing and \$125 for the course. The fees are subject to change based on changes in law.

Complete details about enrollment in drivers' education may be obtained from a student's counselor.

STUDENT RECORDS

State law requires the district collect school census information on all students residing within the district including:

1. Students and parents' name, address and phone number,
2. Schools attended and grade level,
3. Special education program assignment, and
4. Health records.

The Federal government requires additional information including:

1. Testing data,
2. Subject marks, and
3. Attendance.

Considering the transferring and filing of current or former students' records, including students who graduate, move away or withdraw:

1. The school records of enrolled students are kept in the Student Services Office.
2. Copies of student records shall be transferred to another school district upon request by the new district, parent(s)/guardian(s), or student.
3. Permanent records of students leaving the school system are kept in the Student Services Office or the school vault.
4. Permanent records and attendance data of former students are kept on file indefinitely by the school. These files are kept to fill requests for information from students who later need to verify school information.

Considering access to student records:

1. Parents have the right to see their child's school records. The parent may request and receive assistance from appropriate trained school employees, for interpretation of test materials or other information in the record.
 - A. Parents wishing to view their child's record should submit a written request to the building principal. Within 5 working days from the date of the request, the principal shall arrange a viewing.
 - B. Records may not be removed from the school.
 - C. The principal shall submit a report to the Superintendent of the viewing of the student's record by the parent.
2. Schools receiving transfer students shall be sent a copy of the student's record upon request.
3. Access to student records shall be afforded those members of the professional and administrative staff whose duties and responsibilities require such access.

No third party shall be permitted to view student records unless permission has been granted by statute, court order, Board policy, Superintendent of Schools, or parent, except schools to which a student is transferring. The principal shall notify the parent of the information that has been requested by that 3rd party.

In cases where parents are divorced or separated, both parents have the right to see their child's school record. Any information given to one parent is obtainable by the other upon request, unless stated differently in a court document.



Temporary and Permanent Records – The District maintains two types of school records for each student: *permanent* record and *temporary* record. These records may be integrated. The *permanent record* shall include: Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s); Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations; Accident and health reports; Record of release of permanent record information in accordance with 105 ILCS 10/6(c); Scores received on all State assessments tests administered at the high school level (that is, grades 9 through 12). The *permanent record* may include: Honors and awards received; School-sponsored activities and athletics. No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred. All information not required to be kept in the student permanent record is kept in the student temporary record and must include: A record of release of temporary record information in accordance with 105ILCS 10/6(c); Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8); Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that is resulted in expulsion, suspension, or the imposition of punishment or sanction; Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from the Child Protective Service Unit; Completed home language survey. The *temporary record* may include: Family background information; Intelligence test scores, group and individual; Aptitude test scores; Report of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews, Elementary and secondary achievement level test results; Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations; Honors and awards received; Teacher anecdotal records; Other disciplinary information; Special education files, including the report of multidisciplinary staffing on which placement or non-placement was based, and all records and tape recordings relating to special education placement hearing and appeals; Verified reports or information from non-educational persons, agencies, or organizations; Verified information of clear relevance to the student's education. The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

Student Directory Information – The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that C.U.S.D. #1, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from your child's education records. However, C.U.S.D. #1 may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the C.U.S.D. #1 to include this type of information from your child's records in certain school publications.

Student Directory information is limited to: Identity information such as name; address; gender; grade level; birth date and place; parents'/guardians' names, addresses, electronic mail addresses, and telephone numbers; photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publication, such as yearbooks, newspapers, or sporting or fine arts programs; academic awards, degrees, and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance in school. The types of information mentioned may be released **unless parents request in writing by September 1 of the school year that the information not be released. Parents who do not wish their child(ren)'s pictures published in any district publication press release or electronic media must notify the school(s) their child(ren) attend in writing by September 1.** Parents are to notify the principal of the attendance center that their child attends if they choose not to allow the school to release student directory information or any photograph including their child. The district must release student directory information on juniors and seniors to military recruiters unless we have written notification otherwise.

STUDENT SERVICES, PROGRAMS, & ACTIVITIES

Guidance Office – Charleston High School students have access to guidance counselors. The Guidance Office staff is concerned with counseling students about their educational and vocational planning as well as about problems of a personal or social nature.

One of the primary objectives of the Guidance Office is to help students in making wise choices and decisions so that they may live satisfying lives. In order to accomplish this objective, the counselors aim to:

1. Aid students in the process of attaining self-understanding and acceptance. The knowledge and acceptance of their abilities enables students to make realistic plans.
2. Provide students with materials about various vocations to enable them to appraise the opportunities available after graduation.
3. Acquaint students with colleges and technical schools entrance requirements, costs, and scholarships and financial assistance.
4. Help students match their abilities and interests, by means of testing, with the requisites of various vocational areas. The testing program provides students with information that will help them choose a career.

The Guidance Office offers the following tests:

1. A.C.T. - American College Test - National Test Dates
2. S.A.T. - Scholastic Aptitude Test
3. P.S.A.T./N.M.S.Q.T. - Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualification Test - (juniors)
4. Advanced Placement (AP) Tests

The Guidance Office also provides information about various tutoring opportunities available throughout the school year.

Mental Health/Suicide Prevention Resources

National Suicide Prevention Lifeline (800) 273-8255 or 988, Crisis Text Line 74741, Safe2Help Illinois (844) 472-3345 or text 72332, CARES line (800) 345-9094.

Problem Solving Team – Each building in the Charleston School District has a Problem-Solving Team (PST). The PST at Charleston High School serves many purposes:

- Assists teachers in developing academic and behavioral strategies to support students who are experiencing difficulties.
- Collaborates with parents to problem solve for student success.
- Improves individualized support for students.
- Serves as documentation for early intervention efforts.
- Ensures appropriate referrals for initial case study evaluations.

Interpreter Services – An interpreter can be arranged for parents of students who receive IEP or 504 services who are deaf or do not typically communicate using spoken English.

Media Center – Students are encouraged to use the school library media center and the Illinois Heartland Library System (IHLS). The media center is open for student use from 8:30 a.m. to 3:30 p.m. each school day for academic purposes. Students are allowed in the media center before and after school; from study hall with a pass for a specific assignment or with special permission from the media specialist. Students should make appropriate use of the material available, be respectful of the learning atmosphere, and take care of all borrowed material. Students may only use the Internet with a class or a teacher pass and must adhere to the “Student Computer/Network/Internet Use Agreement”.

Books owned by CHS have a loan period of two weeks and an overdue fine rate of \$.10 per day. Equipment has a shorter loan period. Students may have four items checked out at a time; however, the library media specialist may approve additional items. An overdue item from the current year counts as two items out. When borrowing materials from the IHLS the student must follow the borrowing policies, including fines, of the owning library and the Illinois Heartland Library System.

Failure to follow the above rules may result in the assignment of points, return to study hall/class, and/or the loss of use of media center/Internet privileges. School officials may also require that the student make restitution.

EXTRA-CURRICULAR ACTIVITIES

Philosophy – A very important part of any high school program is the extra-curricular program. Charleston High School has a wide variety of extra-curricular offerings that are intended to meet the needs and interests of its student body. But no matter how extensive the offering, a successful extra-curricular program is dependent on student involvement. We strongly encourage every student to become involved in these activities and we are confident by doing so, that the student will find his/her years at C.H.S. more enjoyable, meaningful, and memorable. Clubs and organizations will meet during tutorial period and outside the school day. The organizations that are chartered by the Student Council may use the school facilities.

Events – All extra-curricular events associated with Charleston High School must be supervised by a staff member and have administrative approval. In cases where special custodial services are needed, the sponsoring group must make arrangements to cover the cost of the services. All extra-curricular events must be scheduled a minimum of one week in advance of the activity.

Participation – **Students who are absent from school for any part of a school day shall be ineligible for any activity on that day unless the absence has been approved in writing by the Principal or designee.** These activities include all athletic practices and events, plays, musicals, concerts, club meetings and any other school-sponsored activity.

Transportation – All students shall travel to events and return home from events with the group in which the student participates by use of school-approved means of transportation. A written waiver of this rule may be issued by a coach/sponsor or administrator upon advance written request of a student's parent or guardian and provided the parent or guardian appears and accepts custody of the student. In no case shall a waiver be issued unless the alternate means of transportation anticipated by the waiver will be provided by the parent. Oral requests shall not be honored and oral permissions shall not be valid.

ATHLETICS

Eligibility – A student who participates in athletics must have been enrolled and in attendance not later than the beginning of the eleventh school day of the semester. Under no circumstances is a student who is engaged in a high school varsity sport allowed to practice or play on any team outside the school. Violation of this regulation results in ineligibility in his/her high school sport. Requirements for athletic eligibility at Charleston High School are determined by the following four governing bodies: the Illinois High School Association, the Apollo Conference, the Board of Education, and the coaching staff. The coaching staff will inform students about requirements and expectations. Before a student can practice, he/she must be registered for school with all fees and obligations met. All athletic records must be cleared by the coach in season before an athletic award can be given. To be eligible for athletic competition, a student must be passing five academic classes.

Note: An athlete must have the following fully executed documents on file at the school's athletic office before the athlete's first participation in any activity:

1. A current physical examination report completed by a physician licensed in Illinois to practice medicine in all its branches which finds the athlete is physically able to participate; and
2. A permission slip to participate in the specific sport in which the athlete intends to participate signed by the athlete's parent or guardian, and
3. A signed form by the athlete and guardian agreeing to the IHSA performance-enhancing substance testing policy, and
4. A signed form by the athlete and guardian acknowledging the IHSA concussion guidelines.
5. Proof the athlete is covered by medical insurance; and
6. A receipt showing the athlete and his/her parents received a copy of the Athletic Code, understand the terms of the Athletic Code and agree to abide by its terms and conditions.

Female – Our high school competes in interscholastic athletics in the following areas: cross country, volleyball, soccer, swimming, tennis, golf, basketball, softball, track, cheer, and dance. Athletic teams participate in conference, non-conference, and tournament competition and Illinois High School Association sponsored state tournaments as scheduled by the athletic department.

Male – Our high school competes in interscholastic athletics in the following areas: cross country, football, soccer, swimming, tennis, basketball, wrestling, golf, baseball, and track. Athletic teams participate in conference, non-conference, tournament competition and Illinois High School Association sponsored state tournaments as scheduled by the athletic department.

Spectators – CHS welcomes spectators to activities and contests. Spectators to activities must conduct themselves in ways that support contestants and do not interfere with the event or call undue attention to the spectator. Use of artificial or mechanical noise-makers at indoor events is not acceptable. Any spectator behaving in a disruptive manner may be invited to leave any activity by school personnel or police.

CLUBS AND OTHER ACTIVITIES

Any club or organization existing within or affiliated with Charleston High School must be chartered, clearly defined as to purpose, and approved by the administration. Those organizations meeting the above requirements at this time are included in this handbook. Any club or organization to be formed must meet the stated requirements.

The list is not intended to exclude additional activities nor is it intended to guarantee the existence of those listed. The direction our club and activity program takes is based on student interest and involvement. If a group of students wish to establish a club, it should submit a membership list and advisor's name to the principal.

It is the responsibility of organization sponsors to provide copies of bylaws or codes of conduct concerning expectations, rules, membership, and minimal due process prior to receiving administrative approval.

