



2026-2027  
CARTHAGE ELEMENTARY SCHOOL DISTRICT #317 FAMILY HANDBOOK

MISSION STATEMENT

"Our mission is to provide a safe and educationally challenging environment which will prepare all students to be confident, capable, contributing members of society."

OUR PLEDGE

"Our pledge to our students is that we will do everything we can to make their experiences at school the best they can be. We want everyone to be successful socially and academically."

## TABLE OF CONTENTS

|                                                                                                                    |           |
|--------------------------------------------------------------------------------------------------------------------|-----------|
| <b>SECTION 1: GENERAL INFORMATION/INTRODUCTION.....</b>                                                            | <b>2</b>  |
| <b>SECTION 2: DRESS CODE.....</b>                                                                                  | <b>8</b>  |
| <b>SECTION 3: ARRIVAL AND DISMISSAL PROCEDURES.....</b>                                                            | <b>14</b> |
| <b>SECTION 4: VISITOR POLICY.....</b>                                                                              | <b>16</b> |
| <b>SECTION 5: FIELD TRIPS.....</b>                                                                                 | <b>19</b> |
| <b>SECTION 6: VOLUNTEERS.....</b>                                                                                  | <b>19</b> |
| <b>SECTION 7: PRIMARY AND MIDDLE SCHOOL ACADEMICS.....</b>                                                         | <b>20</b> |
| <b>SECTION 8: ENGLISH LANGUAGE LEARNERS, ELL.....</b>                                                              | <b>26</b> |
| <b>SECTION 9: WEATHER POLICY.....</b>                                                                              | <b>27</b> |
| <b>SECTION 10: PARENT NOTICES REQUIRED BY THE EVERY STUDENT SUCCEEDS<br/>ACT.....</b>                              | <b>28</b> |
| <b>SECTION 11: PROMOTION/ATTENDANCE.....</b>                                                                       | <b>30</b> |
| <b>SECTION 12: MAKE-UP WORK.....</b>                                                                               | <b>35</b> |
| <b>SECTION 13: REGISTRATION AND TRANSFER INFORMATION.....</b>                                                      | <b>38</b> |
| <b>SECTION 14: HOME AND HOSPITAL INSTRUCTION.....</b>                                                              | <b>39</b> |
| <b>SECTION 15: COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS,<br/>AND PROGRAMS; ABILITY TO OPT-OUT.....</b> | <b>39</b> |
| <b>SECTION 16: STUDENT FEES, MEAL COSTS, FINES, CHARGES, AND FEE WAIVERS</b>                                       | <b>40</b> |
| <b>SECTION 17: TRANSPORTATION/PARKING.....</b>                                                                     | <b>41</b> |
| <b>SECTION 18: HEALTH AND SAFETY.....</b>                                                                          | <b>44</b> |
| <b>SECTION 19: PLAYGROUND RULES AND RECESS EXPECTATIONS.....</b>                                                   | <b>54</b> |
| <b>SECTION 20: PRESCHOOL.....</b>                                                                                  | <b>57</b> |
| <b>SECTION 21: HARASSMENT/TITLE IX.....</b>                                                                        | <b>78</b> |
| <b>SECTION 22: INTERNET, TECHNOLOGY, AND PUBLICATIONS.....</b>                                                     | <b>80</b> |
| <b>SECTION 23: SEARCH AND SEIZURE.....</b>                                                                         | <b>90</b> |
| <b>SECTION 24: EXTRACURRICULAR/ATHELTICS &amp; ACTIVITIES.....</b>                                                 | <b>93</b> |
| <b>SECTION 25: SPECIAL EDUCATION.....</b>                                                                          | <b>93</b> |
| <b>SECTION 26: STUDENT RECORDS AND PRIVACY.....</b>                                                                | <b>96</b> |
| <b>SECTION 27: REQUESTS TO EXAMINE MATERIALS AND STATUTORY OPT-OUTS....</b>                                        | <b>98</b> |

## SECTION 1: GENERAL INFORMATION/INTRODUCTION

### CONTACT INFORMATION

#### CARTHAGE PRIMARY SCHOOL

600 Miller Street, Suite A  
Carthage, Illinois 62321  
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Fax (217) 357-0585  
[www.cesd317.org](http://www.cesd317.org)

Ryanne Jacoby, PreK – 4 Principal  
[rjacoby@cesd317.org](mailto:rjacoby@cesd317.org)  
Jennie Snodgrass, Secretary  
[jsnodgrass@cesd317.org](mailto:jsnodgrass@cesd317.org)

#### CARTHAGE MIDDLE SCHOOL

640 Buchanan Street  
Carthage, Illinois 62321  
(217) 357-3914  
Fax (217) 357-3755  
[www.cesd317.org](http://www.cesd317.org)

Dr. Dustin Day, 5 - 8 Principal  
[dday@cesd317.org](mailto:dday@cesd317.org)  
Christen Osborne, Secretary  
[cosborne@cesd317.org](mailto:cosborne@cesd317.org)

#### DISTRICT OFFICE

210 S. Adams Street  
Carthage, IL 62321  
Dustin Day, Superintendent  
[dday@cesd317.org](mailto:dday@cesd317.org)

Kristi Thompson, Secretary  
[kthompson@cesd317.org](mailto:kthompson@cesd317.org)  
Kody Horn, Maintenance Director  
[khorn@cesd317.org](mailto:khorn@cesd317.org)

#### BOARD OF EDUCATION MEMBERS

Gary Jackson, President  
Luke Burling, Vice President  
Susan Holtsclaw, Secretary  
Linda Housewright  
Mat Kissinger  
Marcia McGaughey  
Craig Wear

#### STUDENT HANDBOOK COMMITTEE

Per the Illinois State Board of Education (ISBE) and Illinois School Code (105 ILCS 5/10-20.14), school districts are required to involve a committee of various stakeholders in the development and review of the student handbook. In alignment with this requirement, our district convened a School Handbook Committee on April 1, 2026, composed of representative stakeholders, to review and discuss the 2026–2027 Student Handbook.

## CHAIN OF COMMAND

If parents have a concern that needs attention, they should first go to the staff where the issue originated. If they are not satisfied, they should then go to the principal. If still not satisfied, then go to the Superintendent, and lastly to the Board of Education.

## STAFF DIRECTORY

### Staff

#### Carthage Primary School

Ryanne Jacoby - CPS Principal  
Rayna Bagwell - 2nd Grade  
Michelle Bavery - Reading/Math Interventionist  
Kaley Briggs - Social Worker  
Zack Burling - CPS P.E. Teacher  
Caroline Calvin - 3rd Grade  
Jennifer Carlisle - 1st Grade  
Vanessa Cross - Music Teacher  
Tristyn Grisham - LEAP Student Advocate (4th-8th)  
Michelle Hitz - Speech/Lang.  
Abbie Johnson - 4th Grade  
Melissa Johnson - Kindergarten  
?Scott Kniel - Music Teacher  
Brooke Lounsberry - 3rd/4th Sped  
Meghan Maag - 2nd Grade  
Danelle Meier - ELL Teacher  
Bailey Mynatt - 1st Grade  
Erika Russell - Early Childhood Sped  
Bobbi Skinner - School Psychologist  
Sarah Talley - K-2nd Sped  
Miakea Toubekis - Preschool  
Traci Twaddle - Kindergarten  
Laura Watson - 4th Grade  
Hali Wear - 1st Grade

#### Carthage Middle School

Dustin Day - CMS Principal  
Sarah Amschler - CMS Teacher  
James Cross - CMS Teacher  
Vanessa Cross - Choir/Band Teacher  
Nick Finch - Social Worker  
Kayla Gebhart - CMS Sped Teacher  
Tristyn Grisham - LEAP Student Advocate (4th-8th)  
Nicole Gronewold - CMS Teacher  
Raylene Gunning - CMS P.E. Teacher  
Lyle Klein - CMS Teacher  
Danelle Meier - ELL Teacher  
Amber Parrish - CMS Teacher  
Elizabeth Pearson - CMS Teacher  
Bobbi Skinner - School Psychologist  
Darcy Stonger - CMS Sped Teacher  
Jenny White - CMS Teacher  
Rachelle Wisheart - CMS Teacher

## Support Staff

### CPS Support Staff

Emmalee Allaman - Paraprofessional  
Sam (Ingrid) Bruns - Kitchen Assistant  
Jodi Burling - Paraprofessional  
Brian Castlebury - Para/Bus Driver  
Bev Frakes - Paraprofessional  
Dina Gamboa - Custodian  
Jennifer Murphy - Assistant Cook  
Michelle Nicol - Paraprofessional  
Barb Oliver - Kitchen Assistant  
Jacob Rowland - Food Service Director/Head Cook  
Stephanie Shoen - Paraprofessional  
Ann Thompson - Paraprofessional  
Mitch Tweedell - Custodian  
Brandy Williams - Paraprofessional

### CMS Support Staff

Emmalee Allaman - Paraprofessional  
Kim Barr - Custodian  
Denver French - Custodian Helper  
Paige Heady - Head Cook  
Michelle Johnson - Paraprofessional  
Kalley Jones - Kitchen Helper  
Jennifer Lambert - Assistant Cook  
Vicky Lantz - Paraprofessional  
Christen Osborne - Secretary  
Abigail Shaffer - Paraprofessional  
Samantha Sparks - Paraprofessional  
Ed Wisener - Custodian

## West Central Special Education Cooperative Programs

Eric Stotts - Program Coordinator  
Madison Eilers - WCISEC Speech & Language

Amanda Boley, Teacher - Cruisers  
Michael Rusher – Bright Starts

## SCHOOL SCHEDULES

| Primary School Schedule |                                | Middle School Schedule |                | Lunch & Recess      |             |             |
|-------------------------|--------------------------------|------------------------|----------------|---------------------|-------------|-------------|
|                         |                                | Period                 | Time           | Grade               | Lunch       | Recess      |
| 7:40                    | Doors Open                     | Breakfast/<br>Homeroom | 7:40 -<br>8:00 | <b>Kindergarten</b> | 10:45–11:05 | 10:25–10:45 |
| 7:40<br>-<br>7:55       | Breakfast                      | 1                      | 8:00–8:44      | <b>1st Grade</b>    | 11:05–11:25 | 11:25–11:45 |
| 8:05                    | Classes Begin                  | 2                      | 8:47–9:30      | <b>2nd Grade</b>    | 11:25–11:45 | 11:05–11:25 |
| 2:45                    | Shuttle Bus<br>Dismiss         | 3                      | 9:33–10:16     | <b>3rd Grade</b>    | 11:45–12:05 | 12:05–12:25 |
| 2:55                    | Walkers,<br>Parent<br>pick-up  | 4                      | 10:19–11:02    | <b>4th Grade</b>    | 12:05–12:25 | 11:45–12:05 |
| 3:00                    | Bus routes<br>depart to<br>CMS | 5                      | 11:05–11:48    | 5th                 |             |             |
|                         |                                | 6                      | 11:51–12:34    | 6th                 |             |             |
|                         |                                | 7                      | 12:37–1:20     | 7th                 |             |             |
|                         |                                | 8                      | 1:23–2:06      | 8th                 |             |             |
|                         |                                | 9                      | 2:09–2:52      |                     |             |             |
|                         |                                | SH                     | 2:55–3:10      |                     |             |             |

## INTRODUCTION TO THE HANDBOOK

This handbook has been prepared to assist students, parents, and school staff in understanding what is expected at Carthage ESD #317. All policies and rules have been reviewed by a committee of parents, teachers and administrators and approved by the Board of Education. Our goal is to provide information involving a student's daily routine like time schedules, calendars, general information, rules and consequences.

The handbook expresses the philosophy of the Carthage Elementary School District #317 concerning the student's responsibility to the school, fellow students and the community. Its focus is on desired behaviors, which we expect to see each day.

A major responsibility is for each student to attend school every day. By doing this, a student's educational goals can be achieved. Physical and mental awareness are critical to accomplishing these goals. Daily attendance, arriving to class on time, staying alert and focused all help create an atmosphere conducive to the educational process. Since all organizations in our society establish rules and regulations, it is important that students learn to interact in society by following established rules and procedures. This will help CESD #317 meet the objectives that were designed to help children learn.

CESD #317 endorses the philosophy that each child has a team involved to help them succeed. Their team includes themselves, parents (guardians), school and community. Together the team communicates, brainstorms and supports an educational program that will help each child learn, evolve and succeed.

We welcome suggested changes and additions that may improve the efficiency of this Handbook. Please submit your opinions and ideas to the building principal.

## A BILL OF RIGHTS AND RESPONSIBILITIES FOR LEARNING

The traditional mission of our public schools has been to prepare our nation's young people for equal and responsible citizenship and productive adulthood. We, at Carthage ESD #317, reaffirm that mission by remembering that democratic citizenship and productive adulthood begin with standards of conduct and achievement in our schools. Other education reforms may work; high standards of conduct and achievement do work--and nothing else can work without them.

Recognizing that rights carry responsibilities, we declare that:

1. All students and school staff have a right to schools that are safe, orderly, and drug free.
2. All students and school staff have a right to learn and work in school districts and schools that have clear discipline codes with fair and consistently enforced consequences for misbehavior.
3. All students and school staff have a right to learn and work in school districts that have alternative education placements for violent or chronically disruptive students.
4. All students and school staff have a right to be treated with courtesy and respect.

5. All students and school staff have a right to learn and work in school districts, schools and classrooms that have clearly stated and rigorous academic standards.
6. All students and school staff have a right to learn and work in well-equipped schools that have the instructional materials needed to carry out a rigorous academic program.
7. All students and school staff have a right to learn and work in schools where teachers know their subject matter and how to teach it.
8. All students and school staff have a right to learn and work in school districts, schools, and classrooms, where high grades stand for high achievement and promotion is earned.
9. All students and school staff members have a right to learn and work in school districts and schools where getting a high school diploma means having the knowledge and skills essential for college or job.
10. All students and school staff have a right to be supported by parents, the community, public officials and businesses in their efforts to uphold high standards of conduct and achievement.

## EXPECTATIONS

STUDENTS have a right to develop their abilities to the fullest, to be respected as individuals, to expect rules to be reasonable and to be applied consistently, and to receive the benefits of all school services. Students are responsible for knowing and complying with school rules, for respecting and submitting to the authority of the school staff and being diligent in your studies.

TEACHERS are expected to conduct a well-planned and effective classroom program, to establish and enforce classroom regulations that will facilitate learning, to maintain written records, and to show the same courtesy and respect to each student, as they would expect from a student. Teachers have the right to obedience and to take corrective measures to improve the learning atmosphere for students.

ADMINISTRATORS are responsible for maintaining discipline, for being alert to and correcting situations likely to promote poor citizenship, for notifying parents of serious offenses, and for suspending or expelling students when necessary. Administrators have the right to impose detentions, deny school privileges, remove a student from class, suspend students both in-school and out-of-school, and enlist parental support.

PARENTS/GUARDIANS play a vital role in their child's success in school. As primary influencers, they have both the right and responsibility to be actively involved in their child's education. Open communication with teachers and administrators is encouraged to support student learning and development. When concerns arise, parents/guardians should first gather accurate information and discuss the issue directly with the individual involved. If the matter remains unresolved or further clarification is needed, the next step is to consult the building principal. If necessary, parents/guardians may then bring their concerns to the superintendent. Ultimately, supporting the decisions and disciplinary actions of teachers and administrators reinforces important life skills such as responsibility, respect, and perseverance. Parents/guardians and educators share the common goal of helping every child succeed in the classroom and beyond.

## EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the building principal.

## **SECTION 2: DRESS CODE**

Carthage ESD #317 recognizes that the primary responsibility for student appearance rests with students and their parents or guardians. However, school staff and administration reserve the right to determine whether clothing is appropriate for the school setting.

The purpose of the dress code is to maintain a safe, respectful, and school appropriate learning environment. School is a learning environment, and clothing that may be appropriate outside of school may not always be appropriate during the school day or at school sponsored activities.

Students are expected to wear clothing in a neat, clean, safe, and well fitting manner while on school property and/or in attendance at school sponsored activities. Clothing should allow students to participate comfortably in school activities while maintaining appropriate coverage.

