

St. Anne Community High School

Student Handbook



This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (<http://www.sachs302.org>) or at the District office, located at 100B W. Dixie Highway, St. Anne, IL 60964

Student Handbook Approved By The Board of Education

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1 – Introductory Information and General Notices

In this chapter you will find policies that are designed to inform parents, students, and visitors of general rules and regulations of the school and district.

1.00 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 child. 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.

1.1 Mission Statement

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributive members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

1.2 SACHS Climate Committee Belief Statement

Our students, faculty, staff, and administrators will support school climate by:

- Demonstrating Dignity and Respect through our Language and Actions
- Communicating in an Honest and Positive Manner
- Solving Problems Constructively and Creatively
- Participating as Members of a Supportive Community
- Keeping our School Safe and Clean
- Striving for Self-Improvement While Maintaining Personal Integrity

1.3 St. Anne Code of Ethics

As a member of St. Anne Community High School, I should:

1. Have pride and loyalty in my school.
2. Make constructive use of school facilities.
3. Be responsible for the care of school property.
4. Demonstrate good sportsmanship and exhibiting appropriate behavior at all times.
5. Have respect for other members of the group, appreciating the efforts made by others, and realizing the values of life within the school family.
6. Be honest and trustworthy as an individual.
7. Take full advantage of all education opportunities, and realizing that concern for others is the key to true happiness.

1.4 Board of Education

Mr. Bill Jennings, President
Mr. Kurt Moranz, Vice President
Mrs. Nikki Nicholson, Secretary
Mr. Andy Goodrich, Member

Mr. Dale Emerson, Member
Mrs. Karla Wilkinson, Member
Mr. Aaron Hayes, Member

1.5 Staff

Administration

Mr. Charles Stegall

Superintendent

Mrs. Ramie Kolitwenzew
Mrs. Kathryn Shutter
Mr. Ben O'Brien

Principal
Special Education Coordinator/Athletic Director
Assistant Principal

Counseling/Guidance

Mrs. Heather Giordano

School Counselor
School Counselor
Social Worker
School Psychologist

Mrs. Heather Oosterhoff
Ms. Hillary Hubert

Technology

Jay Fruendt

Technology Director

Director of Building and Grounds

Mr. David Pomaranski

Director of Maintenance

Secretaries

Mrs. Lisa Stalnecker, District Office Manager/Bookkeeper	8:00AM - 4:00PM
Mrs. Jill Cowsert, Assistant Bookkeeper/Superintendent's Secretary	7:30AM - 3:30PM
Ms. Melonia LeClair, Principal Secretary/Discipline/Attendance	7:30AM - 3:30PM
Mrs. Gina Ekhoft, Data Specialist and Testing Coordinator	7:30AM - 3:30PM

Food Service

Mrs. Betsy Statler, Food Service Director
Mrs. Yvette Mabins
Mrs.
Mrs. Linda Tharpe

Teachers

Mrs. Nicole Bridges	Mrs. Tricia Downs	Mr. Daniel Lesch	Mr. Sara Jane Caise
Mr. Sean McQuinn	Mrs. Anita Duby	Mr. Mitchell Means	Mr. Andy Stembridge
Ms. Raven Pantke	Mr. Neal Buck	Mr. Stewart Litko	Mr. Matthew Schulz
Mrs. Kelly Dunnill	Mr. Shawn Price	Mrs. Tammie Barclay	Mr. John Tekiela
Ms. Brianna Hartney	Mr. Zach Kirkland	Mrs. Michaela Wiczorek	

Custodians

Mr. Maurice Moore
Ms. Sue Jones
Mr. Matt Reigner

Aides

Mrs. Raelindie Addison
Mrs. Marie Dauphin
Mrs. Donna Fox-Price
Ms. Ashley Bretveld

Truancy Prevention

Specialist
Ms. Michelle Fitts
I-KAN Regional Office of
Education

St. Anne Community High School
 District No. 302
 650 W. Guertin Street
 St. Anne, Illinois 60964
 (815) 427-8141
 (815) 427-8540 Fax
 www.sachs302.org

St. Anne Community High School is fully accredited with the State Department of Education. It strives to maintain high standards of scholarship, has a highly trained and efficient faculty, and enjoys a fine reputation for eminence in the field of secondary education in the State of Illinois.