Art Club – Established in order to create better fellowship and understanding between students and faculty. Any student interested in art may become a member. The Art Club meets twice a month for lectures and workshops involving different media. This is an organized body for the discussion and resolution of art problems as well as the promotion of art activities. Field trips, fundraisers, officers, floats, and parties are also included in the activities. We strive for Excellence in Art.

“C” Club – Established in 1936 as the “Sons of Troy,” the C-Club is for interscholastic athletes of C.H.S. The club objective is to support and promote athletics, unity, leadership and good citizenship at C.H.S. In order to be considered for membership in “C” Club, a student must earn a varsity letter and be in good standing with the athletic program.

CHS Press – The CHS Press volunteer writers' function is to produce the school newspaper. The Press is published each Saturday throughout the school year in the *JG-TC*. Any student who is interested in school news writing is invited to write for the CHS Press by contacting the sponsor.

Chess Club – The CHS Chess Club is an opportunity for students to learn and to play chess. The Chess Club competes with other schools in I.H.S.A. competition.

CHS Pride – CHS Pride is an organization that provides a safe-haven for all students. The organization meets weekly and promotes acceptance and tolerance of all individuals.

CHS Unite – CHS Unite is an organization that is dedicated to creating a safe, welcoming culture for all students. It is a SAVE Promise Club, which is a place for young people across the country to show their leadership, creativity, and passion for protecting their friends, schools, and communities from violence before it happens.

Family and Consumer Sciences Club – Students who are or have been enrolled in a Family and Consumer Science course are eligible to join the Family and Consumer Sciences Club. The club meets once a month.

Flag Corps – The Flag Corps is an extension of the CHS Band. The major objectives of the Flag Corps are to promote athletics and citizenship at Charleston High School and to perform at home football and basketball games.

French Club – Charleston High School French Club, le Cercle Francais, is open to current members of French classes and to those who have completed at least one year of French. Student officers run the monthly meetings held during tutorial period. Evening activities introduce students to different aspects of French culture. The highlight of the club's year is the annual French Club Dinner held in March. Students use the proceeds raised for a field trip in the spring.

French National Honor Society – The French Club supports the French National Honor Society, Societe Honoraire de Francais, chartered in 1992. The requirements for entry are an overall B- grade point average in all subjects and an overall A- grade point average for 3 years of French. Juniors will be elected in the spring.

FFA – This organization is open to students who wish to become involved with parliamentary procedures, agriculture, judging contests in a variety of agriculture related fields, and many other related opportunities that come up during the year. Emphasis is placed on developing leadership skills, responsibility and cooperation.

Habitat for Humanity – A service organization open to CHS students.

Interact Club – This is a service organization tied to Rotary International. It strives to carry out one service project per month during the school year. Interact focuses on helping people globally and to make a positive impact on the community and school. Interact members work with the Charleston Rotary Club to follow the main idea of Rotary which is “service above self”.

National Honor Society – Membership is limited to those juniors and seniors having demonstrated scholastic achievement, school leadership, service, and attitudes in keeping with the ideals of the society. Students are selected based on an application and review process. As a service organization, members assist in tutoring other students. Anyone seeking this assistance should contact a counselor. Anyone desiring further information concerning the selection procedure should contact the NHS sponsor.

Performing Music Ensembles – An active music program is maintained for vocal and instrumental students. Students who are members of the CHS band or CHS Chorus and demonstrate gifted or talented abilities are eligible to audition for participation in the music department's performing ensembles. These ensembles may include the Jazz Band, Latin Band, Show Choir, Prime Timers, and Madrigals. The Jazz Band is limited to eighteen (18) members, where the Latin Band, Show Choir, Prime Timers and Madrigals do not have a designated number for membership. Those who pass the audition for a specific ensemble secure membership in these ensembles.

Recorder Club – The purpose of the Recorder Club is to publish the high school yearbook. The club is organized as a class known as yearbook entrepreneurship. Students interested in photography and graphic design and who possess strong communication skills make good candidates for the class. Students interested in joining the staff must apply because of limited seating. Membership is subject to sponsor's approval.

Scholastic Bowl – Scholastic Bowl is Charleston High School's competitive activity. Each team is comprised of five (5) members. Sponsors select these members through preliminary testing and evaluation. The matches are triangular and involve questions and answers from the academic area. Points are awarded for toss-up questions and bonus questions. Preliminary testing is open to all classes. The junior varsity team will consist of freshmen and sophomore members, but the varsity team can include students from all four classes.

Science Club – The Science Club is for students that love science, and all students are welcome to join. The club meets once a week during tutorial and once a month in the evening. Students participate in science experiments, recycling, demonstrations, gardening, field trips, and much more.

Spanish Club – The objective of "El Club de Espanol" is to promote leadership, cooperation and friendship through cultural and social activities. Officers are elected by members according to grade level. The officers are in charge of planning and holding meetings once each month during tutorial period. Current Spanish students are eligible to become members. The club's activities are an annual initiation party; Hispanic dances and float for the Homecoming parade; an annual Spanish Club Dinner; a spring film festival; ice skating; theater and cultural performances as available; guest speakers; an all-day spring trip; the International Christmas fiesta and caroling (in cooperation with other foreign language clubs).

Spanish National Honor Society – The Charleston High School "Siglo Oro" ("Golden Age") Chapter of the Spanish National Honor Society is an organization which honors students who have maintained a minimum of 4.5 GPA during three or more years of Spanish study and have demonstrated service and appreciation for the Hispanic cultures. As a service organization, members help other Spanish students during tutorial period; jointly with Spanish Club, and award prizes to 4th year students each spring.

Speech and Drama Team – Speech and Drama Team is an I.H.S.A. interscholastic competitive activity, which focuses on improving the acting and public speaking skills of C.H.S. students. The majority of the competition season focuses on tournaments offering 13 individual events, including comic and dramatic acting, comic and dramatic interpretation, public speaking, original comedy, radio broadcasting, and impromptu speaking. Furthermore, the Speech & Drama Team competes in two I.H.S.A group activities in the spring -- Group Interpretation & Drama (Contest Play). Throughout the season, the Speech and Drama Team also sponsors a number of variety shows, which include many other talented individuals and groups. In addition, the Speech and Drama Team does many social and enrichment activities. Students may earn varsity and junior varsity letters/awards, as well as other team awards for excellence.

Student Council – The purpose of student council is to open a line of communication among the student, faculty, and administration and to promote the general welfare of the entire student body of Charleston High School. Representatives are elected at large according to grade level at a ratio of one representative per forty class members. Representatives are elected each spring for the following academic year. The officers are elected by the council before the general election. The student council is involved in such activities as the following: Homecoming, Christmas activities, students' rights and responsibilities, Student Advisory Committee, and many others.

STUDENT AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS

Charleston Community Unit School District #1

Charleston CUSD #1 instructional programs are designed to ensure that users become proficient in information and communication technologies (ICT) essential for their success. All use of these technologies shall be consistent with the District's goal of promoting educational excellence. Users are expected at all times to comply with district standards and policies when using information and communication technologies. This Acceptable Use Procedure (AUP) does not attempt to state all required or prescribed behavior by users. However, some specific examples are provided. The failure of any user to follow the terms of this procedure will result in disciplinary action, limitation or loss of privileges and/or appropriate legal action.

Acceptable Use of Technology

When your parent/guardian registered you for school, they signed a legally binding statement that indicates that the individual(s) has read the terms and conditions of the *Acceptable Use Procedure for Information and Communication Technologies*, understands the significance of this Administrative Policy 6:235-AP1, and has discussed these terms with you. Should you not follow these procedures for acceptable use of school technologies, disciplinary actions will be determined by school administration. This discipline can include a limit or loss of access to technology for a period of time or altogether.

What does this mean for you as a student?

Below are the key points of the AUP agreement. To read the full details, visit the District's Board of Education webpage, and access the board policy pages.

- 1. You are allowed to use the District devices, resources, and network for school purposes ONLY.**
- 2. Your Digital Footprints (browsing history, accounts, and content) is NOT private. The District can access your accounts and data at any time.**
- 3. The District is not responsible for any data loss. It is your responsibility to save your work and create a backup on cloud or external storage for future access.**
- 4. Your work, photos, and/or videos may be published on the District web pages or social media along with your first name. (Parents/guardians can contact the school to change this).**
- 5. Fair Use allows you to use Copyrighted materials for school purposes as long as you give credit to the original creators.**
- 6. Any unacceptable activity will result in your loss of some or all access to technology for a set period of time or completely. This is decided by your school administrator(s).**
- 7. A FEW examples of unacceptable activity:**
 - Using the school network to violate copyright laws: downloading and/or sharing illegal copies of media (games, movies, music, pictures, etc.)
 - Downloading software that is not approved by District Technology Department
 - Using District resources for running a personal business
 - Wasteful use of bandwidth or file space: streaming movies/music constantly, downloading games onto school data storage
 - Hacking into individual files or entities
 - Bypassing the school filter system, security, virus protection, or policies
 - Invading the privacy of others: sending personal information (including pictures or videos) of other individuals without their permission
 - Sharing or using another person's account and password
 - Posting/sharing content created by someone else without their permission
 - Posting anonymous messages
 - Creating, publishing, displaying, or accessing ANY content that is bullying in nature, threatening, illegal, sexually oriented (sexting)
 - Vandalizing technology virtually (i.e., malicious software or computer viruses) or physically (broken screens, missing keys, etc.)
 - Using inappropriate language, like curse words
 - Revealing personal information, like your birthday, address, or phone number
 - Using District technology when access has been limited or revoked

Student Data Privacy

Charleston CUSD#1 takes the privacy of student data seriously. Programs are in place to help with such things as filtering online information, protecting against Malware, and protecting your identity. You can see a full list of online resources used by the District along with the different data privacy laws in place by visiting the District's Technology page.

Student Devices

Troubleshooting

1. If your device isn't functioning properly, the first thing to do is to **properly shut down** and **restart** your computer so that it can install any needed **Windows updates** which help keep the computer running efficiently. **Click the Start button, Power, Restart**
2. If your device is having trouble with the microphone, sound, camera, etc., the CUSD1 district webpage has many **troubleshooting tips** that you can perform on your device.
 - From the district webpage, choose **Departments**, then **Technology**, and look for "Troubleshooting". Support is also available by calling **217-639-1035** or emailing **elarning_help@charleston.k12.il.us**.

Repair Steps

3. If your device needs repairs, tell your teacher. The teacher will submit a trouble ticket and turn in the device to the office so that the Tech Department can work on it.
 - When a student's device has been turned in for repairs, each building has **LOANER** devices that can be checked out by the student **for use at school** until their device is returned to them. Check with building administrators about what procedures your building follows for these loaner devices.

Return Steps

As indicated in the device rental agreement, the parent/guardian is responsible for reimbursing the school for any **damages**, including if the device is **lost** or **stolen**. The cost will depend on the model of the device and can include a replacement charger, keyboard, screen, or an entire device.

- 4a. If the device does **NOT have physical damage**, it will be returned to the office and the student will be notified.
- 4b. If the device **DOES have physical damage**, the Tech Department will assess the damage and make repairs, and the building administration will arrange for payment.
 - When payment is received, the student will be able to pick up the device from the office. **Until payment is received**, the device will remain at school and the student can only use it in the classroom.