Student appearance may not substantially disrupt the educational environment, create a safety concern, or interfere with the rights of others. Students are expected to use discretion in their dress and may not wear apparel or accessories that cause a substantial disruption to the school environment.

The dress code will be applied in a fair and consistent manner and will not be enforced in a way that targets a student's body type, gender, identity, or personal style.

### **Prohibited Clothing, Accessories, and Images**

Student dress, including clothing and accessories, may not advertise, promote, display, or picture:

- Alcoholic beverages
- Illegal drugs
- Drug paraphernalia
- Tobacco or vaping products

- Weapons
- Violent behavior
- Gang related symbols or references
- Profanity
- Sexual content
- Lewd, vulgar, obscene, or offensive language or images
- Discriminatory language or images
- Any other language, symbol, or image that is inappropriate for the school setting

Clothing that is negative toward the school, staff, students, or school community may also be prohibited if it substantially disrupts the school environment.

## **Tops**

Students must wear shirts or tops that provide appropriate coverage of the chest, torso, midriff, back, shoulders, and undergarments.

The following are not appropriate for school:

- Tops that expose undergarments
- Strapless tops
- Halter tops
- Spaghetti strap tops or very thin straps, unless appropriate coverage is worn over or under the top
- Tank tops, sleeveless shirts, cut off shirts with no sleeves, or other tops that do not provide appropriate coverage for the school setting
- Tops that expose the stomach, midriff, or lower back
- Crop tops, including shirts that show the stomach when the student is standing, sitting, bending, reaching, or moving
- Low cut tops that expose the chest in a way that is not appropriate for the school setting
- Sheer or see through tops, unless appropriate coverage is worn underneath
- Clothing that requires frequent adjustment in order to maintain appropriate coverage

School spirit wear is permitted as long as it meets the coverage expectations listed above.

## **Bottoms**

Students must wear pants, shorts, skirts, dresses, rompers, or other bottoms that provide appropriate coverage of the buttocks, private areas, and undergarments at all times.

Bottoms must be secured at the waist and must provide coverage when the student is standing, sitting, bending, walking, or participating in normal school activities.

The following are not appropriate for school:

- Bottoms that expose undergarments

- Bottoms that expose the buttocks
- Excessively short shorts, skirts, dresses, or rompers
- Pants or shorts worn below the waist in a way that exposes undergarments
- Clothing with holes, rips, or tears that exposes skin or undergarments in areas that must be covered
- Clothing that is poorly fitting or requires frequent adjustment in order to maintain appropriate coverage

As a general school day guideline, shorts, skirts, dresses, and rompers should be of a reasonable length for the school environment. If the length or fit of the clothing does not provide appropriate coverage during normal school movement, the student may be asked to change or add an additional layer.

### **Hats, Hoods, Sunglasses, and Head Coverings**

Hats, bandanas, hoods, and similar items may be worn in the building before and after school, during arrival and dismissal, or during approved activities.

When students enter the classroom or instructional setting, hats, bandanas, hoods, and similar items must be removed unless approved by staff or administration for a specific reason.

Sunglasses may not be worn in the building during the school day unless approved by staff or administration for a medical, safety, or school related reason.

### **Footwear**

Appropriate footwear must be worn at all times.

Footwear must be safe for the school setting and appropriate for recess, physical education, stairs, and normal school activities.

Athletic shoes with non marking soles may be required for physical education.

### **Safety Considerations**

Hairstyles, dress, and accessories that pose a safety hazard are not permitted during school activities, including but not limited to physical education, recess, laboratories, shop classes, or other hands on learning activities.

The following items may be prohibited during the school day unless approved by administration for a specific event or activity:

- Clothing or accessories that create a safety concern
- Chains or accessories that could cause injury or disruption
- Costumes or clothing that distracts from the learning environment
- Items that interfere with student supervision, identification, safety, or instruction

## **Athletic Uniforms and School Sponsored Activities**

The District recognizes that school issued or school approved athletic uniforms may differ from regular school day clothing because they are designed for sport specific participation and competition.

School approved athletic uniforms, including volleyball uniforms, may be worn during practices, games, competitions, team events, and other approved athletic activities. Athletic uniforms are not automatically considered a dress code violation solely because the uniform bottom does not meet the general school day length guideline.

However, athletic uniforms must still provide appropriate coverage and may not expose undergarments, buttocks, private areas, or the chest in a way that is not appropriate for a school sponsored activity.

When students are not actively participating in an athletic practice, game, competition, or approved team activity, students may be asked to change into regular school clothing or wear appropriate cover up clothing.

Coaches, sponsors, athletic directors, and administration may establish reasonable appearance expectations for specific activities, teams, or events. These expectations should be shared with students and families before the activity begins and should be approved by administration when needed.

### **Implementation and Response to Dress Code Concerns**

Dress code concerns will be handled respectfully and privately whenever possible. The goal is to correct the concern and allow the student to return to learning as quickly as possible.

If there is any doubt about dress and appearance, administration will make the final decision.

### **First Violation**

For a first violation, the student will receive a verbal reminder and an opportunity to correct the concern.

Depending on the situation, the student may be asked to:

- Change clothes
- Add a layer
- Wear available school clothing
- Turn clothing inside out, if appropriate
- Remove or put away the item causing the concern
- Call home for a change of clothes

If the student calls home for a change of clothes, the student may wait in the office until appropriate clothing arrives. The student may also choose to wear available school clothing so they can return to class as quickly as possible.

Families will be contacted regarding the concern.

Assistance will be available for families who need help obtaining appropriate clothing for school.

## **Second Violation**

For a second violation, the student will again be required to correct the dress code concern before returning to class or participating in the school activity.

The student may be asked to:

- Call home for a change of clothes and wait in the office until clothing arrives
- Wear available school clothing
- Add a layer or adjust clothing, if appropriate
- Remove or put away the item causing the concern

Families will be contacted. Administration may also meet with the student to review the dress code expectations and explain that any further violations may be considered repeated dress code violations.

## **Third Violation and Repeated Violations**

A third violation will be considered a repeated dress code violation.

Repeated violations may result in additional interventions or disciplinary action. This may include, but is not limited to:

- Parent or guardian contact
- Student conference with staff or administration
- Parent or guardian meeting
- Requirement to change or wear appropriate school provided clothing
- Loss of privilege, when appropriate
- Office referral
- Detention or other school based consequence, when appropriate
- Discipline consistent with the District's student behavior and discipline procedures

Students whose dress causes a substantial disruption to the orderly process of school functions or endangers the health or safety of the student, other students, staff, or others may be subject to discipline.

Administration retains the right to make final decisions regarding good taste, common sense, neatness, cleanliness, safety, and school appropriate apparel. This revision builds from the attached proposed CESD #317 dress code language.

### Missed Class Time Due to Dress Code Violation

Students are expected to be dressed appropriately for school when they arrive. If a teacher or staff member believes a student may be in violation of the dress code, the student will be referred to the office. The teacher or staff member will call the office to let office staff know that the student is being sent down for a possible dress code violation. Office staff and/or administration will then review the concern and determine the appropriate next steps.

If a student misses class time because of a dress code violation, the student is responsible for any classwork, instruction, assignments, assessments, or makeup work missed during that time. Parents/guardians are expected to support the student in correcting the dress code concern as quickly as possible and helping ensure any missed work is completed.

### **First Violation**

If the student misses class time, the student is responsible for working with the classroom teacher or teachers to determine what was missed. The student is responsible for completing any missed classwork or makeup work by the deadline given by the teacher. Unless the teacher provides a different deadline, the missed work is due at the same time as the work assigned to the rest of the class.

Families will be contacted regarding the concern.

### **Second Violation**

If the student misses class time, the student is responsible for working with the classroom teacher or teachers to make up any missed instruction, classwork, assignments, or assessments. Work remains due at the same time as the work assigned to the rest of the class unless the teacher provides a different deadline.

Families will be contacted. Administration may also meet with the student to review the dress code expectations and explain that any further violations may be considered repeated dress code violations.

### **Third Violation and Repeated Violations**

A third dress code violation will be considered a repeated violation.

Repeated dress code violations do not excuse students from classwork, assignments, assessments, or makeup work. Students remain responsible for working with their classroom teacher or teachers and completing missed work by the deadline provided by the teacher.

Repeated violations may result in additional interventions or disciplinary action. This may include, but is not limited to:

- Parent or guardian contact
- Student conference with staff or administration
- Parent or guardian meeting
- Requirement to wear available school clothing instead of waiting for clothing from home
- Assigned time to complete missed work
- Loss of privilege, when appropriate
- Office referral
- Detention or other school based consequence, when appropriate
- Other consequences consistent with the District's student behavior and discipline procedures

## **SECTION 3: ARRIVAL AND DISMISSAL PROCEDURES**

### District-wide:

Students should not arrive before 7:40 a.m., as there is no staff available for supervision. Early arrivals will wait outside. When dropping students off, please assist children to exit the car promptly and be courteous of others. At 7:40 a.m., students can enter and will be supervised until 8:00 a.m. Breakfast is served from 7:40 a.m. to 7:55 a.m.

### Changes in a Student's Dismissal:

Any change to drop-off procedures must have written consent from the office by 2:00 p.m. Handwritten, faxed, or emailed notes from families are all acceptable. All change requests must go through the office so that staff knows where students are at all times. Bus drivers are not to take requests for drop-off changes from parents/guardians during school office hours.

### CPS Specific:

#### **Carthage Primary School Arrival and Dismissal Procedures**

Students should not arrive before 7:40 a.m., as there is no staff available for supervision before that time. Drop-off begins at 7:40 a.m. Students should arrive by 8:00 a.m., and classes begin at 8:05 a.m.

Parents/guardians may use the circle drive/blacktop area south of the school for student drop-off. Please be patient during arrival, as buses also use this space. Students should exit vehicles promptly and safely. If parking is needed, families should use the high school parking lot. To help maintain student safety and building routines, families should avoid walking students to class unless prior arrangements have been made with the office.

Buses will discharge students in the west parking lot. Bus riders should enter through the Carthage Primary School doors and report to their classroom or to the multi-purpose room if they are eating breakfast. Families and drivers should never pass a school bus when the stop sign and arm are extended.

## **Dismissal Procedures**

Students walking, being picked up, or riding bicycles will be released at 2:55 p.m. Shuttle bus students will be picked up in the east parking lot at 2:55 p.m. Route buses will depart from the circle drive at 3:00 p.m. Families should avoid the circle drive during dismissal, as this area is reserved for buses.

Pre-K AM students will be escorted to the front door at 10:45 a.m. Afternoon Pre-K drop-off begins at 12:05 p.m. Staff will be at the front doors, and families should wait under the awning. Pre-K PM students will be dismissed at 3:00 p.m.

## **After-School Program**

Carthage Primary School offers an After-School Program for students in grades K-4. The program runs each school day after dismissal until 5:30 p.m. and offers flexible scheduling options to meet family needs. For more information or questions about enrollment, please contact Mrs. Hali Wear, After-School Program Coordinator.

## **Communication**

Rooms continues to be our primary communication tool. Families should make sure they are connected through the school app so they do not miss important updates, reminders, or messages from teachers and the office.

## **Transportation Changes or Questions**

All transportation changes must go through the office so staff know where students are at all times. If there are transportation changes or concerns, please call the office early at 217-357-9202.

Handwritten, faxed, emailed, or phone communication with the office may be used, but all changes must be received by the office in a timely manner.

## **CMS Specific:**

Parents may unload children on the east or west side of the school in the street or alley. Students are expected to remain on school grounds once they arrive at CMS, (even if they arrive prior to the school doors opening at 7:40a.m.) including before the school building opens. Please note that trips to the gas station are not permitted after students arrive at school.

Crossing Highway 136 (Buchanan Street) must be at the location of the crossing guard. Students are required to strictly follow the signals of the crossing guard. Students are to stand away from the highway and wait for the crossing guard to direct them across the highway. No student may cross the highway during the school day without an adult. Students must cross with a crossing

guard. Students must go to the office at Carthage Middle School to seek assistance in crossing the highway if no crossing guard is present. This is a safety issue and will result in a detention when students cross without a crossing guard or adult. If there is no crossing guard, this does not give students permission to cross the highway.

## **SECTION 4: VISITOR POLICY**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at the school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).

12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

We are proud of our teaching staff and the educational program at Carthage ESD #317, and we welcome parental visits to their child's class. As a matter of professional courtesy, we require a one-day / Twenty-four-hour notice to the office and the teacher prior to these visits. This includes other significant adults in the student's life.

We discourage school visits by a student's friends, siblings, and any other non-adult family member or any other peers. The teacher will have final approval of any such visits.

#### Visitors and Conduct on School Property

Visitors will follow board policy 8:30; the following definitions apply to this policy: School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

#### Convicted Child Sex Offender

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/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (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 evaluation 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; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the 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.

#### Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

## **SECTION 5: FIELD TRIPS**

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field trip activities and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher
- Failure to complete appropriate coursework
- Behavioral or safety concerns
- Denial of permission from administration
- For students in grades 5-8, academic eligibility for field trips may be reviewed prior to the scheduled field trip. Students with an "F" in one or more classes at the time eligibility is reviewed may be considered ineligible to attend.
  - To ensure eligibility decisions are based on accurate and current information, teachers are expected to maintain and enter grades on a weekly basis. Students should not be considered ineligible for a field trip based solely on a grade that has not been updated for several weeks. Administration may review individual circumstances, including the date of the most recent grade entry, recent improvement, missing work completion,

student supports, and the educational purpose of the trip, when making final eligibility decisions.

- Other reasons as determined by the school

## **SECTION 6: VOLUNTEERS**

All school volunteers must complete the "Volunteer Information Packet" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Volunteers may be required to submit to a background check in advance of serving as volunteers.

Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Volunteers can become an important tool for students, and we encourage positive adult participation where appropriate. Volunteers must take great care in how they handle any observations, student information, and any other circumstances to which they may be privy. They must be very careful not to carry student information to the public. Confidentiality is to be maintained at all times as in judgments of teaching proficiency, disciplinary situations, or students and teachers in general. Volunteers are urged to refrain from being near office areas or teacher workroom areas where private conversations regarding professional issues may occur. Volunteers will be assigned duties by the administration.

## **SECTION 7: PRIMARY AND MIDDLE SCHOOL ACADEMICS**

### Homework

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. Students who are absent from school may make up missed homework in no fewer than the number of days they were absent plus one day.

### Recommended Study Habits

High scholastic achievement is a standard maintained by the students of Carthage. If a student has the proper attitude and develops good study habits, he/she can maintain a record of which to be proud and will be prepared to move on to higher learning.

The following is a list of some basic practices to use daily in each student's educational program:

- Read 30 minutes each day and discuss what you read with friends, parents, and teachers.

- Arrive at class with the necessary materials
- If you do not understand, ask questions until you do.
- Develop regular study habits and study time.
- Choose a quiet place to study where there are no disturbances.
- Do your most difficult work first. Your mind is freshest at the beginning of study.
- Give your best effort at all times.
- Get plenty of rest.
- Follow rules of good nutrition.
- Listen carefully in class, think, and then volunteer to answer.
- Strive to learn and develop your mind.
- Learn to be a critical thinker and problem solver.
- Complete daily homework in a timely fashion.
- Remember that teachers are available for extra help before school, during class study time, and after school.

### CMS Locker Ticket System

Carthage Middle School recognizes that students may occasionally forget materials needed for class; however, consistent preparation is expected to maximize instructional time. Students in grades 6–8 will receive five locker pass tickets per week in their planner, which may be used to leave class to retrieve forgotten items. This system is designed to support occasional mistakes, not routine forgetfulness, as excessive use results in lost learning time. Unused tickets may be entered into weekly drawings for small prizes and monthly drawings for larger prizes as an incentive for preparedness and responsibility.

### TRADITIONAL LETTER GRADES (GRADES 5-8)

The following grading scale will be used as the standard for students in grades 5 through 8:

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

Some students have an individual educational plan (IEP) developed for them and may have a grading scale that differs slightly from the normal standard. It is the responsibility of the teacher to apply this scale when it is assigned to a particular student.