1.6 Bell Schedule

Period	Regular Schedule	Two Hour Delay Schedule	Assembly Schedule	School Improvement Schedule
1	8:15 – 9:00	10:15 - 10:48	8:15 – 8:54	1 st
2	9:04 – 9:49	10:52 – 11:25	8:58 – 9:37	8:15-8:38
3	9:53 – 10:38	11:29 – 12:02	9:41 – 10:20	2 nd
HOUSE	10:42 – 11:15	X	10:24 – 10:49	8:42-9:05
A Lunch	11:19 – 11:49	12:06 – 12:36	10:53 – 11:23	3 rd
4A	11:19 – 12:04	12:06 – 12:39	10:53 – 11:32	9:09-9:32
B Lunch	12:08 – 12:38	12:40 – 1:13	11:36 – 12:06	4 th
4B	11:53 – 12:38	12:40 – 1:13	11:27 – 12:06	9:36-9:59
5	12:42 – 1:27	1:17 – 1:50	12:10 – 12:49	5 th
6	1:31 – 2:16	1:54 – 2:27	12:53 – 1:32	10:03-10:26
7	2:20 – 3:05	2:31 – 3:05	1:36 – 2:15	6 th
			Assembly 2:19 – 3:05	10:30-10:53
				7 th
				10:57-11:20
				No Lunches

1.7 Visitor Policy

All visitors, including parents, siblings, and former students, 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 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 to 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.

Students are not allowed to unlock or open doors to allow outsiders to enter the building. Doing so will result in disciplinary action.

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

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

13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

1.8 Equal Opportunity and Sex Equity

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, 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: Mrs. Ramie Kolutwenzew or Mr. Ben O'Brien

1.9 Animals on School Property

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 an educational opportunity 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.

1.10 Emergency School Closings

In the event it becomes necessary to close school due to weather or other emergency conditions District 302 will notify parents and students through One Call Now. Please update your contact information at <http://www.sachs302.org/>

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

1.11 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.

1.12 Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

1.13 Students with Food Allergies

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 building principal at (815) 427-8141.

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.

1.14 Daily Bulletin and Announcements

It is the student's responsibility to stay informed via announcements. Each day during House, class announcements from the daily bulletin are read. Announcements are also posted on the school's website. Additional announcements will be made over the P. A. as necessary.

1.15 Care of Students with Diabetes

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

Parents/guardians are responsible for and must:

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the Diabetes Care Plan.
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the Building Principal

1.16 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.

1.17 Accommodating Breastfeeding Students

Students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child.
6. The opportunity to make up work missed due to the student's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to the District's Complaint Manager or Non-Discrimination Coordinator.

2 - Attendance, Graduation, Classification, & Grading

The following are policies dealing with student academic expectations, including attendance, graduation, and, grading.

2.1 Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). 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.

2.2 Denial of Enrollment

Students who are 16 or older may be denied enrollment for one semester for 1. failure to meet minimum academic standards and/or 2. failure to meet minimum attendance standards.

2.3 Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, 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, or other reasons as approved by the principal. All other absences are considered unexcused.

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.

The school may require documentation explaining the reason for the student's absence.

When a student will be absent from school, a parent/guardian should call SACHS before or within one hour of the school start time at (815) 427-8141. If no phone call is received within an hour of the start time, a school official will then try to contact the student's home or the parent/guardian place of employment to find out why the student is not in school. If the school cannot make contact with the parent/guardian, the absence will be considered unexcused. The parent/guardian then has 24 hours to contact the Main Office to explain the absence.

If your student must leave school early, or arrive late, due to a medical or dental appointment, please notify the Main Office by phone. This would be the same for any excused partial absence during the day.