PARKING AND VEHICLE REGULATIONS

The following rules and regulations have been adopted for control of vehicles on the campus of Charleston High School (CHS) in order to promote the safety and convenience of students, staff, and visitors.

The Board of Education authorizes the administration of CHS to prescribe parking areas on campus and change the designation of parking areas as necessary. In order to protect property, prevent trespassing, and maintain peace and order, CHS staff members are authorized to enforce regulations controlling vehicles on CHS property. Failure to adhere to these regulations will result in fines, vehicle immobilization, towing (at owner's expense), revocation of this privilege, or other disciplinary consequences. Any revocation of vehicle permits will not result in a refund of the vehicle registration fee.

All students who operate or expect to operate a motor vehicle on the CHS campus, either regularly or occasionally, must register with school officials and secure and display a valid parking permit while the vehicle is on the CHS campus. This registration must occur before a vehicle is parked or operated on any part of the CHS campus.

FRESHMAN-SOPHOMORE REGULATION

No freshman or sophomore shall drive or park a motor vehicle on any CHS parking lot or property during the regular school day (7:00 a.m. until 3:20 p.m.), without administration approval. After a sophomore obtains his/her driver's license, he/she may become eligible for a parking permit.

PARKING PERMITS AND FEES

Permits may be purchased at the CHS office for a \$25.00 fee. Before a student can purchase a permit, ALL DUES AND FEES FROM THE PREVIOUS SCHOOL YEAR MUST BE PAID IN FULL. Payment for outstanding dues and fees will not be accepted during parking permit sales. The permit will be good for the entire school year, provided that the student has not violated these regulations. If a student's permit becomes lost, a replacement permit may be purchased for a \$5.00 fee. Due to limited parking space, permits will be available only to seniors and juniors on a "first come" basis. The schedule for permit sales will be announced in the weeks prior to the distribution of permits. The order for permit distribution will be as follows:

1. Registered Seniors on the honor roll list during the previous semester.
2. Additional registered Seniors.
3. Registered Juniors on the honor roll list during the previous semester.
4. Additional registered Juniors.
5. Registered Sophomores (having a valid driver's license).

When all available student parking spaces have been assigned, permit sales will close. After permit sales close, a student may ask to be added to the parking permit waiting list in the office.

To be eligible to purchase a parking permit, junior and senior students must meet both of the following criteria:

1. Have a valid driver's license.
2. Registered for current school year's classes

Complete details about parking permits can be obtained from the Assistant Principal.

PERMIT PLACEMENT AND PARKING PROCEDURES

- A. Your valid CHS parking permit/temporary permit must be visible at all times.
- B. Your permit number matches your assigned space in the student parking lot.
- C. You must park ONLY in your assigned space. If you arrive at school and find that your space is occupied, park your vehicle in the lot directly east of the main entrance (visitor's spaces) and notify the office immediately. You will need to give the parking space number, vehicle description, and plate number of the vehicle in your space. DO NOT park in someone else's space; this adds to the existing problem.
- D. Your parking permit is only in effect from 7:00 a.m. to 3:20 p.m. on days when school is in session. Parking privileges begin the first day of school and terminate on the last day of school. Reserved parking is not in effect during any extra-curricular activities or during weekends.

Students must comply with the ILLINOIS MOTOR VEHICLE CODE. In addition, the following regulations shall apply 24 hours a day, 7 days a week, to all operators of motor vehicles, regardless of residency, as soon as the vehicle enters onto school property. Failure to obey these regulations concerning the use of motor vehicles on school property will subject the violator vehicle immobilization, towing (at owner's expense), revocation of this privilege, or other disciplinary consequences.

- A. **Speeding** - The speed limit on the CHS campus is ten (10) miles per hour. Operating any motor vehicle in a speed contest, including those commonly known as "drag racing," is prohibited.
- B. **Reckless Driving** - Reckless driving (as determined by staff) is prohibited. Any person who drives any vehicle with a willful or wanton disregard for the safety of persons or property is guilty of reckless driving. Operators of motor vehicles shall not transport students or other persons in the beds of pickups or on fenders of vehicles, etc. Driving or parking vehicles on unpaved areas is prohibited. All vehicles shall park with all wheels on the pavement and within parking lines.
- C. **Excessive Noise** - No person shall operate any motor vehicle in such a manner as to cause or allow to be emitted squealing, screeching, or other such noise from the vehicle's tires due to rapid acceleration or excessive speed around corners or other such reason. Unusually loud exhaust noise or sound from audio equipment is prohibited.
- D. Operators of motor vehicles must come to a complete stop at all stop signs, yield the right-of-way to school buses, and observe all signs posted or painted on driveways.
- E. No illegal material (such as drugs, alcohol, weapons, explosives, or stolen property) may be transported, secreted, or kept in any motor vehicle brought on school property.
- F. Cruising on school property is prohibited. Once a vehicle enters school property, it must be parked immediately and all persons in the vehicle shall vacate it immediately and clear the parking lot.
- G. Discarding any waste materials from any motor vehicle is prohibited.
- H. Inappropriate stickers/signage on or in vehicles is prohibited.
- I. Driving or using any motor vehicle without the knowledge and consent of the owner or other person in authorized control or possession thereof is prohibited.
- J. Any student who tampers with any car in the parking lot will be subject to disciplinary action.
- K. Parking privileges may be revoked based upon excessive absences or excessive discipline points.
- L. The school assumes no responsibility for loss of personal property or damage to cars parked on school grounds for any reason.
- M. The school district reserves the right to reasonable search of any vehicle entering or parked on school grounds.
- N. Parking permits may be revoked after the student's fourth violation.
- O. Students with revoked parking permits may add their names to the waiting list one time only at the beginning of the next semester following such revocation.

TRANSFER/TEMPORARY/REPLACEMENT PERMITS

- A. Permits are issued to the student and may be transferred from one vehicle to another. **Responsibility for vehicle violations lies with the registered student.** If a student drives a vehicle other than the one that has been issued a permit, the student must transfer the permit.
- B. In the event that your permit becomes lost or stolen, a replacement permit may be purchased in the office for \$5.00. Any duplicate permit use may result in disciplinary action.

MEDICATION POLICY

In accordance with Board Policy 7:270, 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(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours, they must request that the school dispense the medication to their child/ward and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent(s)/guardian(s). 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 and its implementing procedures. A student may possess medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent(s)/guardian(s) have completed and signed a "School Medication Authorization 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 or the medication's storage by school personnel. Parent(s)/guardian(s) must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of medication or the storage of the medication by school personnel.

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

ADMINISTERING MEDICINES TO STUDENTS

GUIDELINES AND PROCEDURES FOR PARENTS/GUARDIANS

If at all possible, all doses of needed medication must be given at home rather than at school. Parents/guardians are responsible for the early morning doses at home, unless otherwise specified.

Parent/Guardians are encouraged to come to school to give any necessary medication. They should notify the school office prior to their administering the medication.

- A. Ask the child's physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered during the school day. "Medications" includes an epinephrine auto-injector ("EpiPen®") and asthma inhaler medication.
- B. If so, ask the health care provider to complete a School Medication Authorization Form. **This form must be completed and given to the school before the school will store or dispense any medication and before your child may possess asthma medication or an EpiPen®.**
- C. If a student is on a medication indefinitely, the parent/guardian must file a new School Medication Authorization Form every year.
- D. Bring the medication to the school office. If the medicine is for asthma or is an EpiPen®, a student may keep possession of it for immediate use at the student's discretion with a "Medication Administration Form".

If your child does have severe allergies, it is important for you to inform the school so that the school can implement an Emergency Action Plan, an Individual Health Care Plan, or a Section 504 Plan. Public Act 97-0361 allows the school to maintain a supply of emergency epinephrine auto-injectors for students who have forgotten their EpiPen at home. In addition, a school nurse or trained staff member may administer an EpiPen to *any* student suffering from anaphylaxis. The supply of undesignated emergency epinephrine allowed under Public Act 97-0361 is not intended to replace epinephrine prescribed to students with known allergies. However, under Public Act 97-0361, a school district or non-public school and its employees and agents are to incur no liability for the administration of an EpiPen, provided the school nurse acted in good faith when administering the EpiPen to a student who he or she professionally believed to be having an anaphylactic reaction. Only in cases of willful and wanton conduct will liability be incurred. Therefore, if a student is injured or harmed due to the administration of epinephrine that a school obtained under the provisions of this Act, the school, its employees, and its agents will not be held responsible for the injury unless the epinephrine was administered with a conscious disregard for safety.

- E. Bring prescription medication to the school in the original package or appropriately labeled container. The container shall display:
 - a. Student's name
 - b. Prescription number
 - c. Medication named and dosage
 - d. Administration route and/or other direction
 - e. Dates to be taken
 - f. Licensed prescriber's name
 - g. Pharmacy name, address, and phone number

- F. At the end of the treatment regime or when the student is taken off the medication, notify the school nurse orally or in writing and remove any unused medication from the school within one week after the expiration of the physician's order or before the last day of the school year. Medicine not removed will be destroyed (in the presence of another staff member and documented as such). Bottles containing medication will not be sent home with students.

Non-prescription medications

If a student requires a non-prescription medication for a temporary condition (headache, toothache, etc.), he/she may bring a one or two-day supply of the medication in the manufacturer's original container with the label indicating the ingredients and the student's name affixed. A signed note by the parent/guardian must accompany the bottle. The note needs to include the reason for the medication and the dose, the time of the day doses are to be given and how long the medication is to be given. The medication bottle must be given to and kept by the secretary until needed.

The school district retains the discretion to reject requests for administration of medicine either by the school or by the student.

If you need additional information about this topic or have special circumstances that are not covered within the guidelines and procedures outlined above, contact your child's school health care professional or your child's school principal.

Designated Caregiver Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Pilot Program Act allows a parent/guardian of a student who is a minor to register with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:

1. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
2. Copies of the registry identification cards are provided to the District; and
3. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*.

Medical cannabis infused products includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

After administering the product to the student, the designated caregiver shall immediately remove it from school premises. The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Naloxone (Narcan) Administration Policy

School Code 105 ILCS 5 established the requirements for school nurse or other trained school personnel to administer an opioid antagonist to any person whom the school nurse or trained personnel in good faith believes to be having an opioid overdose while in the school setting and under the supervision of school personnel.

Availability and Storage:

Naloxone kits are available at each of the six schools within Charleston CUSD #1. Each kit contains two doses of Naloxone with the administration devices needed. The kits remain in the nurse's office in a cabinet which is labeled Narcan. These kits are stored in accordance with laws and regulations to prevent access to students, but to ensure immediate availability to staff if there is an emergency.

Administration Procedure:

Staff members shall be trained annually in the recognition of the signs and symptoms of a drug overdose. These include unconsciousness, altered mental status, slow breathing, pinpoint pupils, pale skin, and diaphoretic. If there is a suspected overdose the staff member(s) should immediately contact the school nurse. They will assess, contact EMS, and provide any information.

Administration of Naloxone:

Staff member(s) who recognize the suspected overdose should retrieve a Naloxone kit from the designated storage area with the school nurse. The staff member administering Naloxone will follow the instructions included in the kit. After administration, staff needs to stay with the individual until EMS arrives.