### Carthage Middle School Honor Roll (Grades 6–8)

Carthage Middle School recognizes students in grades 6-8 for their academic achievement through the Honor Roll each grading period.

Honor Roll designations are based on Grade Point Average (GPA) and are defined as follows:

- High Honor Roll: GPA of 3.8 – 4.0
- Honor Roll: GPA of 3.0 – 3.7

#### Eligibility Criteria

- GPA is calculated using grades earned during the current grading period.
- Students must be enrolled full-time at Carthage Middle School during the grading period.
- All core and elective courses are included in GPA calculation unless otherwise specified by the District.
- Students must not receive any D or F grades during the grading period to be eligible for Honor Roll or High Honor Roll.

#### Additional Expectations

Students are expected to demonstrate consistent effort and responsibility in their coursework. The school reserves the right to review eligibility in cases involving significant disciplinary concerns or incomplete academic requirements.

#### Recognition

Students who qualify for Honor Roll or High Honor Roll will be recognized at the end of each grading period.

### **REPORT CARDS**

The purpose of the report card is to inform the student and his/her parent or guardian of academic growth. The school year is divided into four grading periods of approximately nine weeks each. Students and their parents are encouraged to consult frequently with teachers or the school administration regarding academic progress.

Grades can be viewed online at any time by visiting the school website ([www.cesd317.org](http://www.cesd317.org)) and clicking the PowerSchool button. Parents and students will be issued a username and password to the PowerSchool system at registration. If you have lost or forgotten your login, call the school office to get your login information.

A midterm report will be prepared and sent home by schools midway between each quarter. The student is responsible for delivering the midterm slip to the parent.

### **STANDARDS-BASED GRADING (GRADES K-4)**

Students in kindergarten through 4th grade use a standards-based grading system to communicate progress toward grade-level expectations. This system focuses on what students know and are able to do in relation to priority standards.

## **Grading Scale:**

- E – Exceeds  
Exceeds grade level mastery
- M – Meets  
Demonstrates grade level mastery
- A – Approaching  
Progressing toward grade level mastery
- B – Beginning  
Performing below grade level expectations

## **What Are Priority Standards?**

Priority standards are the most important learning goals for each grade level. These standards represent the essential knowledge and skills students need to be successful in the next grade level and beyond. The District has identified priority standards based on Illinois Learning Standards and uses them to guide instruction, assessment, and reporting in TeacherEase.

## **What Grades Represent**

Grades reflect a student's current level of performance on identified priority standards, not an average of all work completed. Emphasis is placed on the most recent and consistent evidence of learning.

## **Assessment Practices**

Student progress is measured using a variety of assessments, including:

- Classroom assignments and practice
- Observations and discussions
- Quizzes and tests
- Performance tasks and projects

## **Reassessment and Continued Learning**

Students may be given additional opportunities to demonstrate learning as they continue to work toward mastery of standards. This may include reteaching, practice, and reassessment opportunities as determined by the teacher.

## **Habits of Learning / Work Completion**

Academic performance is reported separately from behaviors such as effort, participation, and work completion. These may be communicated through comments or separate indicators.

## **Report Cards and Communication**

Report cards are issued at designated intervals throughout the school year. Parents/guardians are encouraged to review progress regularly and communicate with teachers regarding student performance.

### **Not Assessed Yet**

Some standards may be marked as Not Assessed Yet (NE) if instruction has not yet occurred or sufficient evidence has not been collected.

### **Support for Students**

Students who are identified as Approaching or Beginning may receive additional support, which may include small group instruction, targeted interventions, or differentiated supports within the classroom.

### **How This Differs from Traditional Grading**

Unlike traditional grading systems that assign a single overall grade (such as A–F or percentages), standards-based grading:

- Reports progress on specific skills and standards rather than one overall subject grade
- Focuses on learning and growth over time, not just one-time performance
- Reflects a student's current level of understanding, rather than averaging early and later work together
- Separates academic achievement from behavior, providing a clearer picture of student learning

This approach helps families better understand their child's strengths and areas for growth and allows teachers to provide more targeted support.

## **Honesty and Integrity**

Students must be held responsible for standards of honesty and integrity in their relationships with fellow students, and in their dealings with teachers and staff. All students' work must be unquestionably their own. Cheating or copying someone else's work as well as helping another student cheat by providing another student with your work will result in a zero for that assignment, test, or project. Continued cheating or using the work of others will result in disciplinary actions by the office.

## **Standardized Testing**

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests. Parents are encouraged to cooperate in preparing students for

the standardized testing. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize to students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

### Reading and Math Intervention

Students may qualify for reading and/or math intervention based on multiple data points, including STAR assessment results, FastBridge screening data, classroom grades, teacher input, classroom performance, and team review. Students who score at or below the 25th percentile on STAR, are identified as high risk on FastBridge, are failing the related course, or have documented teacher concerns may be considered for intervention. The team will use a point-based rubric to ensure students are identified consistently and fairly. Intervention placement will be reviewed regularly using progress monitoring and classroom performance data.

Formal intervention placement decisions will typically be reviewed quarterly. Progress monitoring data may be reviewed every 4 to 6 weeks to determine whether students are responding to intervention. Based on available data, students may be added to intervention, exited from intervention, continued in intervention, or moved to a different level of support.

## **SECTION 8: ENGLISH LANGUAGE LEARNERS, ELL**

Carthage ESD #317 offers opportunities for resident English Learners to achieve at high levels and to meet the same challenging academic standards expected of all students.

In alignment with Illinois State Board of Education requirements, the District provides a Transitional Bilingual Education, TBE, program when an attendance center has 20 or more English Learners of the same language classification. A TBE program is required in this circumstance and must include English as a Second Language, ESL, instruction and instruction in English and the student's home language as appropriate to support access to core academic content.

CESD #317 provides services through a TBE collaborative model through co-teaching and/or pull-out support. Through this model, English Learners participate in general education classrooms while receiving targeted English language development, academic language

support, and home language support as appropriate. ISBE describes a TBE collaborative model as one in which English Learners are placed in classes with non-English Learners and/or students from various language backgrounds, with instruction provided through co-teaching or pull-out support and a gradual shift toward instruction in English.

The District provides English language support through a full-time equivalent ELL teacher who serves students at both Carthage Primary School and Carthage Middle School. The ELL teacher works with students, classroom teachers, and families to support English language development, academic language, classroom participation, and student success.

ELL services may include:

- English language development instruction
  - Academic vocabulary and language support
  - Small group or pull-out instruction
  - Classroom support and teacher consultation
  - Collaboration with general education teachers
  - Progress monitoring
  - Support with listening, speaking, reading, and writing skills
  - Support accessing grade-level content

The District uses Continental Press TEAM Toolkits: Teaching ELLs for Academic Language Mastery as part of its ELL instructional support. This resource supports the development of academic language in listening, speaking, reading, and writing while helping students access grade-level instruction.

The District also uses World Wide Tech Connections to support translation and communication with families. Translation support may be used for school communication, meetings, forms, notices, and other family engagement needs to help ensure parents and guardians can understand and participate in their child's education.

Students are identified for possible English Learner services through the Home Language Survey and state-approved English language proficiency screening procedures. Eligible students are assessed annually using the state-required English language proficiency assessment until they meet the state's English proficiency criteria.

Parents and guardians of English Learners will be informed about:

- Their child's eligibility for English Learner services
- The type of language support services available
- Their child's progress toward English language proficiency
- How they can be involved in their child's education
- How they can support English language development at home
- Their right to participate in decisions regarding services

Students who exit English Learner services will continue to be monitored as required to support their continued academic success.

Because CESD #317 provides a TBE program, the District will maintain a Bilingual Parent Advisory Committee, BPAC, as required. The BPAC provides parent and community input regarding English Learner programming and supports family involvement in the District's language instruction program.

The District values family communication and will provide information to parents and guardians in a language they can understand, to the extent practicable, regarding English Learner programming, student progress, and opportunities for family involvement.

## **SECTION 9: WEATHER POLICY**

As a general rule, all students will have a daily opportunity to have noon recess in one of the gyms on campus. Other recesses will be outside unless the temperature is below 25 degrees by our thermometer or conditions of active rain. We will use this as a general guide. Your child should dress appropriately for cold weather. The person on duty has control over whether or not students wear coats. Conditions of mud or snow cover will also affect when students go out. If you feel your child has a temporary illness and needs to be in for a period of 1-2 days, we will need a note. If that period would need to be longer, we need a doctor's excuse.

### Emergency School Closings

Occasionally, weather conditions such as snow or ice may make it unsafe to transport students to school. If the Superintendent determines that school should be canceled, delayed by 2 hours, or dismissed early, this information will be shared as soon as possible.

Families will be notified in one or more of the following ways:

- Posted on the live feed on the district app and website
- Shared on the district's social media pages
- Sent directly to families through Apptegy via text message, phone call, or email

Please be sure your contact information is up to date to receive these notifications.

### 2-Hour Delay Schedule:

- PreK classes will not be in session
- School doors will open at 9:40 am
- Classes will begin at 10:00 am
- Lunch schedules will remain the same
- Dismissal times will remain the same

### Early Dismissal Schedule:

- Early dismissal for Kindergarten through 8th grade due to school improvement
- Shuttle Bus: 12:20 pm
- Primary School: 12:30 pm
- Middle School: 12:35 pm
- Preschool classes will not be in session

In the event that weather conditions worsen during the school day, early dismissal may be necessary. We encourage all families to have a plan in place ahead of time so students know where to go and what to do if this occurs.

## **SECTION 10: PARENT NOTICES REQUIRED BY THE EVERY STUDENT SUCCEEDS ACT**

### Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether: a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. b. The teacher is teaching under emergency or other provisional status. c. The teacher is teaching in the field of discipline of the certification of the teacher. d. Paraprofessionals provide services to the student and, if so, their qualifications.

### Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see the standardized testing section in this handbook.

A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

### Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at: [www.cesd317.org](http://www.cesd317.org).

### Parent & Family Engagement Compact

Information available on the district website at: [www.cesd317.org](http://www.cesd317.org) under the "District" tab > Title I

### Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one attendance center. A student, who would otherwise have qualified for the choice option, or the student's parent/guardian, may request special accommodations from the building principal.

### School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings, and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

## **SECTION 11: PROMOTION/ATTENDANCE**

### PROMOTION POLICY

Students who do not meet the standards of academics, social and emotional benchmarks, and/or attendance will be considered for retention by consultation of the classroom teacher, parent, and principal. If a teacher considers a child a candidate for retention, the teacher will be in contact with the parents throughout the year. Whenever possible, meetings with parents on retention will be discussed by the end of the third quarter.

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents or guardians. The system shall also determine when promotion or grade requirements are met.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance based on criterion-referenced testing. A student shall not be promoted based on age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student not promoted.

### ATTENDANCE

Regular attendance is one of the most important factors determining success or failure in school. Daily attendance is the responsibility of the individual student and his/her parent or guardian. Good attendance provides academic growth, a better opportunity to succeed in school, and the development of social skills. Teachers are willing to assist students who must miss school for

legitimate reasons. However, teachers are not expected to devote extra time and effort to assist students who have missed school for some unnecessary reason.

### Illinois Attendance Law

1. Illinois law requires that whoever has custody or control of any child between six and seventeen years of age (unless the child has already graduated from high school) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session. Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.
2. There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.
3. The Secretary of the Board of Education shall furnish quarterly to the Regional Superintendent a list of pupils, excluding transfers, who have been expelled, withdrawn, or left school. The Regional Superintendent shall inform the county truant officer who shall investigate to see that such pupils are in compliance with state law.

### Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 8 days of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 9 days or more of the prior 180 regular school days (5%) without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law. After five unexcused absences, the Truancy Office at the Regional Office of Education will be notified.

### Types of Absences

There are two types of absences: excused and unexcused. The school may require documentation explaining the reason for the student's absence.

Excused absences include:

- Illness (including up to 5 days per school year for mental or behavioral health of the student)
- Observance of a religious holiday or event
- Death in the immediate family
- Family emergency
- Situations beyond the control of the student
- Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
- Attending a military honors funeral to sound TAPS
- Other reason as approved by the building principal
- Civic event (1 day per school year)

Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

### Notification of Absences

In the event of any absence, the student's parent/guardian is required to call the school before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be

required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence.

Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Parents of students absent due to health or family emergencies should send a written note indicating why the student was absent or call the principal's office to report the reason. Parents must write a request or call to request a dental or medical appointment prior to the absence. This request will be approved or disapproved by the principal in advance. The request will be filed. Students with excused absences will be allowed one school day to make up work for each day absent.

Students who are absent from school due to illness may not participate or attend after school or evening district activities. Students absent in the morning must be in school by 1:00 p.m. to be exempt from these conditions. Students absent in the morning of the 12:30 p.m. dismissal day must be in school by 10:00 a.m. Students absent in the morning of the 2:20 p.m. dismissal day must be in school by 12:00 p.m. Students who go home sick during the day may not participate or attend after school or evening district activities.

### Prearranged Absences

Students may prearrange an absence if approved in advance by the principal. Prearranged absences must be arranged two days in advance by the parent or guardian. A written request must be submitted for the absence to be excused. Students must make arrangements with the teacher before the absence, to hand in required work.

### Partial Day Absences

- Students may leave the school grounds while classes are in session if approved by the principal or someone acting in the principal's capacity. The principal shall determine if any person calling or requesting that a child be excused is authorized by the legal parent or guardian.
- If students become ill or injured, they may be excused to go home by the principal or someone acting in the principal's capacity. A parent or other designated adult should provide transportation, if possible.
- Should it be necessary for a student to leave school, a written request from the parent must be turned into the office stating: When, Where and Why.
- Students must report to the office when arriving or leaving during the school day. Parents must sign students in or out of the building in the office. If a parent calls, the student may sign himself/herself in or out.

### Unexcused Absences

It is important that students attend school whenever physically possible. Examples of unexcused absences are:

- Staying home without being ill

- Going to the bank
- Birthdays
- Shopping
- Babysitting
- Missing the bus
- Oversleeping
- Delivering newspapers
- Family excursions or vacations which are not prearranged
- Haircuts or other hair or beauty appointments
- Undefined personal reasons
- Other reasons not listed which are unexcused by the decision of the administration.

Penalties for an unexcused absence are designed to help students understand daily school attendance is critical in the learning process. After five unexcused absences, the Truancy Office at the Regional Office of Education will be notified.

Please remember that parent or guardian approval does not guarantee the absence will be excused. After 8 excused absences from a parent, any absence after that must be accompanied by a doctor's note for the rest of the year. If this is not done, the absence will be recorded as unexcused.

### Tardiness

The most effective class period begins on time. Students are expected to report to their first hour class by 8:05 a.m. (CPS) or 8:00 a.m. (CMS) and all other classes on time. Students arriving late with a written excuse from a teacher or the office are not counted tardy. Chronic tardiness will be turned over to the truancy office. A student will be considered chronically tardy on the 5th tardy of each quarter.

The number of tardies will be reported on the student report card. If a student arrives in the classroom after the designated start time, the student will be counted as tardy and must:

1. Report directly to the office.
2. Get an admit slip from the secretary.
3. Show the admit slip to the teacher of the class for which they were late.

### Leaving School Early

1. A written request from the parent needs to be brought to the office, upon the student's arrival, stating the reason and time that the student needs to be excused early. The office and the teacher also need to be notified at least one day in advance of any planned absences for appointments.
2. The secretary will give the student an early dismissal slip.
3. The early dismissal slip needs to be presented to the teacher of the class from which the student will be leaving early.

4. An approved adult must sign the student out in the office before leaving the building.
5. If the child returns to school the same day, the student must report to the office to obtain an admit slip and present this to the teacher.
6. Parents are encouraged to make every effort to schedule appointments after school hours.
7. Students who are absent from school due to illness may not participate or attend after school or evening district activities. Students absent in the morning must be in school by 12:00 to be exempt for these conditions. Students absent in the morning of the 12:20 dismissal day must be at school by 10:00 a.m. Students absent in the morning of the 2:20 dismissal day must be in school by 11:00 p.m. Students who go home sick during the day may not participate or attend after school or evening district activities.