Permission for a prearranged absence should be secured in the Main Office at least three days in advance of the absence. Pre-arranged excused absences must be approved by the principal. Prearranged absences could include the following:

- Family vacations
- Required court appearances
- Medical and dental appointments
- College visitation
- Business interview
- Religious holiday or retreat
- Participation in authorized school sponsored activities (musical contest, field trip, etc...

It is the student's responsibility to collect and turn in all missed assignments. If time permits, the teacher will prepare assignments prior to the absence. If homework is collected in advance, it is due upon the first day back to school.

2.4 Excused Absences

An excused absence from school allows the student to receive full credit for the missed work. Any student who has been absent 5 days in any one semester will be asked to present a doctor's certificate or have an approved pre arranged absence from the building principal for any absence thereafter to excuse the absence. The following circumstances will lead to an excused absence for the student:

- Personal illness or injury
- Serious illness or death in the family
- Family emergency with parent/guardian approval
- Observance of a religious holiday

2.5 Unexcused Absences

Unexcused absences include but are not limited to:

- Truancy
- Oversleeping
- Missing the bus
- Lack of a ride to school
- Private vehicle breakdown or failure to start
- Working
- No phone contact with parent/guardian

For all unexcused absences, the student may receive ZERO credit for any work or tests they miss.

After three consecutive absences, a student will be required to have a medical note from a doctor in order for the absence to be excused. If no medical excuse is brought to the office, the absence will be unexcused.

The following procedure will be implemented for students who have excessive consecutive absenteeism:

- | | |
|------------------------|--|
| 3 unexcused absences: | Warning letter to parents/guardians |
| 5 unexcused absences: | Truancy referral letter to parents/guardians |
| 10 unexcused absences: | Student will be dropped from school roster |

Furthermore, if a student accumulates **five** unexcused absences during the school year, they may be referred to Kankakee Truancy Attendance Assistance Program.

There is a direct relationship between poor attendance and class failure. Students who have good attendance generally achieve higher grades, enjoy school more, and are much more employable after leaving school.

WE EXPECT STUDENTS TO BE IN SCHOOL EVERY DAY. AS PARENT/GUARDIANS, YOU HAVE A LEGAL RESPONSIBILITY TO MAKE SURE YOUR STUDENT IS IN SCHOOL.

Senior Attendance Requirement

Seniors with more than nine unexcused absences (five percent of the total days of attendance) during the school year will not be permitted to participate at the graduation ceremony.

2.6 Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

2.7 College Visitation Days

Sophomores (two days per school year), Juniors (four days per school year) and Seniors (five days per school year) may be excused from school for the purpose of visiting college campuses. A request form must be submitted to the counselor at least two days in advance for approval. An unexcused absence will be recorded without the proper approval.

2.8 Makeup Work

If a student's absence is excused, or if a student is suspended from school, he/she will be permitted to make up any missed work, including homework and tests, for equivalent academic credit. The student will be permitted the same number of days as he/she was absent to turn in the make-up work (i.e.: If the student is absent two days and the absence is excused, he/she would have two school days to make up his/her work). The student is responsible for obtaining assignments from his/her teachers.

2.9 Messages/Appointments

Telephone messages should be limited to school business. You may leave a message for a teacher using voice mail. Frequent or lengthy phone conversations indicate the need for a parent/guardian-teacher conference at the school; therefore, an appointment should be made.

Except in cases of emergency, children are not to be called on the telephone. The office secretary will deliver IMPORTANT MESSAGES to the student. Unfortunately, the front office may not be able to inform you who called from the school (Caller Identification). In the case of an emergency, parents/guardians and emergency numbers that were provided by you will be called.

2.10 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 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without 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 student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school.

A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

2.11 Grading & Promotion

School report cards are issued to students on a semester basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance.

2.12 Senior Shortened Day

Only Seniors who are on target to graduate may request a shortened day. Seniors must attend at least six class periods. Students must follow their current schedules until administrative approval and notification is complete. An early release/late arrival contract can be obtained in the Guidance Office. The schedule change policy applies to these requests.