Reporting:

All cases of Naloxone use must be documented in an accident report within 24 hours and given to CUSD 1 Administration. Ensuring to include; date, time, location, individuals' names including staff and students. Also, an online report must be made to ISBE (Illinois State Board of Education) within three days.

Good Samaritan laws: The administration of Naloxone by any staff member in Charleston CUSD #1 in good faith and while acting in the scope of this policy will be protected by the Good Samaritan law.

CONVICTED CHILD SEX OFFENDER AND NOTIFICATION LAWS

(Board Policy 4:170)

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluations and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school, or
2. Has permission to be present from the School Board, Superintendent or Superintendent's designee. If permission is granted the Superintendent or Board President shall provide details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent receives a list from law enforcement officials containing the names and addresses of child sex offenders. This information is used to screen individuals who have contact with students. The Statewide Sex Offender Database (aka Sex Offender Registry) can be found at www.isp.state.il.us/sor. Persons requesting additional information may contact local law enforcement officials.

VIDEO SURVEILLANCE

Charleston CUSD #1 may employ the use of video surveillance camera in school district buildings or on school district property (including buses) as deemed necessary by district personnel. These cameras shall be used for the following purposes:

1. To better provide for the safety, health, and welfare of students, staff, and visitors.
2. For better detection, reduction, and/or prevention of occurrences of vandalism or theft.



Football Fight Song (“On Wisconsin”)

Charleston High School, Charleston High School

Plunge right through that line.

Take the ball clear down the field boys,

A touchdown sure this time:

Rah.....Rah.....Rah.

Charleston High School, Charleston High School

Fight on for your fame.

Fight, fellows, Fight....Fight....Fight.

We'll win this game.

Basketball Fight Song (“On Wisconsin”)

Charleston High School, Charleston High School

Trojans is our name.

Show the Red and Gold of Charleston

We're proud of Trojan Fame.

Rah.....Rah.....Rah.

Charleston High School, Charleston High School

Beat 'em down the floor.

Dunk the ball right through the hoop

We'll win once more.

ALMA MATER

There's a school in Illinois

That I never shall forget

And the many friends I've known there

Are the best I've ever met.

In activities and studies

Students answer the call

For the Scarlet and Gold of Charleston

Shall triumph over all.



(For 2025-2026 School Term)

This summary is for the purpose of assisting in the understanding of IHSA By-laws and Policies. In case of a conflict between this publication and the constitution and by-laws of the IHSA, the constitution and by-laws shall control.

Key Provisions Regarding IHSA Rules

Eligibility Rules

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow to be eligible for interscholastic participation. The IHSA's rules have been adopted by the high schools which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSA Office.

Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsa.org.

You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA rules, please contact your principal/official representative.

1. Attendance

- A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.
- B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
- C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) consecutive semesters of high school attendance during which you may possibly have eligibility.
- D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you

continue to pay tuition as a high school student in that same district; or

- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or
- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

4. Transfer

- A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer through the on-line Transfer Management System (TMS). You cannot be eligible when you transfer until this form is fully executed and on file in the school office.
- B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after the IHSA sport season has begun, you will be ineligible for cross country that entire school term at the new school.
- C. If you transfer attendance from one high school to another high school, you will be ineligible unless:

- 1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
- 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;

3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;

- D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.
- E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.
- F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained through the on-line Transfer Management System (TMS) by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.
- H. The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your junior year and are not otherwise in compliance with the transfer eligibility by-laws.

5. Age

You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible regarding age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

6. Physical Examination

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant, or nurse practitioner to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

7. Amateur Status and Name, Image, and Likeness NIL)

- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes not to exceed \$300.
- B. For participating in competition in an interscholastic sport, you may receive any type of award (except cash, check, or legal tender) that does not exceed \$150 in fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kid's league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.
- E. IHSA By-laws and Board Policies provide guidance and restrictions to when and how you might capitalize on your name, image, and likeness (NIL). Work closely with your principal/official representative on opportunities that come your way.

8. Recruiting of Athletes

- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with, or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.

E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.

F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege, or opportunity which is not also provided or made available to all prospective students at that school.

Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

9. School Team Sports Seasons

A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:

1. During the school year, you may not participate on a non-school team coached by any member specific criteria established by the by-laws.
2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.

B. Violation of the sport season by-laws will result in a penalty to you and/or to your school's coaching personnel.

10. Playing in Non-School Competition

A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.

B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.

C. If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport

or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.

- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with, or compete against any junior college, college, or university team during your high school career.

11. All-Star Participation

No student at a member school shall participate on an all-star team in any IHSA sport, during the school year, (from Monday of Week 8 through Saturday of Week 49 in the IHSA standardized calendar) while they still have remaining high school eligibility. A student may participate in no more than three (3) all-star contests in a sport.

12. Misbehavior During Contests

- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

CALENDAR YEARS

2025

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2026

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2027

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JULY

July 21, 1861 – Union and Confederate troops clash outside Manassas, Virginia, in the first major engagement of the Civil War – the First Battle of Bull Run.

JUNE 2025						
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JULY 2025						
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AUGUST 2025						
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31						

PRIORITY THIS WEEK:

THIS WEEK

21

MONDAY

genealogy n. – family tree; lineage. He was proud of his genealogy and referred to his ancestors often.

22

TUESDAY

23

WEDNESDAY

24

THURSDAY

25

FRIDAY

-photo- (*light*) – *photograph, photometer, photon, photogenic, photosynthesis*

26

SATURDAY

27

SUNDAY

JULY

July 28, 1868 – The 14th Amendment is officially adopted into the U.S. Constitution, granting citizenship to former slaves and all persons born or naturalized in the U.S.

JUNE 2025						
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JULY 2025						
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AUGUST 2025						
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31						

PRIORITY THIS WEEK:

THIS WEEK

28

MONDAY

equitable adj. – *impartial; just. I am seeking an equitable solution to this dispute.*

29

TUESDAY

30

WEDNESDAY

31

THURSDAY

1

FRIDAY

-pan- (all) – panorama, panoply, pandemic, pantheism, pantheon, pandemonium, Pan-American

2

SATURDAY

3

SUNDAY

AUGUST

August 9, 1974 – Because of the Watergate scandal and the threat of impeachment, President Richard M. Nixon resigns.

JULY 2025						
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SEPTEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

4

MONDAY

replica n. – copy. This is a replica of the original U.S. Constitution.

5

TUESDAY

6

WEDNESDAY

7

THURSDAY

8

FRIDAY

-ess (female) – goddess, lioness, actress, princess, baroness, priestess, waitress

9

SATURDAY

10

SUNDAY

AUGUST

August 13, 1899 – English film director Alfred Hitchcock is born.

JULY 2025						
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AUGUST 2025						
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SEPTEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

11

MONDAY

affable adj. – pleasant. Although our principal is firm, she is an affable individual.

12

TUESDAY

13

WEDNESDAY

14

THURSDAY

15

FRIDAY

-penta- (five) – pentagram, pentagon, pentameter, pentathlon, pentarchy, pentahedron

16

SATURDAY

17

SUNDAY

AUGUST

August 21, 1911 – After spending the night hiding in a closet, three men walk out of the Louvre in Paris with the "Mona Lisa." It's recovered two years later.

JULY 2025						
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AUGUST 2025						
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SEPTEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

18

MONDAY

mores n. – customs, morals. *Mores differ among social groups, depending on accepted traditions.*

19

TUESDAY

20

WEDNESDAY

21

THURSDAY

22

FRIDAY

-tele- (far) – telescope, telephone, telegraph, telegram, television, telecast, telekinesis, telepathy, teleology

23

SATURDAY

24

SUNDAY

AUGUST

August 26, 1920 – The 19th Amendment, guaranteeing women the right to vote, is formally adopted into the U.S. Constitution.

JULY 2025						
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AUGUST 2025						
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31						

SEPTEMBER 2025						
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21	22	23	24	25	26	27
28	29	30				

PRIORITY THIS WEEK:

THIS WEEK

25

MONDAY

nebulous adj. – cloudy; vague. *Your theories are too nebulous; please clarify them.*

26

TUESDAY

27

WEDNESDAY

28

THURSDAY

29

FRIDAY

-vid-, -vis- (see) – video, evident, provide, providence, vide, visible, revise, supervise, vista, visit, vision

30

SATURDAY

31

SUNDAY

SEPTEMBER

September 4, 1882 – Thomas Edison illuminates 400 electric lights on the streets of lower Manhattan in New York City in the first mass lighting of electric lightbulbs.

AUGUST 2025						
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SEPTEMBER 2025						
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OCTOBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

1

MONDAY

2

TUESDAY

3

WEDNESDAY

Labor Day

burly adj. – big and sturdy. He easily hoisted the logs atop his burly shoulder.

4

THURSDAY

Mawlid al-Nabi begins at sundown

5

FRIDAY

-poly- (many) – polyphony, polygon, polychrome, polytheist, polygamy, polyp

6

SATURDAY

7

SUNDAY

SEPTEMBER

September 11, 2001 – Terrorist attacks destroy the twin towers of the World Trade Center in New York City and severely damage a wing of the Pentagon in Arlington, Virginia.

AUGUST 2025						
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SEPTEMBER 2025						
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OCTOBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

8

MONDAY

crevice n. – crack; fissure. *The mountain climbers found footholds in the crevices in the mountainside.*

9

TUESDAY

10

WEDNESDAY

11

THURSDAY

Patriot Day

12

FRIDAY

re- (back, again) – return, report, review, retract, regain, reiterate, retell, revive, revise, regenerate, regurgitate

13

SATURDAY

14

SUNDAY

SEPTEMBER

September 16, 1620 – The Mayflower sails from Plymouth, England, bound for the New World with 102 passengers on board.

AUGUST 2025						
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SEPTEMBER 2025						
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OCTOBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

15

MONDAY

alleviate v. – make less severe. Aspirin should alleviate the pain of your sore throat.

16

TUESDAY

17

WEDNESDAY

18

THURSDAY

19

FRIDAY

-ward (in the direction of) – westward, backward, toward, downward, leeward, landward

20

SATURDAY

21

SUNDAY

SEPTEMBER

September 25, 1957 – Nine Black students, escorted by the U.S. Army, enter all-white Central High School in Arkansas following the state's efforts to prevent racial integration.

AUGUST 2025						
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SEPTEMBER 2025						
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OCTOBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

22

MONDAY

*First day of autumn
Rosh Hashanah begins at sundown*

docile adj. – teachable; obedient. As docile as he seems, the lion was once very ferocious.

23

TUESDAY

24

WEDNESDAY

25

THURSDAY

26

FRIDAY

*-hypo- (below, beneath) – hypodermic, hypocrite, hypotenuse,
hypothermia, hypothesis*

27

SATURDAY

28

SUNDAY

OCTOBER

October 2, 1967 – Thurgood Marshall becomes the first African American justice of the U.S. Supreme Court.

SEPTEMBER 2025						
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OCTOBER 2025						
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NOVEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

29

MONDAY

dexterous adj. – *skillful. The dexterous magician entertained the crowd with his sleight of hand.*

30

TUESDAY

1

WEDNESDAY

Yom Kippur begins at sundown

2

THURSDAY

3

FRIDAY

pseudo- (*false*) – *pseudonym, pseudopodia, pseudomorph, pseudoscience, pseudoevent*

4

SATURDAY

5

SUNDAY

OCTOBER

October 10, 1845 – The U.S. Naval Academy is founded in Annapolis, Maryland.