### Illness During the Day

1. The child must ask to be excused from class.
2. The child must go to the school office.
3. If the child has a temperature or has a significant injury, the parent will be notified to pick up the child. Under no circumstances is a student to make these arrangements or leave school without the proper permission of school personnel. We try to keep the children at school if at all possible for the sake of education.
4. An approved adult must sign the child out of the office prior to taking the child off of school grounds.

### Physical Education Excuses

A parent may excuse a student from physical education for up to two days for medical reasons by signing a written request presented to the physical education teacher. An excuse from a medical professional treating the student is required for an excuse of more than two days. Students who are not participating in P.E. are required to complete a written assignment available from the teacher in the Google Classroom resources.

## **SECTION 12: MAKE-UP WORK**

The education that takes place in the classroom builds from day to day. When a student is absent, it is important for the student to complete missed work in a timely manner so they can continue learning and avoid falling further behind.

### Requesting Work During an Absence

- On the first day of an absence, a parent or guardian may call the school office before 10:00 a.m. to request assignments from the student's teacher. These requests take time to prepare. Families should only request work if they are able to pick it up or access it electronically.
- Assignments, books, and materials requested through the office will be available in the office from 3:00 p.m. to 3:15 p.m. on the day of the absence unless other arrangements are made. Families are responsible for arranging pickup.

- For students in grades 5-8, students and families may also check the online gradebook or learning platform, when applicable, for missing assignments or posted classwork.

### Student Responsibility

- It is the student's responsibility, with age-appropriate support from families and school staff, to obtain and complete make-up work when a class or school day is missed.
- For younger students, teachers will provide additional guidance and support to help families understand what needs to be completed. For older students, especially in grades 5-8, students are expected to communicate with their teachers and take responsibility for completing missed work.

### Teacher Responsibility

- Teachers are expected to provide clear information about missed assignments, classwork, assessments, and due dates. Teachers should communicate make-up work expectations in a consistent and timely manner.
- Teachers should use reasonable judgment based on the student's grade level, length of absence, type of assignment, and individual student needs. Teachers may provide paper copies, digital assignments, alternative assignments, modified assignments, or adjusted deadlines when appropriate.

### Timeline for Make-Up Work

- Students will generally be allowed one school day plus the number of school days missed to complete make-up work.
  - For example:
    - If a student misses 1 school day, the student will have 2 school days to complete make-up work.
    - If a student misses 3 school days, the student will have 4 school days to complete make-up work.
- This timeline applies to excused absences unless other arrangements are made with the teacher or administration.
- For long-term illness, extended absences, family emergencies, or other special circumstances, teachers and administration may approve additional time, alternative assignments, modified assignments, or an individualized plan for completion.

### Prearranged Absences and Family Vacations

- If a student will be absent because of a prearranged absence or family vacation, the absence must be approved in advance by the building principal.
- Students and families should communicate with teachers before the absence when possible. Some assignments may be provided before the absence, but it is not required that all work be completed before the trip. Work may be completed after the student returns. Any decision to provide assignments before a prearranged absence is at the discretion of the teacher.

## Tests, Quizzes, and Assessments

- If a test, quiz, project, or assignment was announced before the student's absence, the student may be expected to complete it on the day they return, unless the teacher determines additional time is appropriate.
- A student returning from an illness may receive a one-day deferment for tests or quizzes given on the day they return, when appropriate.
- For longer absences, teachers may create a reasonable schedule for completing missed assessments.

## Incomplete or Missing Work

- Make-up work must be completed before a student receives full credit or a final grade for the missed assignment, assessment, or class requirement.
- If make-up work is not completed within the required timeline, the teacher may enter the assignment as missing, incomplete, or zero, depending on the grade level, assignment, classroom expectations, and circumstances. For report card purposes, a student may receive an "Incomplete" until required work is completed.
- Teachers should communicate with families when missing work becomes a concern, especially before converting an "Incomplete" to a failing grade.

## Unexcused Absences and Truancy

- Students with unexcused absences may be allowed to make up missed work; however, penalties may apply according to classroom expectations and administrative discretion.
- Make-up work for truancy may be limited or handled differently, as determined by administration and applicable school policy.

## Suspension

- If a student is suspended from school, the student will be permitted to make up missed work, including homework, tests, quizzes, and class assignments, for equivalent academic credit.
- Work missed during a suspension should be completed according to the timeline provided by the teacher or administration.

## Final Authority

- The teacher will establish reasonable procedures for completing make-up work in their classroom, consistent with this policy. The length of the absence, type of assignment, grade level, and individual student circumstances may affect the timeline.
- The building principal has final authority to resolve questions or concerns regarding make-up work timelines, grading, or unusual circumstances.

## **SECTION 13: REGISTRATION AND TRANSFER INFORMATION**

### Registration

Each student entering Carthage Elementary School District for the first time shall be required to furnish a copy of an official birth certificate, evidence of physical and dental examinations, and other information as required. The name on the school records must match the name on the birth certificate. Carthage Elementary School District has the right to exclude children after 30 days without proof of birth.

Online registration begins in July; information will be posted on the district website at: [www.cesd317.org](http://www.cesd317.org). New students must be living with a parent or legal guardian or an affidavit of residence detailing where the student is residing on a continuous basis must be submitted.

All second-grade students must have a dental exam completed by May 15 of his/her second-grade school year.

### Moving out of District/Exit Procedure

Notify the school office with information regarding students moving to another district before moving. Return all school books, technology, and other borrowed items to the office prior to the last day of attendance.

1. The office will prepare documentation for the new school to share when a request for records is received from the new school. Guardians must work with the new school to initiate this process.
2. The parent or legal guardian must sign a release of records form from the enrolling district in order for Carthage to pass along student records.
3. Classroom textbooks are provided to each student through a rental program. The students are expected to handle books carefully in order to provide for maximum usage. In cases of excessive damages, fines will be assessed at the end of the year.
4. Student Transfer Form: It is Illinois State Law that a student transfer form must be provided and is required. As the current form explains, transfer students suspended or expelled from their previous school for drugs, weapons, or battering a school employee may not be enrolled.

## **SECTION 14: HOME AND HOSPITAL INSTRUCTION**

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

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

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact the building principal.

## **SECTION 15: COMPLAINTS ABOUT CURRICULUM, INSTRUCTIONAL MATERIALS, AND PROGRAMS; ABILITY TO OPT-OUT**

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education.

If you believe that curriculum, instructional materials, or programs violate rights guaranteed by law or Board policy, you may file a complaint using the District's grievance process.

A parent or guardian may also request that their child be exempt from using a particular instructional material or participating in certain course content or programs.

Exempting a student from participation will not result in disciplinary action or academic penalty.

## **SECTION 16: STUDENT FEES, MEAL COSTS, FINES, CHARGES, AND FEE WAIVERS**

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district due to the inability of their parents or guardians to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver applies to all fees related to school, instruction, and extracurricular activities.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. As the student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals programs;
2. The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line;
3. The student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process or an appeal of the District's decision to deny a fee waiver should be addressed to the Building Principal. Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

### **SCHOOL BREAKFAST AND LUNCH**

Breakfast is served from 7:40 AM to 7:55 a.m. and students must be in the classroom by 8:00a.m. Students need to keep their lunch bills current. We will contact families by automated calls when lunch balances fall below \$0.00. All lunches will be eaten in the cafeteria. Please do not send soda or energy drinks to school in lunches. Food may not be taken out of the cafeteria. Consideration of others, common courtesy, good manners, and respect for cafeteria procedures will be expected of all students.

## **SECTION 17: TRANSPORTATION/PARKING**

### **SCHOOL BUS SAFETY RULES**

Students Must:

- Remain seated facing forward
- Keep aisles clear
- Following driver instructions
- Keep hands, arms, and head inside the bus
- Stay 10 feet away from the bus when loading/unloading

### **BUS TRANSPORTATION**

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the transportation department or building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct, including but not limited to the following:

1. Violating any school rule or school district policy.
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 a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

The school board may suspend the student from riding the school bus for a period in excess of 10 days. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stand away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter a single file keeping your hands to yourself and without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.

5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Use acceptable language (no obscenities). Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones. No pictures and/or recording are allowed to be taken on the bus—with or without permission.
6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.
12. Never cross between two parked buses.
13. Exit the front door of the bus only. Back and side emergency exits are for emergencies only.
14. Only authorized personnel are allowed to occupy the driving area.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact: Kristi Thompson (217) 357-3922.

### Bus Discipline

- Students who are guilty of gross disobedience or misconduct while on a school bus may be suspended from riding the bus to school or to any school-sponsored activity.
- For misbehavior on the bus, the bus driver will talk with the students and/or parent/guardian and assign appropriate discipline to assure the safety of all students.
- If behavior is not corrected following driver assigned discipline, it will be treated as gross misconduct and reported to the principal.
- For gross misconduct by a student, the bus driver shall notify the principal and may recommend that the student be suspended from riding the bus.
  - 1st offense - one to three day bus suspension with parent contact.
  - 2nd offense - three to five day bus suspension with parent contact.
  - 3rd offense - five to ten day bus suspension that requires conference with parents, bus driver, principal, and Superintendent to show cause why the student should not be permanently prohibited from riding the bus for the balance of the school year

### Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses as necessary in order to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

The content of the electronic recordings are student records and are subject to District policy and procedure concerning school student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to the electronic video and/or audio recordings. If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

#### Primary School Shuttle to Middle School

As a dismissal option, Carthage ESD #317 may transport Primary School students to the Middle School if they have a sibling who attends the Middle School or if their parent/guardian is a staff member employed at the Middle School.

Primary School students who ride the shuttle to the Middle School will get off the bus at the Middle School and meet their sibling(s) outside in the designated area.

#### Bicycles

Students who ride bicycles are responsible for riding in a safe manner and for locking their bicycles up at the rack during school. When traveling through the circle drive at the Primary School, riders are to dismount and walk the bicycle to the rack. The school is not responsible for stolen or damaged bicycles. Once a bicycle is at school, it must be parked immediately in the racks and not used again until the student leaves for home. Students are to stay away from the bike rack during school time.

## **SECTION 18: HEALTH AND SAFETY**

### **HEALTH**

#### Drinks, Treats, and Snacks

Students may have access to water in a water bottle during the school day. All other beverages are limited to the cafeteria and special events within the classroom as determined by the teacher and administration. Students should not keep drinks other than water bottles in lockers during school

hours. Open food should not be kept in lockers, except for food packed in a lunch box for that day's lunch.

Carthage ESD #317 is committed to supporting student health, wellness, food safety, and allergy awareness. In alignment with USDA and ISBE Smart Snacks guidance, foods and beverages sold to students during the school day, outside of the reimbursable school meal program, must meet Smart Snacks nutrition standards. The school day is defined as the period from midnight before the school day until 30 minutes after the end of the official school day.

Although Smart Snacks requirements specifically apply to foods and beverages sold to students, the District encourages Smart Snack compliant choices for all birthday treats, classroom snacks, snacks brought for sharing, rewards, celebrations, school sponsored events, athletic events, dances, fundraisers, and other student activities.

Due to health concerns, allergy concerns, and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher or building office. All treats and snacks intended to be shared with students must be store bought, prepackaged, and individually portioned. No homemade treats or snacks are allowed at school.

Treats and snacks must have a clearly printed ingredient label on the packaging. Items should not require refrigeration unless approved in advance by the school. Families and staff are strongly encouraged to select snacks with nutritional value and to choose items that meet Smart Snacks standards when possible.

All snacks and treats intended for classroom sharing must be dropped off in the office. Office staff will check classroom medical and allergy information before the snack is delivered. If food allergies or other medical concerns exist, the school may require an alternate snack or may determine that the snack cannot be served.

For school sponsored events, including athletic events, dances, celebrations, and activities, food and beverages sold or provided to students during the school day must follow applicable Smart Snacks requirements. Food and beverages provided outside of the school day should still support the District's wellness goals and should be selected with allergy awareness, student safety, and nutrition in mind.

The building principal or designee has final authority to approve or deny food and beverage items brought to school or provided at school sponsored events.

### Prevention of Anaphylaxis

While the School or District can't eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

## Suicide and Depression Awareness and Prevention

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

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

**If you need assistance outside of school several crisis lines are available:**

**Suicide & Crisis Lifeline: Dial 988 or Text HOME to 741741**

**Safe2Help Illinois: Dial 844-4-SAFEIL (723345), Text 72332 SAFE2, or email  
HELP@Safe2HelpIL.com**

## Insurance

Accident insurance that helps pay medical expenses for accidents occurring while at school, while en route to and from school, or while participating in any school-sponsored activity, is offered to all students. Enrollment in the program is optional. The insurance is placed with a company approved by the Board of Education, and benefits are limited to those governed by the policy. No refunds are made to transferring or dropping students. The school district, staff, and administration are not liable for injuries received by students at school or while participating in school activities. Since accidents can happen, especially in physical education classes and at recess, the service is made available to all students.

## Handling Emergency Accidents and Illness Procedure

1. When a student becomes ill or suffers an accident, the parents and the principal will be notified immediately.
2. In serious cases, where immediate medical attention is needed, a physician will be called first. In all other cases, the parents or guardians will be contacted first, and they can make arrangements with their physician.
3. School authorities will be responsible for providing emergency medical care until the parent or his/her representative arrives to assume responsibility.
4. The school is not responsible for the cost of transportation to the hospital or for the cost of treatment at the hospital, should that be necessary. Students will be transported with permission or in a life-threatening situation.
5. Parents are responsible for keeping ill students at home and should be responsible for providing transportation home for students who become ill at school. Sick students will not be sent home without notifying the student's parents, guardians, or other responsible persons.
6. Procedure for seizures: If a single seizure lasts less than five minutes, the parents will be contacted and asked if a hospital evaluation is wanted. If multiple seizures occur or if one seizure lasts longer than five minutes, an ambulance will be called. If a parent has an individual

procedure to be followed, he/she must present the school with a written copy of the procedure signed by a physician. A copy of the procedure will be placed in the student's record. Teachers and other concerned staff will be presented with copies so that they can comply.

7. Each student is to have emergency information available in the office. The parent/guardian must keep emergency information up-to-date at all times. Please call the building secretary immediately at any time during the year if information changes.
8. Students should be kept out of school for at least 24 hours if their illness includes vomiting, running a temperature, or diarrhea. If a child is home with a fever, the student should remain at home until they have a normal temperature for 24 hours without giving Tylenol or ibuprofen.

Emergency information contains the following information: a. Home and business addresses and telephone numbers of parents or guardians. Name, address, and phone number of a friend or relative who can be contacted when the parent is not available. b. Signed permissions from parent or guardian authorizing medical or dental care when the parent is not available with the first and second choice of physician or dentist to be contacted in an emergency c. Any drug sensitivity or serious chronic condition of students.

### Student Medication

Taking medication during school hours or school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that the student must take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

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

### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment, and medication if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or medication required under a qualifying plan.

### Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis-infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

### Undesignated Medications

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

### Emergency Aid to Students

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

### Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year before:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician

assuring that the student was "risk assessed" or screened for lead poisoning. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. (A student will not be excluded from school due to failure to obtain a developmental screening or a social and emotional screening.)

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements.

If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

### Eye Examination

All students entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

### Dental Examination

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination or (2) that a dental examination will take place within 60 days after May 15.

### Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or

5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

### Students with Food Allergies

If your child has allergies and requires assistance with managing this condition while at school and school functions, an Allergy Care Plan must be submitted to the school principal.

Parents/guardians are responsible for and must: a. Inform the school in a timely manner of any change which needs to be made to the Allergy Care Plan on file with the school for their child. b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers. c. Sign the Allergy Care Plan. d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Allergy Care Plan.

For further information, please contact the Building Principal.

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the appropriate building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

### Asthma Policy

A student may possess medication prescribed for asthma including an epinephrine auto-injector (EpiPen) 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.

## Blood Borne Pathogen Policy

Carthage E.S.D. #317 has a blood-borne pathogen exposure plan. The purpose of this plan is to protect employees against potentially infectious materials including blood. The plan provides for protective equipment such as rubber gloves, absorbent materials, plastic bags, germicidal soap, sharps, and sharps containers. The plan also mandates Hepatitis B vaccinations for specific job classifications and makes it optional for all other school employees.

## Contagious or Infectious Disease

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school secretary if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.
  - For example, if a student has pink eye, he/she must stay home for 24 hours after receiving and applying prescribed eye drops for pinkeye.

## School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.

3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their children. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health, or safety.

#### Head Lice and Other Communicable Conditions

The school will observe procedures regarding head lice.

1. Parents are required to notify the school secretary if they suspect their child has head lice.
2. Parents of infested students will be notified.
3. The school will refer parents and guardians to the Hancock County Health Department for information regarding appropriate treatment for the infestation.

### **SAFETY**

#### Drills and Evacuation of the School

The State of Illinois requires frequent disaster drills, fire drills, safety drills, and building evacuation procedures. These instructions are posted in each room of every building, and specific exits and procedures are discussed by individual teachers. Should the fire or disaster alarms sound, please make a rapid, orderly exit from the building. Classes should stay with their teachers for immediate student accounting once the class reaches a safe location.

Safety drills will occur at times established by the school administration and local emergency agencies. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation/fire drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

### Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

### Pesticides

Carthage ESD #317 establishes a schedule for pesticide application to maintain a pest-free school environment. Upon prior written request from the parent/guardian, written notification at least two business days in advance shall be provided before any pesticide is applied either inside or outside the school building/grounds to persons requesting to be placed on the pesticide application notification registry.

Prior notice is not required if there is an imminent threat to health or property.

### Animals

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of educational opportunities for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### Notification to the Public Concerning Asbestos Within the School District

The following information is provided in accordance with the Asbestos Hazard Emergency Response Act (AHERA) and the Board of Education of the District. This notification has the intent to inform workers, building occupants, and their legal guardians of activities related to asbestos-containing building materials in the school. Copies of the inspection reports and the management plans are available for inspection during normal office hours in each school in the District.

Periodic surveillance is conducted at least every 6 months as long as asbestos materials remain in the building(s). The District will continue its efforts to maintain all asbestos-containing materials remaining in an intact state and undamaged condition.

School maintenance and custodial personnel have received the required asbestos awareness training.

### Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

## **SECTION 19: PLAYGROUND RULES AND RECESS EXPECTATIONS**

In accordance with Illinois recess requirements, students in Kindergarten through Grade 5 will be provided daily time for supervised, unstructured, child-directed play. On school days that are 5 clock hours or longer, students in Kindergarten through Grade 5 must receive at least 30 minutes of play time. Recess/play time is separate from physical education and may not be withheld as a disciplinary or punitive action, except when a student's participation creates an immediate safety concern.

Grades 6-8 are not required by Illinois law to receive daily recess. However, when recess or outdoor break time is provided at CMS, students are expected to follow all school rules and staff directions.

As a general rule, CPS students will have a daily opportunity for recess. Noon recess for CPS may take place in the gym on campus. Other CPS recesses and CMS recess/break times will generally be outside unless the temperature is below 25 degrees by the school thermometer or there is active rain. Mud, snow cover, wind chill, playground conditions, or other safety concerns may also affect whether students go outside.

Students should dress appropriately for the weather. The staff member on duty will determine whether coats or other cold-weather clothing are needed. If a student has a temporary illness and needs to stay inside for 1-2 days, a note from a parent/guardian is required. If the student needs to stay inside longer than 1-2 days, a doctor's note is required.

### Where Students Can Be

Students must:

- Stay within sight of school personnel.
- Play on the north side of the building at CPS.
- Play on the east side of the building at CMS.
- Stay within the designated play area.
- Stay out of the ditch.
- Stay away from the wooded area.

- When playing in the grass at CPS, do not go past the kickball area.
- Stay off the stairs on the east side of the building.
- Stay off the memorial rock.
- Stay out of mud and standing water.
- Stay off the wood chip pile.

### Equipment and Playground Use

Students must:

- Use playground equipment safely and appropriately.
- Slide down the slide feet first only.
- Climb up and down equipment properly.
- Use swings safely.
- Stay off swings when there is mud or standing water under them.
- Return recess equipment, including balls, to the proper area after recess.

Students may not:

- Go down the slide head first.
- Run up the slides.
- Go under the slides.
- Jump out of the swings.
- Hang upside down on equipment.
- Climb trees.
- Pick up or throw wood chips.
- Throw rocks, snowballs, or other unsafe objects.
- Make mud holes or mud pies.

### Safety and Respect Expectations

Students must:

- Ask permission before going back into the school building.
- Ask permission before retrieving balls or equipment from outside the designated play area.
- Stop what they are doing and follow directions immediately when the whistle blows.
- Be respectful of others.
- Keep their hands to themselves.
- Respect school property.

### Prohibited Activities

The following activities are not allowed during recess or outdoor break times:

- Wrestling
- Play-fighting

- Tackle football
- Pushing
- Pulling on clothing
- Weapon games
- “King of the Mountain”
- Cheerleading stunts or pyramids
- Any unsafe or rough play

The main goal of recess is for students to have safe, supervised, unstructured play time while respecting others, school staff, and school property.

## **SECTION 20: PRESCHOOL**

Carthage ESD #317 operates its Preschool for All program in accordance with Illinois State Board of Education Preschool for All requirements.

### **Eligibility and Enrollment**

Preschool for All serves age eligible preschool children. Children who are kindergarten eligible, meaning age 5 or older on September 1 of the program year, are not enrolled in Preschool for All. Enrollment is based on developmental screening and weighted eligibility criteria, with priority given to children most at risk of academic failure. Priority populations may include, but are not limited to, children with IEPs, children experiencing homelessness, Youth in Care, children from families with low income, children whose parent or caregiver speaks a language other than English, and children whose screening indicates developmental concerns.

Children are not excluded from Preschool for All because they are not toilet trained.

### **Screening and Required Records**

Preschool students participate in developmental screening with parent/guardian permission. Screening results are shared with parents/guardians, and children identified with developmental concerns may be referred for further evaluation. Families are asked to provide required enrollment documentation, including birth certificate, physical and immunization records, vision and hearing screening information, emergency contacts, release information, family/demographic information, and income documentation when applicable.

Students experiencing homelessness, students in foster care, and immigrant students may be enrolled even if all records are not immediately available.

### **Program Schedule and Class Size**

The Preschool for All program follows ISBE requirements for instructional time, attendance days, class size, and adult to child ratios. Preschool for All classrooms maintain a ratio of one adult to 10 children, with no more than 20 children served in each session.

## Curriculum and Assessment

The preschool program uses developmentally appropriate, research based curriculum and instruction aligned to the Illinois Early Learning and Development Standards. Instruction is based on children's needs and ongoing assessment data. The program uses authentic assessment, observation, and portfolio documentation to monitor children's progress over time and to share information with families.

## Preschool Snacks and Meals

A nutritious snack is offered daily for half-day preschool sessions. Families are not required to provide or pay for snacks. Families are also not charged fees for preschool registration or field trips and are not required to purchase student supplies or materials for the Preschool for All program. ISBE Preschool for All guidance states that programs may not charge families fees for child supplies, materials, field trips, or registration. ISBE's FY26 Preschool for All/Preschool for All Expansion compliance checklist also notes that meals must align with USDA Food and Nutrition guidelines and that families are not required to provide or pay for a meal.

AM preschool students will have the opportunity to attend breakfast in the gym/cafeteria from 7:40 a.m. to 7:55 a.m. AM preschool students will also receive lunch at school at the end of their preschool day. PM preschool students will have the opportunity to receive lunch toward the beginning of their preschool day.

Preschool meals may be provided through applicable school nutrition programs, such as the National School Lunch Program, School Breakfast Program, and/or the Child and Adult Care Food Program, depending on the district's approved meal claiming process. ISBE guidance explains that preschool meals may be claimed through CACFP, School Nutrition Programs, or a combination of both.

Families with questions about preschool meals, breakfast, lunch, or food service procedures should contact the school office.

## Family Engagement and Communication

Carthage ESD #317 values families as partners in their child's education. The preschool program provides opportunities for family education, family involvement, and ongoing two way communication between school and home.

## Home Language Survey and Multilingual Learner Screening

A Home Language Survey is completed for each student when the student first enrolls in the district. If the survey indicates a language background other than English, the district follows required procedures to determine whether English language support is needed.

## Students with Disabilities

Children with disabilities are included in preschool activities to the greatest extent appropriate. Students with IEPs may receive special education supports, supplementary aids, services, and instructional strategies within the preschool classroom and daily routines.

### Students Experiencing Homelessness

Preschool students experiencing homelessness are enrolled immediately, even if records such as proof of residency, birth certificate, health records, or other documents are not immediately available. The district will follow McKinney Vento requirements, including assistance with transportation, school stability, dispute resolution, and access to comparable services.

### Preschool Behavior Support, Suspension, Expulsion, and Program Transition

Carthage ESD #317 is prohibited from expelling young children, ages 3 to 5, from its Preschool for All program due to the child's behavior. The district will use developmentally appropriate, research based guidance practices to support positive behavior and social emotional development.

When a child demonstrates serious, repeated, and ongoing challenging behavior, the district will document concerns, communicate with the family, and use appropriate interventions and supports. When needed, the district will develop an ISBE Early Childhood Block Grant Behavior Support Plan using observation data, family input, and team problem solving. The plan may include strategies, resources, classroom supports, environmental changes, and teaching practices designed to help the child remain safely and successfully in the program.

Temporary removal from the preschool setting will be used only rarely and only as a last resort when there is a serious safety threat that cannot be reduced or eliminated through reasonable modifications. If temporary removal is necessary, the family will be notified, and the district will support the child's return to full participation as soon as safety allows.

A Program Transition Plan may be considered only in the most extreme cases, after the Behavior Support Plan has been fully implemented, reviewed, and documented. Any program transition will be developed with the family, the school team, and other appropriate professionals. A planned transition to a more appropriate setting is not considered an expulsion when completed according to ISBE requirements. The district will report behavior support and transition data as required by ISBE.

## **SECTION 21: BEHAVIOR, BULLYING, HARASSMENT, DISCIPLINE, AND TECHNOLOGY USE**

It is also important for students and families to understand the difference between rude, mean, and bullying. Rude is when someone says or does something hurtful without thinking. It may happen one time and may not be meant to hurt someone. Mean is when someone says or does something hurtful on purpose. This may also happen one time or only a few times. Bullying is repeated, intentional behavior where there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or online. Bullying is not always physical. Name-calling, exclusion, teasing, spreading rumors, and unkind words can also hurt a student's sense of safety and belonging at school.

Please refer to our [Bullying Policy](#) located on the district website for more information.

1. General Behavior Expectations
2. Public Displays of Affection
3. Bullying, Harassment, and Intimidation
4. Cyberbullying and Digital Misconduct
5. Reporting Bullying or Harassment
6. Investigation and Response
7. Discipline and Consequences; Classroom & Office Managed Behaviors, Interventions & Consequences
8. Retaliation and False Reports
9. Infographic on Classroom Vs. Office Managed Behaviors
10. Final Authority

Carthage ESD #317 is committed to providing a safe, respectful, and positive learning environment for all students. Students are expected to treat others with kindness and respect, follow directions from school staff, make safe choices, and take responsibility for their words and actions.

Behavior is communication. When students make poor choices, our goal is to understand what they are communicating, reteach expectations, correct the behavior, repair harm when possible, and help students learn better choices for the future.

Discipline will be based on the age and grade level of the student, the nature and severity of the behavior, whether the behavior was repeated, the impact on others, the student's disciplinary history, and any applicable student plans, laws, or Board policies.

The District reserves the right to address behavior not specifically listed when the behavior disrupts the learning environment, creates a safety concern, interferes with the rights of others, or negatively impacts school operations or school sponsored activities.

### General Behavior Expectations

Students are expected to:

- Treat students, staff, visitors, and volunteers with respect
- Follow directions from teachers, administrators, bus drivers, coaches, sponsors, and other school staff
- Use appropriate language and behavior
- Keep hands, feet, objects, and unkind words to themselves
- Respect school property, personal property, and school-issued technology
- Report unsafe, threatening, bullying, or harassing behavior to an adult
- Use school-issued devices, online accounts, and the District network for school-appropriate purposes

- Represent Carthage ESD #317 in a positive manner during school and school-sponsored activities

Behavior that disrupts the learning environment, creates a safety concern, interferes with the rights of others, or violates school rules may result in disciplinary action.

### Public Displays of Affection

Public displays of affection are not appropriate on school grounds, during the school day, on school transportation, or at school-sponsored activities.

Students are expected to use appropriate physical boundaries and demonstrate respectful behavior toward others. Public displays of affection include, but are not limited to, kissing, prolonged embracing, sitting on another student's lap, or other inappropriate physical contact.

Students who engage in public displays of affection may be redirected by staff. Repeated or inappropriate behavior may result in parent/guardian contact and disciplinary action.

### Bullying, Harassment, and Intimidation

Bullying, harassment, intimidation, threats, and abuse are not acceptable and may violate school rules, Board policy, state law, or federal law. The District has the authority to investigate reported concerns and, when appropriate, report serious incidents to law enforcement or other agencies.

Bullying or harassment may be verbal, physical, written, social, emotional, sexual, or digital. It may happen in person, through written communication, through electronic communication, on school-issued devices, through school accounts, or through other technology when the behavior substantially disrupts the school environment or affects the rights, safety, or participation of students.

Bullying or harassment may include, but is not limited to:

- Name-calling, teasing, insults, or repeated unkind comments
- Rumors, exclusion, humiliation, or social targeting
- Threats, intimidation, or attempts to scare another person
- Pushing, hitting, tripping, grabbing, or other unwanted physical contact
- Damage to personal property
- Repeated comments or actions that embarrass, distress, or demean another person
- Sexual comments, gestures, rumors, images, or requests
- Comments or conduct related to race, color, national origin, religion, sex, sexual orientation, gender identity, disability, physical appearance, ancestry, age, homelessness, socioeconomic status, or other protected status
- Cyberbullying, including harmful messages, posts, images, videos, group chats, or online behavior

### Cyberbullying and Digital Misconduct

Cyberbullying and digital misconduct are treated seriously. Students may be disciplined for online behavior when the conduct occurs at school, during a school activity, through a school-issued device, through a school account, on the District network, or when the conduct creates a substantial disruption to the school environment or interferes with another student's ability to participate in school.

Cyberbullying or digital misconduct may include, but is not limited to:

- Sending or posting threatening, harassing, or humiliating messages
- Sharing private, embarrassing, or inappropriate photos or videos
- Recording others without permission
- Creating fake accounts or impersonating another person
- Excluding, targeting, or harassing others through group chats or online platforms
- Using school-issued technology to bully, threaten, harass, or intimidate others
- Accessing, viewing, creating, or sharing inappropriate content
- Using another student's account or password
- Tampering with another student's files, work, or device

### Reporting Bullying or Harassment

Students who believe they have been bullied, harassed, threatened, or mistreated should report the concern to a teacher, counselor, social worker, principal, or other trusted adult as soon as possible.

If a student feels comfortable doing so, the student may tell the person to stop. If the behavior continues, or if the student does not feel safe or comfortable addressing the person directly, the student should seek adult help immediately.

Students and families are encouraged to provide as much specific information as possible, including:

- What happened
- When and where it happened
- Who was involved
- What was said or done
- Whether there were witnesses
- Whether the behavior has happened before
- Whether there are messages, screenshots, photos, videos, or other documentation
- How the behavior affected the student

Students should not retaliate or respond with additional inappropriate behavior. Retaliation may result in disciplinary action.

### Investigation and Response

School staff will review and investigate reported concerns in a timely and appropriate manner. The District will make reasonable efforts to protect student privacy while also completing a thorough review.