SEPTEMBER 2025						
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OCTOBER 2025						
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NOVEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

6

MONDAY

winsome adj. – charming. She was elected homecoming queen because of her winsome attitude.

7

TUESDAY

8

WEDNESDAY

9

THURSDAY

10

FRIDAY

-hood (order, condition) – manhood, adulthood, parenthood, falsehood, sisterhood

11

SATURDAY

12

SUNDAY

OCTOBER

October 17, 1989 – A magnitude 6.9 earthquake interrupts game three of the World Series in San Francisco; 63 people die, and nearly 3,800 are injured.

SEPTEMBER 2025						
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OCTOBER 2025						
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NOVEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

13

MONDAY

14

TUESDAY

15

WEDNESDAY

Columbus Day
Indigenous Peoples Day

savory adj. – tasty. *The family feasted on Aunt Helen's savory fried chicken.*

16

THURSDAY

17

FRIDAY

-neuro- (nerve) – neuron, neurosurgeon, neurosis, neurology, neuralgia, neurotomy

18

SATURDAY

19

SUNDAY

OCTOBER

October 24, 1945 – The United Nations officially comes into existence.
 Since 1948, United Nations Day has been celebrated every Oct. 24.

SEPTEMBER 2025						
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OCTOBER 2025						
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NOVEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

20

MONDAY

affinity n. – kinship. He felt a special affinity for anyone who struggled with foreign languages as he did.

21

TUESDAY

22

WEDNESDAY

23

THURSDAY

24

FRIDAY

-tom-, -tomy- (*cut*) – *atom, tonsillectomy, appendectomy, dichotomy, anatomy, lobotomy*

25

SATURDAY

26

SUNDAY

OCTOBER

October 31, 2011 – The United Nations estimates that the world's population has reached 7 billion.

SEPTEMBER 2025						
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OCTOBER 2025						
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NOVEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

27

MONDAY

noxious adj. – harmful. The building was evacuated because of the noxious gases.

28

TUESDAY

29

WEDNESDAY

30

THURSDAY

31

FRIDAY

-hema- (blood) – hematic, hematite, hematology, hematoma, hemal, hematos

1

SATURDAY

2

SUNDAY

Halloween

Standard time begins

NOVEMBER

November 4, 1922 – English archaeologist Howard Carter discovers the entrance to King Tutankhamun's tomb in the Valley of the Kings, Egypt.

OCTOBER 2025						
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NOVEMBER 2025						
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DECEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

3

MONDAY

furtive adj. – *stealthy*. The girl gave a *furtive* glance to the teacher's open grade book.

4

TUESDAY

Election Day

5

WEDNESDAY

6

THURSDAY

7

FRIDAY

-proto- (first) – protoplasm, prototype, protocol, protagonist, protozoan, proton, protohuman, protomorphic

8

SATURDAY

9

SUNDAY

NOVEMBER

November 11, 1918 – World War I comes to an end.
 Many countries recognize this day as Armistice Day; in
 the United States, it's known as Veterans Day.

OCTOBER 2025						
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NOVEMBER 2025						
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DECEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

10

MONDAY

shoddy adj. – inferior. *The carpenter went out of business due to his shoddy workmanship.*

11

TUESDAY

Veterans Day

12

WEDNESDAY

13

THURSDAY

14

FRIDAY

-fid-, -fide-, -feder- (faith, trust) – confidante, fidelity, confident, infidel, federal, confederacy

15

SATURDAY

16

SUNDAY

NOVEMBER

November 19, 1969 – Eighty thousand fans cheer as Brazilian soccer star Pelé scores his 1,000th professional goal in Rio de Janeiro.

OCTOBER 2025						
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NOVEMBER 2025						
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DECEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

17

MONDAY

clamor n. – noise; shout. It was difficult to hear over the clamor in the train station. The children clamor for more dessert.

18

TUESDAY

19

WEDNESDAY

20

THURSDAY

21

FRIDAY

-phon- (sound) – symphony, telephone, phonetic, phonograph, euphony, cacophony

22

SATURDAY

23

SUNDAY

NOVEMBER

November 26, 1789 – George Washington issues his Thanksgiving Proclamation "to recommend to the people of the United States a day of public thanksgiving."

OCTOBER 2025						
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NOVEMBER 2025						
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DECEMBER 2025						
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PRIORITY THIS WEEK:

THIS WEEK

24

MONDAY

sapient adj. – wise. Grandmother was often consulted because she was *sapient* in her advice.

25

TUESDAY

26

WEDNESDAY

27

THURSDAY

Thanksgiving

28

FRIDAY

-ine (nature of) – masculine, genuine, medicine, opaline, Benedictine

29

SATURDAY

30

SUNDAY

DECEMBER

December 3, 1818 – Illinois becomes the 21st state in the United States.

NOVEMBER 2025						
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DECEMBER 2025						
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JANUARY 2026						
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THIS WEEK

PRIORITY THIS WEEK:

1

MONDAY

cajole v. – coax. His friends tried to cajole him into participating in their prank.

2

TUESDAY

3

WEDNESDAY

4

THURSDAY

5

FRIDAY

-plac-, -pac- (*please*) – *placid, placebo, placate, complacent, pacify*

6

SATURDAY

7

SUNDAY

DECEMBER

December 10, 1898 – The Treaty of Paris ends the Spanish-American War.

NOVEMBER 2025						
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DECEMBER 2025						
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JANUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

8

MONDAY

quash v. – crush. Her dreams of medical school were quashed when she failed her entrance exams.

9

TUESDAY

10

WEDNESDAY

11

THURSDAY

12

FRIDAY

-mono- (one) – monopoly, monologue, monorail, monotonous, monomania, monocular, monogamous, monolithic, monotone

13

SATURDAY

14

SUNDAY

Hanukkah begins at sundown

DECEMBER

December 17, 1903 – Inventors Orville and Wilbur Wright of Dayton, Ohio, fly their biplane for 12 seconds near Kitty Hawk, North Carolina, in the world's first powered flight.

NOVEMBER 2025						
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DECEMBER 2025						
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JANUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

15

MONDAY

explicate v. – explain. *The students were instructed to explicate their points of view.*

16

TUESDAY

17

WEDNESDAY

18

THURSDAY

19

FRIDAY

-sed-, -sess-, -sid- (sit) – sediment, session, obsession, possess, preside, president, reside, subside

20

SATURDAY

21

SUNDAY

First day of winter

DECEMBER

December 27, 1904 – *Peter Pan*, by playwright James Barrie, opens at the Duke of York's Theatre in London.

NOVEMBER 2025						
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DECEMBER 2025						
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JANUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

22

MONDAY

umbrage n. – offense. He took umbrage that he was not cast as the lead role in the play.

23

TUESDAY

24

WEDNESDAY

25

THURSDAY

Christmas

26

FRIDAY

Kwanzaa begins

-tort- (twist) – torture, retort, extort, distort, contort

27

SATURDAY

28

SUNDAY

DECEMBER

December 30, 1984 – NBA superstar LeBron James is born in Akron, Ohio.

NOVEMBER 2025						
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DECEMBER 2025						
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JANUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

29

MONDAY

quiescent adj. – quiet; still. The crowd grew quiescent during the death-defying trapeze act.

30

TUESDAY

31

WEDNESDAY

1

THURSDAY

New Year's Day

2

FRIDAY

-vale-, -vali-, -valu- (strength, value) – equivalent, valiant, validity, evaluate, value, valor

3

SATURDAY

4

SUNDAY

JANUARY

January 10, 1946 – Delegates from 51 nations meet in London for the first meeting of the United Nations General Assembly.

DECEMBER 2025						
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JANUARY 2026						
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FEBRUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

5

MONDAY

trepidation n. – apprehension; involuntary trembling. He entered the dimly lit cave with trepidation.

6

TUESDAY

7

WEDNESDAY

8

THURSDAY

9

FRIDAY

pre- (before) – prelude, preposition, premonition, premature, predict, predecessor, preview, premier, precedent

10

SATURDAY

11

SUNDAY

JANUARY

January 12, 2010 – Haiti is struck by a magnitude 7.0 earthquake.
More than 200,000 people die in the resulting destruction.

DECEMBER 2025						
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JANUARY 2026						
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FEBRUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

12

MONDAY

sultry adj. – hot and humid. He could not adjust himself to the sultry climate of the tropics.

13

TUESDAY

14

WEDNESDAY

15

THURSDAY

16

FRIDAY

semi- (half) – semitone, semicircle, semiweekly, semiannual, semiformal, semiconscious, semifinal

17

SATURDAY

18

SUNDAY

JANUARY

January 19, 1943 – American rock singer Janis Joplin is born. Famous for the songs "Piece of My Heart" and "Me and Bobby McGee," she dies at age 27 of a drug overdose.

DECEMBER 2025						
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JANUARY 2026						
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FEBRUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

19

MONDAY

20

TUESDAY

21

WEDNESDAY

Martin Luther King Jr. Day

annotate v. – comment; make explanatory notes. The director chose to annotate the script for the benefit of the actors.

22

THURSDAY

23

FRIDAY

-vol- (will) – malevolent, benevolent, volunteer, volition

24

SATURDAY

25

SUNDAY

JANUARY

January 28, 1986 – The U.S. space shuttle Challenger explodes 73 seconds into its flight, killing all seven crew members, including New Hampshire teacher Christa McAuliffe.

DECEMBER 2025						
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JANUARY 2026						
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FEBRUARY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

26

MONDAY

scrupulous adj. – *conscientious; extremely thorough. I hired a scrupulous assistant for the position.*

27

TUESDAY

28

WEDNESDAY

29

THURSDAY

30

FRIDAY

-fy (make) – beautify, fortify, simplify, magnify, glorify, testify

31

SATURDAY

1

SUNDAY

FEBRUARY

February 4, 2003 – Yugoslavia dissolves; Serbia and Montenegro unite, forming a state that lasts until Montenegro's independence in 2006.

JANUARY 2026						
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FEBRUARY 2026						
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MARCH 2026						
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PRIORITY THIS WEEK:

THIS WEEK

2

MONDAY

3

TUESDAY

4

WEDNESDAY

Groundhog Day

refurbish v. – renovate. *The plan to refurbish the old building was met with much enthusiasm.*

5

THURSDAY

6

FRIDAY

sub- (under, below) – subterranean, subway, subtract, substandard, subordinate, submarine, submerge, subterfuge, substantial

7

SATURDAY

8

SUNDAY

FEBRUARY

February 11, 660 B.C. – Traditional founding date of Japan. The name Japan is often translated as The Land of the Rising Sun.

JANUARY 2026						
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FEBRUARY 2026						
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MARCH 2026						
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PRIORITY THIS WEEK:

THIS WEEK

9

MONDAY

emollient n. – soothing remedy. He applied an emollient to the sunburned area.

10

TUESDAY

11

WEDNESDAY

12

THURSDAY

Lincoln's Birthday

13

FRIDAY

super- (*over, above*) – *supervise, superb, superior, supercede, superscript, superfluous, supercilious, supernatural*

14

SATURDAY

Valentine's Day

15

SUNDAY

FEBRUARY

February 18, 1930 – In an experiment to observe the effects of midair on animals, Elm Farm Ollie is the first cow ever to fly in an airplane.

JANUARY 2026						
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FEBRUARY 2026						
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MARCH 2026						
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PRIORITY THIS WEEK:

THIS WEEK

16

MONDAY

17

TUESDAY

18

WEDNESDAY

Presidents' Day

cauterize v. – burn or sear a wound. The blood vessels needed to be cauterized in order to stop the bleeding.

*Lunar New Year
Ramadan begins at sundown*

Ash Wednesday

19

THURSDAY

20

FRIDAY

-ous (full of, having) – gracious, nervous, pompous, courageous, vicious

21

SATURDAY

22

SUNDAY

Washington's Birthday

FEBRUARY

February 24, 1786 – Wilhelm Grimm, the younger of the Brothers Grimm, is born in Hanau, Germany. Their folktales are later published as *Grimms' Fairy Tales*.

JANUARY 2026						
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FEBRUARY 2026						
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MARCH 2026						
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PRIORITY THIS WEEK:

THIS WEEK

23

MONDAY

gratis adj. – free. The company gave one trip gratis to every salesman.

24

TUESDAY

25

WEDNESDAY

26

THURSDAY

27

FRIDAY

-form- (*form, shape*) – *uniform, conform, formulary, perform, formal, formula*

28

SATURDAY

1

SUNDAY

MARCH

March 3, 1931 – President Herbert Hoover signs a congressional act making "The Star-Spangled Banner" the national anthem of the United States.

FEBRUARY 2026						
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MARCH 2026						
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APRIL 2026						
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PRIORITY THIS WEEK:

THIS WEEK

2

MONDAY

tawdry adj. – cheap and gaudy. He won a few tawdry charms at the carnival.

3

TUESDAY

4

WEDNESDAY

5

THURSDAY

6

FRIDAY

-mor-, -mort- (mortal, death) – mortal, immortal, morality, mortician, mortuary, mortify, mortgage

7

SATURDAY

8

SUNDAY

Daylight saving time begins

MARCH

March 11, 2020 – The World Health Organization declares COVID-19 a pandemic.

FEBRUARY 2026						
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MARCH 2026						
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APRIL 2026						
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PRIORITY THIS WEEK:

THIS WEEK

9

MONDAY

adamant adj. – *unyielding; firm in opinion. The teacher was adamant about homework being done.*

10

TUESDAY

11

WEDNESDAY

12

THURSDAY

13

FRIDAY

syn- (together) – synthetic, synchronize, synthesis, synchronous, syndicate, syndrome, synonym, synopsis, syntax

14

SATURDAY

15

SUNDAY

Laylat al-Qadr begins at sundown

MARCH

March 16, 1964 – The Beatles release "Can't Buy Me Love." Breaking numerous records, it's the group's third consecutive single at No. 1 on the Billboard charts.

FEBRUARY 2026						
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MARCH 2026						
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APRIL 2026						
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PRIORITY THIS WEEK:

THIS WEEK

16

MONDAY

effulgent *adj.* – brilliantly radiant. The windows of the skyscraper reflected the effulgent rays of the setting sun.

17

TUESDAY

St. Patrick's Day

18

WEDNESDAY

19

THURSDAY

Eid al-Fitr begins at sundown

20

FRIDAY

First day of spring

un- (not) – unfit, unequal, undone, unequivocal, unearned, unconventional, uncooked, unharmed, unattended

21

SATURDAY

22

SUNDAY

MARCH

March 24, 1989 – The oil tanker Exxon Valdez runs aground in Prince William Sound, Alaska. It leaks 11 million gallons of crude oil into one of nature's richest habitats.

FEBRUARY 2026						
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MARCH 2026						
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APRIL 2026						
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PRIORITY THIS WEEK:

THIS WEEK

23

MONDAY

invalidate v. – weaken; destroy. She wanted to invalidate his argument with facts contradicting what he'd said.

24

TUESDAY

25

WEDNESDAY

26

THURSDAY

27

FRIDAY

-archy (chief, first, rule) – monarchy, oligarchy, hierarchy, anarchy, patriarchy

28

SATURDAY

29

SUNDAY

Palm Sunday

APRIL

March 30, 1867 – Uncertain of its value, the U.S. Senate approves the purchase of Alaska from Russia for \$7.2 million by only one vote.

MARCH 2026						
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APRIL 2026						
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MAY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

30

MONDAY

wary adj. – very cautious. The old man grew wary of his daughter's motives.

31

TUESDAY

1

WEDNESDAY

April Fools' Day
Passover begins at sundown

2

THURSDAY

3

FRIDAY

-ician (specialist) – technician, musician, beautician, physician, statistician, clinician, electrician

4

SATURDAY

5

SUNDAY

Good Friday

Easter

APRIL

April 6, 648 B.C. – Ancient Greeks record a solar eclipse for the first time. Earlier eclipses were recorded in China and Babylon.

MARCH 2026						
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APRIL 2026						
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MAY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

6

MONDAY

juxtapose v. – place side by side. Comparison will be easier if you juxtapose the two items.

7

TUESDAY

8

WEDNESDAY

9

THURSDAY

10

FRIDAY

-itis (infection) – appendicitis, tonsillitis, bursitis, arthritis, gastroenteritis, colitis

11

SATURDAY

12

SUNDAY

APRIL

April 15, 1912 – The “unsinkable” luxury liner Titanic strikes an iceberg and sinks; more than 1,500 of its 2,200 passengers perish.

MARCH 2026						
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APRIL 2026						
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MAY 2026						
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31						

PRIORITY THIS WEEK:

THIS WEEK

13

MONDAY

obtuse adj. – *lacking in intellect. Because he was so obtuse, he could not follow the teacher's reasoning.*

14

TUESDAY

15

WEDNESDAY

16

THURSDAY

17

FRIDAY

-cise- (cut) – excise, incisors, incision, incisive, precise, concise, decision

18

SATURDAY

19

SUNDAY

APRIL

April 23, 1564 – While the date is not certain, William Shakespeare, England's most famous and most revered poet and playwright, is said to have been born on this date.

MARCH 2026						
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APRIL 2026						
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MAY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

20

MONDAY

sedentary adj. – *inactive; characterized by too little exercise. She led a sedentary life filled with TV watching.*

21

TUESDAY

22

WEDNESDAY

Earth Day

23

THURSDAY

24

FRIDAY

*-scrib- (write) – scribble, inscribe, scribe, describe, conscription,
transcribe, subscribe, prescribe, manuscript*

25

SATURDAY

26

SUNDAY

APRIL

April 27, 1994 – South Africa's first multiracial election ends with Nelson Mandela elected as the country's first Black president on May 9.

MARCH 2026						
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APRIL 2026						
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MAY 2026						
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PRIORITY THIS WEEK:

THIS WEEK

27

MONDAY

thwart v. – prevent from taking place. He felt that everyone was trying to thwart his plans.

28

TUESDAY

29

WEDNESDAY



30 THURSDAY		
1 FRIDAY	<p>-logy (study, science) – biology, anthropology, geology, neurology, entomology, philology, mythology</p>	
2 SATURDAY		
3 SUNDAY		

MAY

May 5, 1961 – Astronaut Alan Shepard Jr. becomes the first American in space with a 15-minute flight on the Freedom 7 spacecraft.

APRIL 2026						
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MAY 2026						
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JUNE 2026						
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PRIORITY THIS WEEK:

THIS WEEK

4

MONDAY

inundate v. – flood. The celebrity was inundated with requests for his autograph.

5

TUESDAY

Cinco de Mayo

6

WEDNESDAY

7

THURSDAY

8

FRIDAY

-dict- (say) – dictionary, predict, malediction, dictation, dictator, interdict, contradict, edict, verdict, benediction, abdicate

9

SATURDAY

10

SUNDAY

Mother's Day

MAY

May 13, 1607 – Some 100 English colonists settle along the banks of the James River in Virginia to found Jamestown, the first permanent English settlement in North America.

APRIL 2026						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PRIORITY THIS WEEK:

THIS WEEK

11

MONDAY

loquacious adj. – talkative. *He is very loquacious and spends hours on the telephone.*

12

TUESDAY

13

WEDNESDAY

14

THURSDAY

15

FRIDAY

neo- (*new*) – neologism, neophyte, Neolithic, neoclassic, Neoplatonist, neonatal

16

SATURDAY

17

SUNDAY

MAY

May 21, 1932 – Amelia Earhart becomes the first woman to fly solo across the Atlantic Ocean.

APRIL 2026						
S	M	T	W	T	F	S
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MAY 2026						
S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

JUNE 2026						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PRIORITY THIS WEEK:

THIS WEEK

18

MONDAY

repugnance n. – loathing. She looked at the criminal with repugnance.

19

TUESDAY

20

WEDNESDAY

21

THURSDAY

22

FRIDAY

ad- (to) – adhesive, adapt, addendum, addition, adherent, advent, advocate

23

SATURDAY

24

SUNDAY

JUNE 2026

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1	2	3	4
8	9	10	11
15	16 <i>Muharram begins at sundown</i>	17	18
22	23	24	25
29	30	1	2

REMINDERS

FRIDAY	SATURDAY	SUNDAY	NOTES
5	6	7	<hr/> <hr/> <hr/> <hr/> <hr/>
12	13	14 <i>Flag Day</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
<i>Juneteenth</i> 19	20	21 <i>Father's Day First day of summer</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
26	27	28	<hr/> <hr/> <hr/> <hr/> <hr/>
3	4	5	<hr/> <hr/> <hr/> <hr/> <hr/>

JULY 2026

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
29	30	1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30

REMINDERS

FRIDAY	SATURDAY	SUNDAY	NOTES
3	4 <i>Independence Day</i>	5	<hr/> <hr/> <hr/> <hr/> <hr/>
10	11	12	<hr/> <hr/> <hr/> <hr/> <hr/>
17	18	19	<hr/> <hr/> <hr/> <hr/> <hr/>
24	25	26	<hr/> <hr/> <hr/> <hr/> <hr/>
31	1	2	<hr/> <hr/> <hr/> <hr/> <hr/>

AUGUST 2026

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
27	28	29	30
3	4	5	6
10	11	12	13
17	18	19	20
24	Mawlid al-Nabi begins at sundown	25	26
31			27

REMINDERS

FRIDAY	SATURDAY	SUNDAY	NOTES
31	1	2	<hr/> <hr/> <hr/> <hr/> <hr/>
7	8	9	<hr/> <hr/> <hr/> <hr/> <hr/>
14	15	16	<hr/> <hr/> <hr/> <hr/> <hr/>
21	22	23	<hr/> <hr/> <hr/> <hr/> <hr/>
28	29	30	<hr/> <hr/> <hr/> <hr/> <hr/>

SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists, and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- {3} Classify information into categories. Some categories may be:
 - a. Time – summer, sun, swimming, hot
 - b. Place – shopping center, stores, restaurants
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain, lake
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – Flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or make up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.



TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.

SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

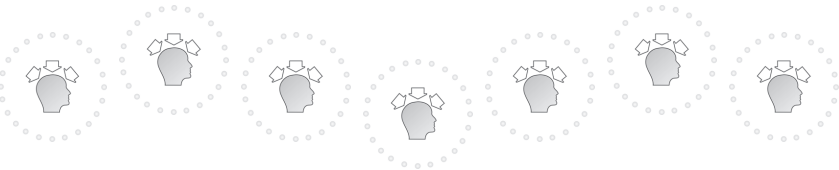
Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

To help develop listening skills:

- *Approach the classroom ready to learn*; leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher*, focus your attention directly on them.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate*; ask for clarification when you do not understand.
- *Take notes*.
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments*; separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning*. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent*. Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow*. Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time*, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.



SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.



SUCCESS SKILLS *helpful hints*

THE SUCCESSFUL STUDENT'S

—(BAG OF SKILLS)—

LAUDABLE LISTENING

- Concentrate on what the instructor says.
- Avoid distractions.
- Pay attention to the lecture, and take good notes.
- Participate! Ask questions if you don't understand.
- Listen for key words, names, events, and dates.
- Don't assume or judge. Separate fact from opinion.
- Connect what you hear to what you already know.

HEALTHY HOMEWORK SKILLS

- Use this datebook to track your daily assignments.
- If you're absent, have a friend or parent get your assignments.
- Develop a routine for completing your homework: Set aside a time; choose a place; have your supplies at hand; and turn off the TV or music.
- Study in blocks of time (if that works best for you).
- Begin with your most important assignments first.
- Take breaks periodically to refresh yourself and review what you've learned.

NOTABLE NOTETAKING

- Date your notes and organize them chronologically.
- Paraphrase and abbreviate – but make sure you understand your own shorthand!
- Use the right two-thirds of the page for notes and the left third for writing questions and highlighting key points.
- Review your notes immediately after the class session.
- Fill in any points you missed. Use titles, drawings, etc., to organize and highlight the material.

A MEMORABLE MEMORY

- Use a variety of avenues (listening, notetaking, reading, online resources, etc.) to improve your chances of retaining the material.
- Look for the main ideas, then find out how they all relate.
- Use mnemonic devices. For example, make a word out of the first letters of the items you are trying to remember. To remember the five Great Lakes, think of HOMES: Huron, Ontario, Michigan, Erie, and Superior.



- Make up rhymes using the information you want to remember.
- Visualize the information or make up a story using the different facts you must recall.
- Use and review the information as often as you can because repetition is the key to a good memory.

SUCCESS SKILLS *about cheating*

WINNERS NEVER CHEAT.
CHEATERS NEVER WIN.

SOME PEOPLE RATIONALIZE THE REASONS WHY THEY CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," "MY COMPUTER CRASHED AND I LOST MY PAPER," "IT WAS ONLY A LITTLE HOMEWORK," "IT WASN'T LIKE IT WAS A TEST OR ANYTHING IMPORTANT!"

But the bottom line is,

nobody wins when they cheat.

What happens when you actually need to know the answer? Don't be fooled, someday it will come back to haunt you.

Cheaters:

MISS OUT ON LEARNING THE MATERIAL AND EVENTUALLY FIND THEMSELVES IN OVER THEIR HEADS.

UNDOUBTEDLY FEEL BADLY ABOUT CHEATING, WHETHER THEY WANT TO ADMIT IT OR NOT.

HAVE TO TRY TO KEEP TRACK OF THEIR LIES, WHICH IS IMPOSSIBLE AND A WASTE OF PRECIOUS TIME AND ENERGY.

ARE USUALLY CAUGHT. WEB-BASED ANTI-PLAGIARISM SERVICES AND CHEAT-PROOF SOFTWARE MAKE IT EASY FOR TEACHERS TO ROOT OUT CHEATERS. YOU CAN'T CHEAT FOR LONG WITHOUT SOMEONE EVENTUALLY UNMASKING YOU.

PLAN TO GET AHEAD!

People don't succeed because they're lucky. They succeed because they set goals and work toward those goals.

They plan for success, and they follow these four strategies to succeed:

1 Organization Use this datebook to write down all the homework, projects, and events for which you're responsible. Also, ensure you have all the information and tools to complete your school work correctly and on time.

2 Time Management Managing your time wisely ensures you have the time to do both what you need to do and what you want to do. Three keys:

- Set aside specific times for routine tasks (e.g., homework and household chores).
- Map out time for everything you have to do, such as travel to school, attend team practices, and go to your part-time job.
- Build in some flexibility. Some things may take more or less time than you expect. Plan on it!

3 Setting Priorities Start with your more important tasks and move down the list. Stay on task – don't let yourself get sidetracked. Stick to those tasks that must be completed and have the most impact on your success.

4 Setting Goals Just wishing to get better grades or to excel in sports accomplishes nothing. You need an action plan with clear, attainable goals. Goal-setting also lessens your stress by making you feel more in control of your life. When setting goals:

- Write them down.
- Be specific.
- Set specific time limits, whether they're for 6 weeks, a semester, or a year.
- Be realistic. If you're a "C" student in math, set up steps for attaining a "B," then set steps for getting that "A."
- Develop a plan for reaching each goal. Make a list of the tasks or steps you need to complete.
- Share your goals with others to gain their support.
- Visualize your success.
- Build in rewards for yourself when you reach each goal.

SUCCESS SKILLS *plan for success*

PLAN FOR SUCCESS

SUCCESSFUL PEOPLE DON'T BECOME SUCCESSFUL BY LUCK. THEIR SUCCESS IS THE RESULT OF SETTING GOALS AND WORKING TO ACHIEVE THOSE GOALS. IN OTHER WORDS, SUCCESSFUL PEOPLE PLAN TO SUCCEED. YOU, TOO, CAN PLAN TO SUCCEED. DON'T PROCRASTINATE. GOOD INTENTIONS WILL NOT HELP YOU SUCCEED. START PLANNING FOR SUCCESS TODAY!

{1} Organization – Getting organized is the first step to success.

- Remember that you are responsible for knowing about and completing your assignments and special projects.
- Use your datebook to write down your homework, extracurricular activities, community activities, and home responsibilities.
- Make sure you have all the materials you need when you go to class and when you do your homework.

{2} Time Management – Managing time wisely will help ensure that you have the opportunity to do both the things you need to do and the things you want to do.

- Plan a definite time to do your homework.
- Plan time for extracurricular and social activities, as well as home responsibilities.
- Commit yourself to your time plan, but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time, plan an alternate time to do the homework.

{3} Set Priorities – If you have lots to do, it is important to set priorities.

- Rank each task in 1, 2, 3 order. Start with #1 – the most important task – and continue on down the list.
- When doing homework, start with the subject in which you need the most improvement.
- Check off finished tasks.
- If you frequently find that you cannot finish all the tasks on your list, you may need to prioritize your optional activities and eliminate some that are low on your priority list.

{4} Set Goals – Just wishing to get better grades or to excel in a sport accomplishes nothing. You need a plan of action to achieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting goals will make you feel in control of your life. Some hints for setting goals:

- Be specific. List specific goals for each academic subject. Also list goals for other school and home activities.
- Set time limits. Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- Set realistic goals. For example, if math has always been difficult for you, don't aim for an "A" in Algebra at the beginning of the year. If you usually get a "C-" in math, you may want to begin by setting a short-term goal of "C+" or "B-". Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
- Draw up a step-by-step plan of action for reaching each goal; then go for it!
- Write your goals down, and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
- Share your goals with others – your parents, teachers, good friends, etc. They can give you encouragement.
- Keep at it! Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
- Reward yourself when you reach a goal.



SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format

The functional format is useful for graduating high school or college students who do not have extensive job experience. This type of résumé emphasizes skills and accomplishments achieved in school, activities, internships, and in life.

These are the 5 basic parts



- {1} **Header:** your name, address, phone number, email address.
- {2} **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- {3} **Qualifications:** a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional.
- {4} **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills*, *Technical Experience*, or *Planning/Organization*.
- {5} **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short phrases instead of long sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper; A neutral color, such as white or ivory, is recommended.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

Use Action Words to Describe Skills

accomplished	charted	evaluated	issued
activated	classified	executed	launched
administered	coordinated	formulated	lectured
advanced	communicated	gathered	managed
advised	completed	generated	organized
analyzed	computed	guided	outlined
applied	critiqued	implemented	refined
arranged	delegated	improved	reorganized
assembled	designed	initiated	streamlined
attained	determined	instituted	trained
automated	developed	instructed	updated
budgeted	devised	introduced	utilized
calculated	established	invented	wrote

SAMPLE RÉSUMÉ

Joe Anybody

1234 Oak Street
Anytown, IN 49503
555-555-1212
j.anybody@e-mail.com

OBJECTIVE A position using my computer graphic and illustration skills to design websites.

QUALIFICATIONS

- Very strong interest in web design and computers
- Well-organized and very reliable
- Natural creative abilities
- Self-starter

TECHNICAL SKILLS

- Self-taught in computer graphics and illustration programs
- Illustrated school newspaper with my own clip art
- Assisted in design of school website for 1.5 years
- Experience with Microsoft Office
- Knowledgeable in both Windows and Mac computer systems

EDUCATION

- West Central High School
(Graduating in May 2019)

MEMBERSHIPS

- Computer Club
- Students Against Destructive Decisions (SADD)
- Honor Roll

REFERENCES *-Available upon request*

CHARACTER *defining character*

What's **CHARACTER** all about?

"Character is power." ~ BOOKER T. WASHINGTON

"What lies behind us and what lies before us are small matters compared to what lies within us." ~ RALPH WALDO EMERSON

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your character – or be known *as* a character, to paraphrase a high school principal's advice to his graduating class.

Your character determines whether your friends, classmates, and family members see you as a leader, respect you as a role model, and ultimately, feel their interactions with you help them become better people.

But what values and personal attributes comprise character? To name just a few, character is defined by:

C **CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."

H **HONESTY** Be honest with yourself and with others in every interaction. Honesty and integrity are the core values that make respect, courage, and trustworthiness possible.

A **ACTIONS** Your actions – not your intentions or words – are what define your character. Often, these become acts of courage, such as taking a stand against injustice, prejudice, cruelty, and other inhumane behaviors.

R **RESPONSIBILITY** Your sense of responsibility is what compels you to do the right thing, follow through on your promises, and be accountable for your actions. Personal rights are only possible if they're accompanied by responsibility.

A **ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.

C **CITIZENSHIP** People of strong moral character don't sit on the sidelines. Contribute your "fair share" – participate fully as a concerned student, volunteer, and voter.

T **TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.

E **EMPATHY** When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.

R **RESPECT** Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.

CHARACTER *people of character*

C H A R A C T E R

The qualities of a great man are "vision, integrity, courage, understanding, the power of articulation, and profundity of character."

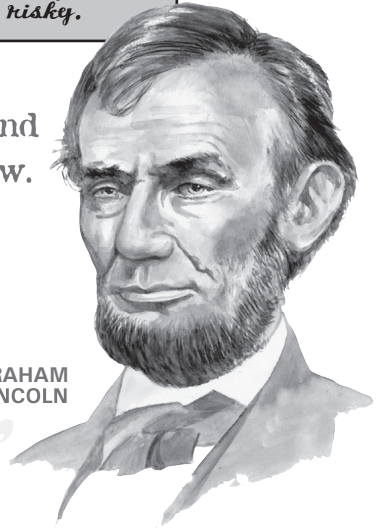
~ PRESIDENT DWIGHT D. EISENHOWER

Good character requires doing the right thing even when it's costly or risky.