When a concern is reported, school staff may:

- Speak with the student reporting the concern
- Speak with the student accused of the behavior
- Interview witnesses
- Review written statements
- Review camera footage, when available
- Review school-issued devices, accounts, or network activity, when appropriate
- Contact parents or guardians
- Develop a safety or support plan
- Assign disciplinary consequences when warranted
- Provide reteaching, counseling, mediation, restorative practices, or other supports when appropriate
- Refer serious concerns to law enforcement or outside agencies when necessary

## **Grades K–4 Behavior and Discipline Code**

### K–4 Discipline Levels

#### **Level 1: Classroom Managed Behavior**

Level 1 behaviors are minor behaviors that can usually be handled by the classroom teacher or supervising staff member.

Possible responses may include:

- Verbal redirection
- Reteaching expectations
- Private conversation with the student
- Positive practice of the expected behavior
- Seating change
- Calm down break or reset space
- Reflection sheet or drawing reflection
- Parent contact when needed
- Loss of a small classroom privilege
- Repairing harm, such as cleaning up a mess or apologizing

#### **Level 2: Repeated Classroom Behavior or Minor Office Support**

Level 2 behaviors may include repeated Level 1 behaviors or behaviors that need additional support from the office.

Possible responses may include:

- Student conference with teacher or principal
- Parent or guardian contact
- Written reflection sheet
- Restorative conversation
- Loss of privilege
- Recess reflection or structured recess
- Restricted Lunch
- Behavior goal or check in plan
- Social work or counselor support
- Teacher and parent conference

### Level 3: Office Managed Behavior

Level 3 behaviors are more serious behaviors that disrupt learning, create safety concerns, or involve repeated behavior after interventions.

Possible responses may include:

- Office referral
- Parent or guardian contact
- Conference with student, family, and school staff
- Restorative repair activity
- Loss of privilege
- Restricted Recess or Restricted Lunch
- Social work or counselor support
- Removal from activity when appropriate
- Behavior plan or safety plan
- In school intervention or in school suspension
- Bus behavior intervention when applicable

### Level 4: Serious Safety or Major Disruption

Level 4 behaviors are serious behaviors that may create a safety concern, substantially disrupt school, or significantly impact another student or staff member.

Possible responses may include:

- Parent or guardian conference
- In school suspension
- Out of school suspension
- Removal from class, bus, activity, or event when appropriate
- Safety plan
- Referral to social worker or outside support

- Police notification when required or appropriate  
Possible recommendation for expulsion in severe cases

#### Level 5: Severe or Dangerous Behavior

Level 5 behaviors are the most serious behaviors and may involve weapons, serious threats, severe aggression, drugs, alcohol, major safety concerns, or conduct that creates a significant risk of harm.

Possible responses may include:

- Out of school suspension
- Alternative placement when appropriate
- Police notification when required or appropriate
- Threat assessment or safety assessment when appropriate
- Recommendation for expulsion

#### **Grades K–4 Behavior Matrix**

| Behavior      | Definition                                                                          | Possible Level |
|---------------|-------------------------------------------------------------------------------------|----------------|
| Disrespect    | Unkind words, rude tone, arguing, or discourteous behavior toward students or staff | Level 1 to 3   |
| Noncompliance | Not following reasonable adult directions or school expectations                    | Level 1 to 3   |

|                                          |                                                                                                                                                   |              |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Disruption                               | Behavior that interrupts learning or prevents others from learning                                                                                | Level 1 to 3 |
| Inappropriate Language                   | Using unkind, rude, or inappropriate words                                                                                                        | Level 1 to 3 |
| Inappropriate Language Directed at Staff | Swearing at, insulting, or using inappropriate language toward a staff member                                                                     | Level 3 to 4 |
| Hands, Feet, or Objects to Self          | Pushing, grabbing, kicking, throwing objects, or unsafe physical behavior                                                                         | Level 1 to 4 |
| Aggressive Behavior or Fighting          | Physical conflict, hitting, kicking, or attempting to hurt another person                                                                         | Level 3 to 5 |
| Bullying, Harassment, or Intimidation    | Repeated or serious behavior that targets, threatens, humiliates, excludes, or harms another student physically, verbally, socially, or digitally | Level 2 to 5 |
| Threats                                  | Words, writing, gestures, or actions that threaten harm to a person or property                                                                   | Level 3 to 5 |
| Unsafe Behavior                          | Running away from supervision, unsafe play, climbing, throwing items, or behavior that could harm self or others                                  | Level 1 to 4 |

|                                     |                                                                                             |              |
|-------------------------------------|---------------------------------------------------------------------------------------------|--------------|
| Property Misuse or Damage           | Misusing, damaging, or destroying school or personal property                               | Level 1 to 4 |
| Theft                               | Taking or keeping something that does not belong to the student                             | Level 1 to 4 |
| Dishonesty                          | Lying, hiding the truth, or blaming others to avoid responsibility                          | Level 1 to 2 |
| Technology Misuse                   | Misusing school devices, accounts, websites, apps, or online tools                          | Level 1 to 4 |
| Cyberbullying or Digital Misconduct | Using technology to threaten, harass, embarrass, exclude, or harm others                    | Level 2 to 5 |
| Dress Code Violation                | Wearing clothing that does not follow the student handbook dress code                       | Level 1 to 2 |
| Bus Misconduct                      | Not following bus expectations or creating an unsafe bus environment                        | Level 1 to 4 |
| Leaving Area Without Permission     | Leaving the classroom, playground, cafeteria, bus line, or assigned area without permission | Level 2 to 4 |
| Prohibited Items                    | Bringing items that are not allowed at school or that disrupt learning or safety            | Level 1 to 4 |

|                                                     |                                                                                                             |              |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------|
| Tobacco, Nicotine,<br>Drugs, Alcohol, or<br>Weapons | Possession, use, sharing, or<br>distribution of prohibited<br>substances, look alike items, or<br>weapons   | Level 4 to 5 |
| Sexual Conduct or<br>Inappropriate<br>Touching      | Inappropriate physical contact, sexual<br>behavior, or private body boundary<br>violations                  | Level 2 to 5 |
| Public Displays of<br>Affection                     | Kissing, prolonged hugging, sitting on<br>another student's lap, or other<br>inappropriate physical contact | Level 1 to 3 |

## **Grades 5–8 Behavior and Discipline Code**

### 5–8 Discipline Levels

#### **Level 1: Classroom Managed Behavior**

Level 1 behaviors are minor behaviors that can usually be corrected by the classroom teacher or supervising staff member.

Possible responses may include:

- Redirection
- Private conversation with student
- Reteaching expectations
- Seating change
- Parent contact
- Reflection sheet
- Loss of classroom privilege
- Repairing harm
- Teacher assigned consequence
- Lunch or recess reflection when appropriate

#### **Level 2: Repeated Behavior or Minor Office Support**

Level 2 behaviors may include repeated Level 1 behaviors or behaviors that require more support.

Possible responses may include:

- Parent or guardian contact
- Student conference with teacher or administrator
- Parent and teacher conference
- Restorative conversation
- Loss of privilege
- Lunch detention
- Before/After school detention when appropriate
- Behavior goal or progress check
- Referral to social worker or counselor or LEAP advocate
- Behavior contract or plan

#### **Level 3: Office Managed Behavior**

Level 3 behaviors are more serious or repeated behaviors that disrupt learning, affect others, or create safety concerns.

Possible responses may include:

- Office referral
- Parent or guardian contact
- Administrator conference
- Loss of privilege
- Lunch detention
- After school detention
- In school suspension
- Removal from activity or event when appropriate
- Bus suspension when applicable
- Safety plan or behavior plan
- Referral to outside agency when appropriate

#### Level 4: Serious Safety or Major Disruption

Level 4 behaviors are serious behaviors that substantially disrupt school, create a safety concern, or significantly impact another person.

Possible responses may include:

- In school suspension
- Out of school suspension
- Loss of extracurricular or activity privileges
- Bus suspension when applicable
- Parent or guardian conference
- Safety plan
- Police notification when required or appropriate
- Alternative placement when appropriate
- Possible recommendation for expulsion in severe cases

#### Level 5: Severe or Dangerous Behavior

Level 5 behaviors are the most serious behaviors and may involve weapons, serious threats, drugs, alcohol, severe aggression, major safety concerns, or behavior that creates a significant risk of harm.

Possible responses may include:

- Out of school suspension
- Alternative placement
- Police notification when required or appropriate

- Threat assessment or safety assessment when appropriate
- Recommendation for expulsion

### **Grades 5–8 Behavior Matrix**

| Behavior                                 | Definition                                                                                               | Possible Level |
|------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|
| Academic Dishonesty                      | Cheating, copying, plagiarism, using AI or another person's work as the student's own without permission | Level 1 to 3   |
| Disrespect                               | Rude, discourteous, or inappropriate behavior toward students, staff, visitors, or volunteers            | Level 1 to 3   |
| Noncompliance or Insubordination         | Failure to follow reasonable directions from school staff or adult volunteers                            | Level 1 to 4   |
| Disruption                               | Behavior that interferes with teaching, learning, school operations, or the rights of others             | Level 1 to 4   |
| Inappropriate Language                   | Cursing, name calling, or using offensive language                                                       | Level 1 to 3   |
| Inappropriate Language Directed at Staff | Swearing at, insulting, or using inappropriate language toward a staff member                            | Level 3 to 4   |
| Demeaning or Degrading                   | Treating others in a way that violates personal dignity or respect                                       | Level 1 to 4   |

|                                        |                                                                                                                                                                      |              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Language or Behavior                   |                                                                                                                                                                      |              |
| Bullying, Harassment, or Intimidation  | Repeated or serious behavior that targets, threatens, humiliates, excludes, or harms another student physically, verbally, socially, sexually, or digitally          | Level 2 to 5 |
| Cyberbullying or Digital Misconduct    | Using technology, school accounts, school devices, group chats, images, videos, or online tools to threaten, harass, embarrass, exclude, impersonate, or harm others | Level 2 to 5 |
| Threat                                 | Verbal, written, digital, or implied threat toward a person, school, property, or school event                                                                       | Level 2 to 5 |
| Assault or Verbal Aggression           | Threatening, intimidating, or attempting to cause fear or harm                                                                                                       | Level 2 to 5 |
| Fighting                               | Physical conflict involving two or more students                                                                                                                     | Level 3 to 5 |
| Battery or Serious Physical Aggression | Serious physical attack or behavior intended to cause harm                                                                                                           | Level 4 to 5 |
| Unsafe Behavior                        | Behavior that creates risk of harm to self or others                                                                                                                 | Level 1 to 4 |
| Bus Conduct                            | Violating school or bus expectations while on school transportation                                                                                                  | Level 1 to 5 |

|                              |                                                                                                                             |              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------|
| Dress Code Violation         | Wearing clothing or accessories that violate the student handbook dress code                                                | Level 1 to 2 |
| Technology Misuse            | Using school technology, accounts, devices, apps, or the District network inappropriately                                   | Level 1 to 4 |
| Mobile Communication Devices | Using a phone, watch, earbuds, or other electronic communication device without permission or in a way that disrupts school | Level 1 to 3 |
| Recording Without Permission | Taking photos, videos, or audio recordings of others without permission                                                     | Level 2 to 4 |
| Forgery or Impersonation     | Falsifying names, signatures, passes, notes, grades, times, dates, or pretending to be someone else                         | Level 1 to 3 |
| Dishonesty                   | Lying, hiding the truth, or intentionally misleading others                                                                 | Level 1 to 2 |
| Theft or Stolen Property     | Taking, possessing, or sharing property that belongs to someone else without permission                                     | Level 1 to 4 |
| Vandalism or Property Damage | Damaging or destroying school property, personal property, or digital materials                                             | Level 1 to 4 |

|                                             |                                                                                                                                                 |              |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Leaving Area or Building Without Permission | Leaving a classroom, assigned area, school building, or school grounds without permission                                                       | Level 2 to 4 |
| Tardiness                                   | Arriving late to school or class without a valid reason                                                                                         | Level 1 to 3 |
| Unexcused Absence or Skipping               | Being absent from school or class without permission or without an excused reason                                                               | Level 2 to 3 |
| Gambling                                    | Playing games of chance for money, items, favors, or anything of value                                                                          | Level 1 to 3 |
| Prohibited Items                            | Possessing items not allowed at school, including items that disrupt learning or create safety concerns                                         | Level 1 to 4 |
| Tobacco or Nicotine Products                | Possession, use, distribution, or sale of tobacco, vaping products, nicotine products, or related materials                                     | Level 2 to 4 |
| Drugs, Alcohol, or Drug Paraphernalia       | Possession, use, sharing, distribution, or sale of drugs, alcohol, look alike substances, paraphernalia, or substances used in an unsafe manner | Level 3 to 5 |
| Weapon                                      | Possessing, transmitting, handling, or using any object to threaten or cause bodily harm                                                        | Level 4 to 5 |

|                                    |                                                                                                                   |              |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------|
| Fire Alarm or Bomb Threat          | False alarm, false report, or threat related to fire, explosives, or school safety                                | Level 4 to 5 |
| Arson                              | Setting or attempting to set a fire on school property or at a school event                                       | Level 4 to 5 |
| Extortion                          | Using pressure, force, intimidation, or threats to obtain something of value                                      | Level 4 to 5 |
| Gang Related Activity              | Displaying gang symbols, recruiting, threatening, planning unsafe acts, or participating in gang related behavior | Level 2 to 5 |
| Hazing                             | Initiation type practices or conduct not authorized by school administration                                      | Level 2 to 5 |
| Sexual Conduct                     | Inappropriate sexual behavior, sexual contact, sexual activity, or public display of affection                    | Level 2 to 5 |
| Sexual Harassment                  | Unwelcome sexual comments, gestures, images, requests, touching, rumors, or other conduct of a sexual nature      | Level 3 to 5 |
| Sexting or Sexual Images           | Creating, possessing, requesting, sending, sharing, or threatening to share sexual images or messages             | Level 3 to 5 |
| Obscenity or Inappropriate Content | Creating, possessing, viewing, or sharing sexually explicit, obscene, or highly offensive material                | Level 2 to 4 |

|                              |                                                                                                         |              |
|------------------------------|---------------------------------------------------------------------------------------------------------|--------------|
| Public Displays of Affection | Kissing, prolonged embracing, sitting on another student's lap, or other inappropriate physical contact | Level 1 to 3 |
|------------------------------|---------------------------------------------------------------------------------------------------------|--------------|

### **Classroom and Office Managed Behaviors**

| K–4 Classroom Managed Examples                                                                                                                                                                                                                                                      | K–4 Automatic Office Referral Examples                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calling out<br>Off task behavior<br>Minor arguing<br>Minor teasing<br>Tattling<br>Not following directions<br>Running in line<br>Horseplay<br>Minor inappropriate language<br>Minor technology misuse<br>Minor mess or property misuse<br>Dress code concern<br>Minor peer conflict | Aggressive behavior or fighting<br>Bullying or harassment<br>Threats<br>Major unsafe behavior<br>Leaving supervised area<br>Major property damage<br>Stealing<br>Inappropriate language directed at staff<br>Weapons, drugs, alcohol, tobacco, or nicotine<br>Serious bus safety concerns<br>Serious technology misuse or cyberbullying |

| 5–8 Classroom Managed Examples                                                                                                                                                                                                | 5–8 Automatic Office Referral Examples                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calling out<br>Side conversations<br>Off task behavior<br>Tardy to class<br>Minor disrespect<br>Minor inappropriate language<br>Minor peer conflict<br>Minor noncompliance<br>Dress code violation<br>Minor technology misuse | Fighting or aggressive behavior<br>Bullying, harassment, or intimidation<br>Threats<br>Inappropriate language directed at staff<br>Leaving school or assigned area without permission<br>Major disruption<br>Major property damage<br>Theft<br>Weapons |

|                                               |                                                                                                                                                                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unprepared for class<br>Minor property misuse | Drugs, alcohol, tobacco, or nicotine<br>Sexting or sexual harassment<br>Serious technology misuse or cyberbullying<br>Any behavior that creates a safety concern |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Retaliation and False Reports

Retaliation against any student, staff member, parent/guardian, or other individual who reports a concern, participates in an investigation, or provides information related to bullying, harassment, discrimination, threats, misconduct, or unsafe behavior is prohibited.

Retaliation may include, but is not limited to, threats, intimidation, exclusion, spreading rumors, harassment, cyberbullying, damage to property, or treating someone differently because they made a report or participated in an investigation.

Students who engage in retaliation may be subject to disciplinary action.

Knowingly making a false report or intentionally providing false information during an investigation is also prohibited and may result in disciplinary action. This does not apply to students or individuals who make a report in good faith, even if the concern cannot be fully verified.

Final Authority

The building principal or designee has the authority to investigate concerns, determine whether school rules or Board policies have been violated, and assign appropriate interventions or consequences.

Disciplinary decisions will be based on the age and grade level of the student, the nature and severity of the behavior, the impact on others, whether the behavior was repeated, the student’s disciplinary history, and any applicable student plans, laws, or Board policies.

The District reserves the right to address behavior not specifically listed in this handbook when the behavior disrupts the educational environment, creates a safety concern, interferes with the rights of others, or negatively impacts school operations or school-sponsored activities.

**SECTION 21: HARASSMENT/TITLE IX**

Title IX Sexual Harassment Definition

(Aligned with Board Policy 2:260 Uniform Grievance Procedure and 7:20 Harassment of Students Prohibited)

Sexual harassment under Title IX (34 CFR §106.30) means conduct on the basis of sex that satisfies one or more of the following:

1. **Quid Pro Quo Harassment:** A District employee conditioning the provision of an aid, benefit, or service on a student's participation in unwelcome sexual conduct.
2. **Hostile Environment:** Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. **Sexual Assault, Dating Violence, Domestic Violence, or Stalking:** As defined in federal law, including the Clery Act (20 U.S.C. §1092(f)) and the Violence Against Women Act (VAWA).

### Teen Dating Violence

Aligned with Board Policy 7:20, Harassment of Students Prohibited

Teen dating violence is defined as actual or threatened physical, sexual, psychological, or emotional abuse within a dating relationship, including stalking. A dating relationship is a relationship between individuals who have or have had a continuing and significant romantic or intimate relationship.

Teen dating violence is prohibited at school, on school grounds, on school transportation, at school-sponsored activities, through school-issued technology, and in any situation where the conduct substantially disrupts the school environment or interferes with a student's ability to participate in school.

Teen dating violence may include, but is not limited to:

- Physical abuse, such as hitting, pushing, grabbing, or restraining
- Threats, intimidation, or attempts to control another person
- Repeated unwanted contact, following, monitoring, or stalking
- Emotional abuse, such as humiliation, isolation, manipulation, or name-calling
- Sexual harassment, pressure, coercion, or inappropriate sexual comments
- Digital abuse, including repeated unwanted messages, tracking, threats, harassment, or sharing private images or information
- Retaliation after a relationship ends or after a concern is reported

Students who believe they have experienced teen dating violence, or who are worried about a friend, are encouraged to speak with a trusted adult. This may include a teacher, school social worker, counselor, nurse, coach, principal, or other staff member.

The District may provide support, safety planning, parent/guardian communication, discipline, referrals to outside agencies, and other interventions as appropriate. Reports will be reviewed in accordance with District policy, student safety needs, and applicable law.

### Resources and Support

Students and families may access support through school and community resources, including:

- Building Principal
- School Social Worker
- School Counselor, if available
- School Nurse
- Trusted teacher, coach, or staff member
- Parent or guardian
- Local law enforcement, if there is immediate danger or a crime may have occurred

Additional outside resources include:

- Illinois Domestic Violence Hotline: Call or text 877-863-6338, available 24 hours a day, 7 days a week. The Illinois hotline provides crisis safety planning, referrals to emergency housing and support services, and language assistance in more than 240 languages. ([The Network](#))
- love is respect: Support for young people with questions or concerns about dating relationships. The service offers information, support, and advocacy for young people, including those experiencing dating abuse. ([love is respect](#))
- 988 Suicide & Crisis Lifeline: Call or text 988 for free and confidential emotional support if a student is in crisis, emotional distress, or needs someone to talk to. The 988 Lifeline is available 24 hours a day, 7 days a week. ([988 Lifeline](#))
- Emergency: Call 911 if there is immediate danger or an urgent safety concern.

Students are encouraged to seek help early. Asking for help will not automatically result in school discipline for the student seeking support. The District's priority is student safety, support, and access to appropriate resources.

Reporting Sexual Harassment or Teen Dating Violence

(Aligned with Board Policies 2:260 Uniform Grievance Procedure, 7:20 Harassment of Students Prohibited, and 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment)

Any student who believes they have been subjected to sexual harassment, teen dating violence, or related misconduct is encouraged to report the incident immediately. Reports may be made to:

- The Building Principal
- The District Title IX Coordinator:
  - Dr. Dustin Day
  - 210 S Adams Street
  - [dday@cesd317.org](mailto:dday@cesd317.org)
  - 217-357-3922
- Any School Staff Member

Any District employee who receives a report or becomes aware of possible sexual harassment or related misconduct must promptly forward that information to a Title IX Coordinator.

The District will respond promptly and equitably to all reports in accordance with Board policy and applicable law.

## **SECTION 22: INTERNET, TECHNOLOGY, AND PUBLICATIONS**

### Acceptable Use Policy / Authorization for Internet Access

Carthage ESD #317 provides students access to school-issued devices, internet services, electronic communication tools, online learning platforms, and network systems to support education, research, communication, creativity, collaboration, and academic growth.

All use of the District's internet, technology resources, and school-issued accounts must be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. District technology is intended to enhance learning, not distract from it.

This policy does not list every required or prohibited behavior. However, it provides general expectations and examples of acceptable and unacceptable use. Failure to follow these expectations may result in loss of technology privileges, disciplinary action, parent/guardian contact, restitution for damages, and/or referral to legal authorities when appropriate.

### Privilege, Not a Right

Use of District technology, school-issued devices, school accounts, and internet access is a privilege, not a right. Inappropriate use may result in cancellation or restriction of privileges, disciplinary action, and/or referral to legal authorities.

### Acceptable Use

Students may use District technology resources for educational purposes, research, communication, assignments, assessments, projects, and other activities approved by school staff.

Acceptable use includes:

- Completing school assignments and projects
  - Conducting school-related research
  - Communicating appropriately with teachers or classmates for educational purposes
  - Using approved learning platforms and applications
  - Creating school-appropriate digital work
  - Following teacher directions for technology use

Students are expected to use all technology in a safe, respectful, responsible, and school-appropriate manner.

### School-Issued Devices and Network Access

School-issued devices and school accounts are provided for educational use. Students are responsible for taking care of school-issued devices and using them appropriately.

Only school-approved devices may be connected to the District's network unless otherwise authorized by administration or technology staff. Personal or student-owned devices may not be connected to the District network without permission.

District technology systems are not public forums. They are structured learning environments where appropriate, respectful, and educational use is expected. The District may place reasonable restrictions on websites, content, downloads, communication, and other technology use to ensure these tools are used safely and effectively.

Students should understand that school-issued devices, school accounts, internet history, files, email, documents, and network activity may be monitored, accessed, or reviewed by the District at any time.

### Network Etiquette

Students are expected to follow generally accepted rules of appropriate online behavior.

Students must:

- Be polite, respectful, and appropriate in digital communication
  - Use school-appropriate language
  - Protect personal information, including addresses, phone numbers, passwords, and private family information
  - Respect the privacy and rights of others
  - Use email, documents, chats, and shared files only for school-appropriate purposes
  - Report unsafe, inappropriate, threatening, or concerning online activity to a staff member
  - Follow staff directions regarding technology use

Students may not use District technology to embarrass, harass, threaten, bully, impersonate, or target another person.

### Unacceptable Use

Students may not use District technology, school-issued devices, school accounts, or the District network to:

- Access, search for, view, create, download, or share inappropriate content
- Access blocked, unsafe, or non-school-related websites
- Use another person's account, username, password, or device
- Share passwords or allow another student to use their account
- Post or send anonymous messages
- Bully, harass, threaten, intimidate, embarrass, or target another person
- Create, view, send, or share sexual, violent, discriminatory, hateful, profane, or otherwise

inappropriate content

- Damage, vandalize, alter, or disrupt school technology, devices, files, or network systems
- Hack, bypass filters, bypass security settings, or attempt to avoid District monitoring
- Download unauthorized software, apps, games, extensions, music, videos, or files
- Use technology for cheating, plagiarism, or unauthorized artificial intelligence use
- Engage in illegal downloads, file sharing, or copyright violations
- Tamper with another student's work, files, account, or device
- Use gaming, video streaming, messaging, or entertainment sites without staff approval
- Refuse to turn over a device when directed by staff
- Attempt to repair, reset, modify, or privately alter a school-issued device without permission

### Technology Infractions

Technology violations may be handled based on the student's age, grade level, intent, severity of the incident, impact on others, whether the behavior was repeated, and any applicable student plans or legal requirements.

### **Level I Technology Infractions**

Level I infractions are less severe, but repeated Level I infractions may result in stronger disciplinary action.

Examples include:

- Attempting to access blocked or non-school-related websites
- Gaming, streaming, or using entertainment sites without permission
- Excessive non-educational use of a device
- Emailing, chatting, or messaging during instructional time without permission
- Using a device in a way that distracts from learning
- Repeatedly forgetting, misplacing, or failing to charge a school-issued device
- Failing to follow teacher directions for device use
- Attempting to reset, repair, or alter a device without permission

Possible consequences may include reteaching, verbal warning, parent/guardian contact, restricted technology use, temporary loss of device privileges, office referral, or other school discipline.

### **Level II Technology Infractions**

Level II infractions are more serious and may result in stronger disciplinary action.

Examples include:

- Hacking or attempting to bypass District filters, monitoring, or network controls
- Viewing, creating, downloading, or sharing sexual, violent, threatening, harmful, or inappropriate content

- Cyberbullying, harassment, threats, or intimidation through digital means
- Recording, photographing, or sharing images or videos of others without permission
- Using another person's account, password, device, or files
- Tampering with another student's work, files, account, or device
- Deliberately damaging school technology
- Illegal downloading or file sharing
- Serious or repeated academic dishonesty using technology
- Digital behavior that creates a safety concern or substantial disruption

Possible consequences may include parent/guardian contact, loss of technology access, restricted device use, restitution for damage, detention, in-school suspension, out-of-school suspension, removal from activities, referral to law enforcement, or recommendation for expulsion in severe cases.

### Student Use of Personal Electronic Devices

Personal electronic devices include, but are not limited to, cell phones, smartwatches, earbuds, headphones, tablets, gaming devices, cameras, and other devices capable of sending, receiving, recording, or creating content.

During instructional time, personal electronic devices must be powered off or silenced and kept out of sight unless a staff member grants permission for a specific educational purpose. Instructional time includes class time, small-group work, individual work, testing, interventions, assemblies, and other times when students are expected to focus on school activities.

If a personal device is seen, heard, or used during instructional time without permission, the following consequences may apply:

- First offense: Device confiscated, verbal warning, and device returned at the end of the school day
- Second offense: Device confiscated, detention assigned, and parent/guardian pickup required
- Third offense: Device confiscated, detention assigned, and student may receive a 10 school day device ban at school
- Fourth offense: Device confiscated, detention assigned, and student may receive a device ban at school for the remainder of the school year

Additional consequences may apply if the device was used for bullying, harassment, threats, cheating, recording, disruption, or other misconduct.

Students who need to contact a parent or guardian during the school day must request permission from a staff member and use the school office phone. Parents and guardians are encouraged to contact the school office if they need to get a message to their child during the school day.

### Photos, Videos, and Audio Recordings

Students may not take photos, videos, or audio recordings of students, staff, visitors, or school activities without clear permission from a staff member. Any recording must be for an approved educational purpose.

Unapproved photos, videos, or recordings may result in disciplinary action, especially when connected to bullying, harassment, privacy violations, disruption, cheating, or inappropriate sharing.

### Device Use During Assessments

During classroom assessments, district assessments, and state assessments, students must follow all testing and device expectations. Personal devices and unauthorized use of school-issued devices are not permitted during testing unless specifically approved by school staff.

If a student uses a device inappropriately during an assessment, the student may be required to retake the assessment, receive academic consequences, and/or receive disciplinary consequences. For state assessments, the District will follow all required testing security procedures.

### Security

Technology security is a high priority. Students are responsible for keeping passwords private and protecting their school accounts.

Students must:

- Use only their own assigned account
- Keep passwords private
- Report password concerns or account issues to a staff member
- Report security problems, unsafe content, or concerning technology activity to a staff member
- Avoid attempting to bypass security settings, filters, or monitoring systems

Students may not intentionally seek information about passwords, files, or accounts belonging to others. Any attempt to access unauthorized systems, accounts, or files may result in disciplinary action.

### Vandalism and Damage

Vandalism, damage, or attempted damage to District technology will result in cancellation or restriction of technology privileges and may result in additional disciplinary action.

Vandalism includes, but is not limited to:

- Damaging devices, chargers, cases, keyboards, screens, or accessories
- Altering device settings without permission
- Attempting to bypass filters or security systems
- Introducing viruses, malware, or harmful files
- Deleting, changing, or damaging another person's files or work
- Intentionally disrupting District technology systems

Students and families may be responsible for repair or replacement costs when school technology is lost, damaged, or intentionally misused.

### Copyright and Web Publishing Rules

Students must follow copyright law and District policy when using text, images, music, videos, graphics, software, and other digital content.

Students may not copy, republish, distribute, or use copyrighted materials without proper permission, citation, or legal authorization. Students may not use District technology to illegally download, share, or distribute copyrighted materials.

Student work, photos, names, or identifying information may be published only in accordance with District procedures and applicable parent/guardian permissions.

### Use of Electronic Mail and School Accounts

The District's electronic mail system, Google accounts, learning platforms, and other school-issued accounts are owned and controlled by the School District. Use of these systems constitutes agreement to follow District rules and expectations.

School email and accounts may be monitored or reviewed by the District. Students should not expect privacy when using school-issued accounts, school devices, or the District network.

Students must use electronic mail and school accounts only for school-appropriate purposes.

### Internet Safety

The District takes reasonable steps to promote internet safety for students. These steps may include staff supervision, content filtering, monitoring systems, restricted access, digital citizenship instruction, and disciplinary action when technology is misused.

Access to the District's internet is limited to acceptable uses. Staff members will provide supervision and guidance when students use technology for school purposes. Filtering devices and/or software are used to limit access to inappropriate content. However, no filtering system is perfect, and students are expected to report inappropriate or unsafe content immediately.

### Student-Specific Exceptions

Some students may require access to a device, technology tool, communication support, or electronic service as part of an Individualized Education Program, Section 504 Plan, medical plan, behavior plan, or other documented need. These exceptions will be followed as written and monitored by school staff.

### Google Additional Services for Students Under Age 18

The District may enable access to Google Additional Services for educational purposes. These services may support instruction, collaboration, creativity, communication, and student learning.

By enrolling a student in the District and allowing the student to use District-issued technology accounts, parents/guardians are providing consent for their child to access Google Additional Services as part of the instructional program, unless the District is otherwise notified in writing.

Parents/guardians who do not wish for their child to access these services should contact the school office to request restrictions. Alternative instructional options will be provided when appropriate.

The District takes reasonable precautions to ensure that digital tools used by students align with student privacy protections, including the Children's Online Privacy Protection Act, COPPA, and applicable Illinois laws. A current list of Google Additional Services may be provided upon request.

### No Warranties

The District makes no warranties of any kind for the technology services it provides. The District is not responsible for damages suffered by users, including loss of data, service interruptions, delays, non-deliveries, misdeliveries, or inaccurate information.

Use of District technology is at the user's own risk and must remain consistent with school expectations.

### Telephone Charges and Unauthorized Costs

The District assumes no responsibility for unauthorized charges, purchases, subscriptions, fees, or costs incurred by students using District technology, personal devices, or online services.

Students may not make purchases, create paid accounts, or authorize charges using District technology without prior approval.