"Character is like a tree and reputation like its shadow.

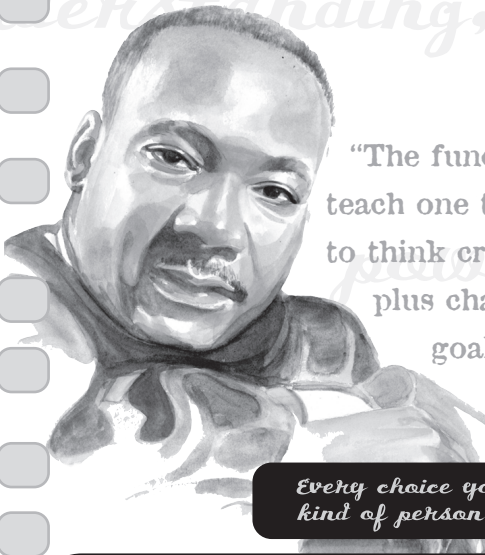
The shadow is what we think of it; the tree is the real thing."

~ PRESIDENT ABRAHAM LINCOLN



"The function of education is to teach one to think intensively and to think critically ... intelligence plus character – that is the goal of a true education."

~ MARTIN LUTHER KING, JR.



Every choice you make helps define the kind of person you are choosing to be.

"We learned about honesty and integrity – that the truth matters ... that you don't take shortcuts or play by your own set of rules ... and success doesn't count unless you earn it fair and square."

~ MICHELLE OBAMA

Giving back feels great!

Volunteering is an awesome way to fill up a few open hours. All kinds of wonderful things happen when you donate your time, skills, insight, sweat and compassion to someone else. + And given all the groups out there, you'll have plenty of outlets to explore. You can, for example, volunteer to help care for kids or deliver meals to shut-in seniors or make a few furry friends at your local animal shelter. Regardless of your interests or the particular needs in your community, volunteering is a sure and satisfying way to:

- Help those who need help.
- Make new friends.
- Develop new skills, such as teamwork, collaboration, problem solving, fundraising and time management.
- Experience and learn to appreciate more diverse groups of people.
- Discover the power of people working together for a common cause.
- Make connections in your community's social service and business networks.
- Build your resume.
- Promote the causes you consider important.
- Feel good about yourself!
- Stretch yourself while you explore something new and exciting.

VOLUNTEER
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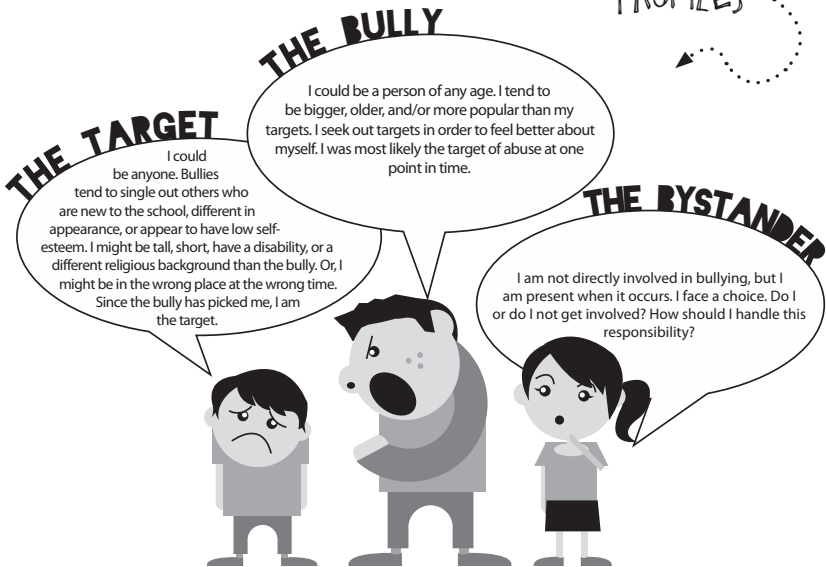
STOP BULLYING

Bullying is a form of abuse.

It is an intentional act meant to hurt another person emotionally or physically, and it's not OK.

Have you ever been teased or taunted? Received a nasty email or text message? Been physically intimidated? Then you've most likely been the target of a bully. You're not alone; 3.2 million students are bullied at school every year.

BULLYING PROFILES



Bullying hurts everyone involved. Even the bullies! Bullies tend to have a difficult time finishing school, and some even spend time in jail later in life. Teens who are bullied by older classmates sometimes become bullies themselves, perpetuating a "cycle" of abuse.

Some believe that bullying is part of growing up, and it's how we learn to stand up for ourselves. There are better ways to learn life lessons than being abused! There is simply no excuse for bullying. No one ever deserves to be bullied, and together we can stop bullying for good!

TEASING
RUMORS
GOSSIP

CHARACTER *types of bullying*

STOP BULLYING

PHYSICAL BULLYING: Hitting, poking, pinching, pulling hair, or damaging someone else's things are all examples of physical bullying. Hurting someone physically is never ok, even if they do it first.

VERBAL BULLYING: Teasing, name-calling, spreading rumors, insulting, mean jokes, threats, or other verbal attacks that make us feel hurt or threatened.

Have I ever ...

hurt someone else's feelings because I was jealous?
made fun of someone because it made me feel better about myself?
joined in with my friends' taunts, even though I didn't actually want to participate?
pinched, slapped, or physically hurt someone else because they were different?
damaged someone's property on purpose to make them upset?
sent hurtful text messages, emails, or spread online rumors?
made fun of someone else simply because I could?

The old adage, "Sticks and stones may break my bones but words will never hurt me" is not true. Verbal torments can

lead to depression, in some cases. If you wouldn't want someone

to say something to you, then don't say it to them.

SOCIAL BULLYING: Excluding or teasing others who are different from you and your friends (What a geek!). Or, picking someone last or not at all for kickball, just because you don't like them or they are unpopular among your friends.

CYBERBULLYING: Using the internet or electronic devices to engage in verbal or social bullying. Spreading rumors on social media sites and sending hurtful text messages or emails are a few examples. In some states, cyberbullying is now illegal. For more information, visit: www.cyberbullying.org.

Do I
BULLY?

Sometimes a bully cannot recognize that they are being a bully. ▶



When we routinely hurt others on purpose, we become bullies.

REFLECT:

Describe a time you or another person were bullied:

.....
.....
.....

Given what you've learned, what would you have done differently?

.....
.....
.....

CLASS SCHEDULE *second semester*

SECOND SEMESTER

Subject	Instructor	Office	Telephone

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						



IMPORTANT DATES *United States*

	2025	2026	2027
<i>New Year's Day*</i>	Wed., Jan. 1	Thurs., Jan. 1	Fri., Jan. 1
<i>Martin Luther King Jr. Day*</i>	Mon., Jan. 20	Mon., Jan. 19	Mon., Jan. 18
<i>Groundhog Day</i>	Sun., Feb. 2	Mon., Feb. 2	Tues., Feb. 2
<i>Lunar New Year</i>	Wed., Jan. 29	Tues., Feb. 17	Sat., Feb. 6
<i>Lincoln's Birthday</i>	Wed., Feb. 12	Thurs., Feb. 12	Fri., Feb. 12
<i>Valentine's Day</i>	Fri., Feb. 14	Sat., Feb. 14	Sun., Feb. 14
<i>Presidents' Day*</i>	Mon., Feb. 17	Mon., Feb. 16	Mon., Feb. 15
<i>Washington's Birthday</i>	Sat., Feb. 22	Sun., Feb. 22	Mon., Feb. 22
<i>Ash Wednesday</i>	Wed., Mar. 5	Wed., Feb. 18	Wed., Feb. 10
<i>Daylight saving time begins</i>	Sun., Mar. 9	Sun., Mar. 8	Sun., Mar. 14
<i>St. Patrick's Day</i>	Mon., Mar. 17	Tues., Mar. 17	Wed., Mar. 17
<i>First day of spring</i>	Thurs., Mar. 20	Fri., Mar. 20	Sat., Mar. 20
<i>April Fools' Day</i>	Tues., Apr. 1	Wed., Apr. 1	Thurs., Apr. 1
<i>Palm Sunday</i>	Sun., Apr. 13	Sun., Mar. 29	Sun., Mar. 21
<i>Passover begins at sundown</i>	Sat., Apr. 12	Wed., Apr. 1	Wed., Apr. 21
<i>Good Friday</i>	Fri., Apr. 18	Fri., Apr. 3	Fri., Mar. 26
<i>Easter</i>	Sun., Apr. 20	Sun., Apr. 5	Sun., Mar. 28
<i>Earth Day</i>	Tues., Apr. 22	Wed., Apr. 22	Thurs., Apr. 22
<i>Cinco de Mayo</i>	Mon., May 5	Tues., May 5	Wed., May 5
<i>Mother's Day</i>	Sun., May 11	Sun., May 10	Sun., May 9
<i>Memorial Day*</i>	Mon., May 26	Mon., May 25	Mon., May 31
<i>Flag Day</i>	Sat., June 14	Sun., June 14	Mon., June 14
<i>Father's Day</i>	Sun., June 15	Sun., June 21	Sun., June 20
<i>Juneteenth*</i>	Thurs., June 19	Fri., June 19	Sat., June 19
<i>First day of summer</i>	Fri., June 20	Sun., June 21	Mon., June 21
<i>Independence Day*</i>	Fri., July 4	Sat., July 4	Sun., July 4
<i>Labor Day*</i>	Mon., Sept. 1	Mon., Sept. 7	Mon., Sept. 6
<i>Patriot Day</i>	Thurs., Sept. 11	Fri., Sept. 11	Sat., Sept. 11
<i>Rosh Hashanah begins at sundown</i>	Mon., Sept. 22	Fri., Sept. 11	Fri., Oct. 1
<i>First day of autumn</i>	Mon., Sept. 22	Tues., Sept. 22	Thurs., Sept. 23
<i>Yom Kippur begins at sundown</i>	Wed., Oct. 1	Sun., Sept. 20	Sun., Oct. 10
<i>Columbus Day*</i>	Mon., Oct. 13	Mon., Oct. 12	Mon., Oct. 11
<i>Indigenous Peoples Day</i>	Mon., Oct. 13	Mon., Oct. 12	Mon., Oct. 11
<i>Halloween</i>	Fri., Oct. 31	Sat., Oct. 31	Sun., Oct. 31
<i>Standard time begins</i>	Sun., Nov. 2	Sun., Nov. 1	Sun., Nov. 7
<i>Election Day</i>	Tues., Nov. 4	Tues., Nov. 3	Tues., Nov. 2
<i>Veterans Day*</i>	Tues., Nov. 11	Wed., Nov. 11	Thurs., Nov. 11
<i>Thanksgiving*</i>	Thurs., Nov. 27	Thurs., Nov. 26	Thurs., Nov. 25
<i>Hanukkah begins at sundown</i>	Sun., Dec. 14	Fri., Dec. 4	Fri., Dec. 24
<i>First day of winter</i>	Sun., Dec. 21	Mon., Dec. 21	Tues., Dec. 21
<i>Christmas*</i>	Thurs., Dec. 25	Fri., Dec. 25	Sat., Dec. 25
<i>Kwanzaa begins</i>	Fri., Dec. 26	Sat., Dec. 26	Sun., Dec. 26

* Federal Holiday in the United States