### Indemnification

The user and/or the user's parent/guardian agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District due to the user's violation of District rules, misuse of technology, or intentional misconduct.

## Non-School Publications

Students may not create, distribute, post, access, or promote non-school publications or materials that:

- Substantially disrupt school operations
- Interfere with the rights of others
- Are obscene, inappropriate, threatening, harassing, or discriminatory
- Promote illegal activity
- Violate school rules or Board policy
- Create a safety concern
- Encourage disruption, bullying, harassment, or misconduct

This applies to conduct on school grounds, during school-sponsored activities, on school transportation, through school-issued devices or accounts, and off campus when the conduct causes or is reasonably expected to cause a substantial disruption to the school environment.

## Artificial Intelligence Tools

Carthage ESD #317 recognizes that artificial intelligence, or AI, is becoming a part of how students learn and how staff teach. AI tools may include programs that generate text, images, audio, code, feedback, or recommendations. The District's goal is to help students learn how to use AI responsibly, safely, and ethically while continuing to value student thinking, creativity, problem solving, and teacher guidance.

Students may only use AI tools for school assignments or activities when the classroom teacher has given permission. AI may be used to support learning, but it may not replace a student's own work, thinking, writing, or effort.

Students may not use AI tools to:

- Complete tests, assessments, assignments, or projects unless the teacher has specifically allowed AI use.
- Turn in AI-generated work as their own.
- Create or share content meant to harass, threaten, embarrass, or harm others.
- Enter their own personal information or another student's personal information into an AI tool that has not been approved by the District.
- Use AI tools or websites that have not been approved for student use by the District.

If a teacher allows AI to be used for an assignment, students must follow the teacher's directions and must be honest about how AI was used. Submitting AI-generated work as a student's own work without permission may be considered academic dishonesty and may result in school consequences.

The District will only approve AI tools for student use after the tool has been reviewed for student privacy, safety, and educational purpose. Any AI tool used with students must follow applicable student data privacy laws, including SOPPA, FERPA, and other related requirements.

Staff may use approved AI tools to support lesson planning, communication, instructional materials, and other school-related tasks. However, staff members may not enter personally identifiable student information into AI tools that have not been approved by the District. This includes student names, grades, attendance information, discipline information, special education information, or other private student records.

AI-generated information must always be reviewed by a staff member. Staff members remain responsible for any communication, report, lesson, or document shared under their name or role.

The District recognizes that AI tools may sometimes provide inaccurate, biased, or incomplete information. AI will not be used as the only basis for important decisions about student placement, discipline, special education eligibility, grades, or other significant student outcomes.

The District will continue to review AI use as laws, guidance, and technology change. Families with questions about approved technology tools or student data privacy may contact the school office or District administration.

### Final Authority

The building principal or designee has the authority to investigate technology concerns, determine whether school rules or Board policies have been violated, and assign appropriate interventions or consequences.

The District reserves the right to address technology-related behavior not specifically listed in this handbook when the behavior disrupts the educational environment, creates a safety concern, interferes with the rights of others, damages District property, or negatively impacts school operations or school-sponsored activities.

## **SECTION 23: SEARCH AND SEIZURE**

The District has the responsibility to maintain a safe, orderly, and respectful learning environment. When necessary, school authorities may conduct searches in accordance with Board policy, school rules, and applicable law. Searches may be conducted to maintain order and discipline, protect the safety and welfare of students, staff, and visitors, and investigate suspected violations of school rules or the law.

### School Property

School authorities may inspect and search school property and equipment owned or controlled by the District without notice to or consent of the student or parent/guardian. Students have no reasonable expectation of privacy in school property or school-owned equipment.

School property may include, but is not limited to:

- Lockers
- Desks

- Cubby areas
- Classrooms
- School-issued devices
- School accounts
- District technology systems
- School storage areas
- Athletic equipment or school-issued materials
- Vehicles owned or operated by the District

The assignment of a locker, desk, cubby, device, or other school-owned space or item to a student does not create an expectation of privacy. These items remain the property of the District and may be inspected or searched by school authorities at any time.

### Lockers, Desks, and Cubbies

Lockers, desks, cubbies, and other school-provided storage spaces are the property of the District. Students are expected to use them appropriately and keep them clean, safe, and free from prohibited items.

Students should not share lockers or locker combinations unless approved by school staff. Students are responsible for items found in their assigned locker, desk, or storage area.

School authorities may inspect or search lockers, desks, cubbies, and other school-provided storage spaces at any time, with or without the student present.

### Students and Personal Effects

School authorities may search a student and/or a student's personal effects when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating school rules, Board policy, or the law.

Personal effects may include, but are not limited to:

- Backpacks
- Bags
- Purses
- Lunch boxes
- Coats or jackets
- Personal electronic devices
- Personal containers
- Notebooks or binders
- Other items brought onto school property or to a school-sponsored activity

Searches will be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the student's age, sex, grade level, and the nature of the suspected violation.

## Electronic Devices and Digital Searches

Students who bring personal electronic devices to school or use school-issued devices are expected to follow all District technology rules.

A school-issued device, school account, District email, internet history, file, document, application, or network activity may be reviewed by school authorities at any time because these are District-owned or District-controlled resources.

A personal electronic device may be searched by school authorities when there are reasonable grounds to believe the device contains evidence of a violation of school rules, Board policy, or the law. This may include concerns related to bullying, harassment, threats, inappropriate images, cheating, disruption, safety concerns, or other misconduct.

Students may be required to turn over a device when directed by school staff. Refusal to comply with a reasonable directive may result in disciplinary action.

## Canine Inspections

To maintain a safe school environment, the District may use trained detection dogs, in cooperation with law enforcement or other approved agencies, to inspect school property. Canine inspections may include lockers, common areas, parking areas, classrooms, athletic areas, or other school property.

Canine inspections are generally conducted to detect prohibited items such as drugs, alcohol, weapons, or other contraband. Students will not be searched by a detection dog.

If a detection dog alerts to a locker, vehicle, bag, or other item, school authorities may conduct a further search in accordance with this policy and applicable law.

## Seizure of Property

If a search produces evidence of a violation of school rules, Board policy, or the law, the evidence may be seized and impounded by school authorities. Disciplinary action may be taken.

Items that may be seized include, but are not limited to:

- Weapons or look-alike weapons
- Drugs, alcohol, tobacco, vaping products, or related paraphernalia
- Stolen property
- Inappropriate images, messages, or materials
- Items used to threaten, harass, bully, or intimidate others
- Items that create a safety concern or disrupt the school environment
- Any item prohibited by school rules, Board policy, or law

Items may be returned to a parent/guardian, held by the school, or turned over to law enforcement depending on the nature of the item and the circumstances.

#### Questioning of Students by School Officials

School officials may question students regarding school-related concerns, suspected rule violations, safety concerns, or incidents that occur at school, on school transportation, during school-sponsored activities, or in situations that substantially affect the school environment.

Parents/guardians may be contacted when appropriate based on the age of the student, seriousness of the concern, nature of the investigation, and possible disciplinary action.

#### Questioning of Students by Law Enforcement or Outside Agencies

Before a law enforcement officer or other outside agency interviews a student at school, the building principal or designee will make reasonable efforts to notify the parent/guardian and allow parent/guardian presence when possible, unless prohibited by law, court order, child protection procedures, emergency circumstances, or the direction of law enforcement.

School officials will follow applicable law and District policy when responding to requests from law enforcement, DCFS, or other outside agencies.

#### Student Cooperation

Students are expected to comply with reasonable directions from school officials during an investigation or search. Failure to cooperate, refusal to turn over requested school property, or interference with a search or investigation may result in disciplinary action.

#### Final Authority

The building principal or designee has the authority to determine when a search is appropriate, how the search will be conducted, what action will be taken based on the results of the search, and whether law enforcement or other agencies should be contacted.

The District reserves the right to address safety concerns, suspected misconduct, or violations of school rules even when the specific item or situation is not listed in this handbook.

## **SECTION 24: EXTRACURRICULAR/ATHELTICS & ACTIVITIES**

See the Carthage Elementary School District #317 Extracurricular Athletics & Activities Handbook online at [www.carthageathletics.com](http://www.carthageathletics.com) or through the athletics link on the district website: [www.cesd317.org](http://www.cesd317.org).

## SECTION 25: SPECIAL EDUCATION

### Education of Children with Disabilities

The District offers a free appropriate public education in the least restrictive environment and necessary related services to eligible students with disabilities, as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, The School Code, and applicable Illinois State Board of Education rules.

Any student, ages 3 through 21, may be eligible to receive special education services if the student has been found eligible and needs services. Because Carthage Elementary School District #317 is an elementary school district that feeds into a separate high school district, students with disabilities who reach age 15 become the responsibility of the high school district in accordance with 105 ILCS 5/14-6.01. Upon a student with a disability reaching age 14½, the District will notify the high school district of the student's current eligibility for special education services, current educational program, and evaluation data as required by law.

Disabilities may include, but are not limited to, autism, deaf-blindness, deafness, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment.

The District provides ongoing screening and review by teachers and other professional personnel to identify students who may have educational needs that interfere with their educational progress or adjustment to the school setting. Referrals may be made by school personnel, parents/guardians, community service agencies, individuals having primary care and custody of the child, other professionals with knowledge of the child's needs, the student, or the Illinois State Board of Education when there is reason to believe a child may require special education services.

For students who may be eligible under IDEA, the District follows required procedures for identification, evaluation, eligibility determination, educational placement, and delivery of special education and related services. A copy of the publication *Explanation of Procedural Safeguards Available to Parents of Students with Disabilities* is available at the school district office.

### Section 504 Services

Students with disabilities who do not qualify for an Individualized Education Program under IDEA may still qualify for services or accommodations under Section 504 of the Rehabilitation Act of 1973. A student may qualify under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

For students who are not eligible under IDEA but who need, or are believed to need, accommodations or services under Section 504, the District will provide appropriate identification, evaluation, educational placement, and procedural safeguards. These safeguards include notice, an opportunity for parents/guardians to examine relevant records, an impartial hearing with parent/guardian participation and representation by counsel, and a review procedure.

Questions about identification, evaluation, placement, services, or accommodations for students under IDEA or Section 504 should be directed to the building principal or District office.

#### Accommodating Individuals with Disabilities

Individuals with disabilities will be provided opportunities to participate in school-sponsored services, programs, and activities. Notification should be given in advance if special assistance is needed.

#### Request to Access Classroom or Personnel for Special Education Evaluation or Observation

Parents/guardians of students receiving special education services, or students being evaluated for eligibility, are afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or qualified professional retained by or on behalf of a parent/guardian or child. For further information, please contact the building principal.

#### Related Service Logs

For a child with an Individualized Education Program, the District must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service provided. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

#### Behavioral Interventions

Behavioral interventions may be used with students with disabilities to promote and strengthen appropriate behaviors and reduce behaviors that interfere with learning or safety. Interventions will be consistent with the student's IEP, behavior intervention plan, applicable law, and District procedures.

#### Discipline of Students with Disabilities

The District complies with the Individuals with Disabilities Education Improvement Act, Illinois State Board of Education special education rules, and applicable laws when disciplining students with disabilities. No special education student will be expelled if the student's act of gross disobedience or misconduct is a manifestation of the student's disability.

#### Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint will only be used when a student's behavior presents an imminent danger of serious physical harm to the student or others and less restrictive and intrusive measures have been tried and found ineffective. These interventions may not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm. The use of prone restraint is prohibited.

#### Exemption From Physical Education Requirement

A student who is eligible for special education may be excused from physical education if the student's IEP requires that special education support and services be provided during physical education time and the parent/guardian agrees or the IEP team makes the determination. A student

with an IEP may also be excused from physical education if the student participates in an adaptive athletic program outside of the school setting and the parent/guardian documents the student's participation as required by the Superintendent or designee. A student requiring adapted physical education will receive that service in accordance with the student's IEP.

#### PUNS Database Information for Students and Parents/Guardians

The Illinois Department of Human Services maintains a statewide database known as the PUNS database, or Prioritization of Urgency of Need for Services. PUNS records information about individuals with intellectual disabilities or developmental disabilities who may need services. IDHS uses this information to help plan for future needs and to select individuals for services as funding becomes available. Families of students with intellectual or developmental disabilities may contact the school office or the Illinois Department of Human Services for more information about PUNS registration.

## **SECTION 26: STUDENT RECORDS AND PRIVACY**

#### Student Records (FERPA)

(Aligned with Illinois School Code 105 ILCS 10/1 et seq. and the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g)

A school student record is any recorded information concerning a student that is maintained by the District and by which a student may be individually identified.

#### Right to Inspect and Copy Records (10-Day Rule)

Parents/guardians and students have the right to inspect and copy the student's school records. The District will comply with a request to access records within 10 school days after receiving the request. Copies of records will be provided upon request, and the District may charge a reasonable fee for copying.

#### Right to Request Amendment of Records

Parents/guardians and students have the right to request that a school student record be amended if they believe the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

The District will decide whether to amend the record within a reasonable time. If the request is denied, the parent/guardian or student will be notified of the decision and informed of their right to a hearing in accordance with District procedures.

#### FERPA Disclosure Rules

The District will not disclose personally identifiable information from a student's education records without prior written consent of the parent/guardian or eligible student, except as permitted under FERPA.

Disclosure without consent is allowed in certain circumstances, including but not limited to:

- To school officials with legitimate educational interests
- To officials of another school or school district in which the student seeks or intends to enroll
- To comply with a judicial order or lawfully issued subpoena
- In connection with a health or safety emergency
- To authorized federal or state officials for audit or evaluation purposes
- As otherwise permitted by law

### Directory Information

The District may disclose directory information without prior written consent unless the parent/guardian or eligible student has notified the District in writing that they do not want any or all directory information disclosed.

Directory information may include:

- Student name
- Address
- Grade level
- Birth date and place
- Parent/guardian names
- Participation in school activities and sports
- Honors and awards received
- Dates of attendance

### Right to Opt Out of Directory Information Disclosure

Parents/guardians or eligible students have the right to refuse the designation of any or all directory information.

A written request to opt out of directory information disclosure must be submitted to the school office within 30 days of the start of the school year or within 30 days of enrollment.

### Definition of School Officials

A “school official” is a person employed by the District as an administrator, supervisor, teacher, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; or a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, consultant, therapist, or technology provider).

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

## **SECTION 27: REQUESTS TO EXAMINE MATERIALS AND STATUTORY OPT-OUTS**

(Aligned with Board Policies 6:60 Curriculum Content, 6:65 Student Social and Emotional Development, and PRESS Exhibit 6:60-E1 / 6:65-E1)

Parents/guardians have the right to review instructional materials and to request that their child be excused from participation in certain instructional programs, as provided by State law.

Upon request, the District will make available for inspection any instructional material used as part of:

- Family Life and Sex Education instruction (including instruction on human growth and development, family planning, and sexual health)
- National Sex Education Standards (NSES)-aligned instruction, if applicable
- AIDS prevention instruction

Parents/guardians may also request that their child be excused from participation in the following:

- Family Life and Sex Education instruction
- AIDS prevention instruction
- NSES-aligned instruction
- Instruction on cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED)
- Instruction concerning organ and tissue donation

Requests to review materials or to opt a student out of participation must be submitted in writing using the District's designated form.

## **APPENDIX: 12.40-E1 – Requests to Examine Materials and Statutory Opt-Outs**

*(Required PRESS Exhibit)*

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Phone/Email: \_\_\_\_\_

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Check all that apply:

☐ I request to inspect instructional materials related to:

☐ Family Life and Sex Education

☐ National Sex Education Standards (NSES)-aligned instruction

☐ AIDS prevention instruction

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☐ I request that my child be excused from participation in:

☐ Family Life and Sex Education instruction

☐ AIDS prevention instruction

☐ National Sex Education Standards (NSES)-aligned instruction

☐ CPR/AED instruction

☐ Organ and tissue donation instruction

I understand that I may review the instructional materials prior to making a final decision regarding my child's participation. I also understand that my child will be provided with alternative instruction or activities during any excused time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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For School Use Only:

Date Received: \_\_\_\_\_

Administrator Initials: \_\_\_\_\_