2.13 Late Arrival

Students arriving late to school must report to the Main Office to receive a pass to class. Students will not be admitted to class without a pass.

2.14 Leaving School Because of Illness or Injury

A student who needs to go home because of illness or injury must sign out within the school office. The school will phone the parent/guardian to ask that the student be picked up. The parent/guardian is expected to meet the student and sign the student out of school in the Main Office.

2.15 Leaving the Building

Once a student has arrived and is under the supervision of school officials, students may not leave the school grounds without administrative approval. Any student who needs to leave school during the day must sign out in the Main Office and be accompanied by his/her parent/guardian or emergency contact person. I.D. will be required.

2.16 Tardiness

Each student has to make it a point to be present for a full class period of instruction. To take advantage of instructional time and minimize disruptions for the class, each student has the responsibility to be in class on time. Tardiness to school will be excused only if there is a legitimate reason by school standards and a parent/guardian calls the Main Office. If these two requirements are satisfied, an excused pass will be issued in the attendance office.

A tardy is defined as not being in your assigned classroom and prepared to learn after the time the tardy bell rings. Teachers will record when a student is tardy to class each period. Being tardy to class multiple times will result in disciplinary consequences assigned by the school administration. It is in the student's best interest to be to class on time, ready to learn.

2.17 Home and Hospital Instruction

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

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, 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, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact: Guidance Office

2.18 Early Graduation

Early graduation must be applied for through the Guidance Office a semester in advance. All requests must be approved by the administration.

2.19 Substitutions for Physical Education, Adapted Physical Education and Other Required Courses

A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

- The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
- The student's parent/guardian request and approve the substitution in writing on forms provided by the District.

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the reasons stated below.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (students must be in the 11th or 12th grade).

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course.

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Handbook Procedure.

2.20 Credit for Proficiency, Non-District Experiences and Course Substitutions

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level.
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program.
7. Credit earned in a Vocational Academy.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

Substitutions for Required Courses

Vocational or technical education; registered apprenticeship program. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses or a registered apprenticeship program if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and

2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

2.21 Medical Incomplete

A medical incomplete is given to a student, prior to the end of the grading period, if he/she is physically incapacitated and unable to perform in a skills/hands-on type of class. Medical incompletes will be treated individually or as stated by Board policy. The decision for a student to receive a medical incomplete would be at the discretion of the administration.

2.22 Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all State mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.
3. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
4. Participating in the State assessment required for graduation.

*** During the final year of attendance, any senior that accumulates nine unexcused absences will be prohibited from participating in the graduation ceremony.**

State Mandated Graduation Requirements

- Four years of language arts.
- Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content.
- Two years of science.

- Two years of social studies, of which at least one year must be History of the United States or a combination of History of the United States and American government. Within the two years of social studies requirement, one semester of civics is required for graduation.
- One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- One semester of health education.
- Daily physical education classes.
- A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag.
- Nine weeks of consumer education.

The above requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:

- (1) File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid.
- (2) File a waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

SACHS Mandated Graduation Requirements

Our course curriculum offering will allow any student under the supervision of the guidance counselor to maintain a college prep student entrance level for all Illinois State Universities with the proper ACT or SAT scores, and Grade Point Average.

Subject	Credit Requirements
English	4.0
Mathematics	3.0
Science	3.0
U.S. History	1.0
American Government	0.5
Civics	0.5
Social Studies Elective	1.0
Consumer Economics	0.5
Health Education	0.5
Physical Education	3.5
Software Applications	0.5
Computer Concepts	0.5
Electives	7.5
Total Credits	26.0

Elective Classes

Business	Elective course, unit credit may be used toward graduation
Art	Elective course, unit credit may be used toward graduation
Music	Elective course, unit credit may be used toward graduation
Foreign Language	Elective course, unit credit may be used toward graduation
Vocation Education	Elective course, unit credit may be used toward graduation

*Students must complete the full eight semester English sequence as listed in the course description section of the Parent/Guardian/Student Handbook. English credit(s) for students transferring into SACHS from another accredited high school will be used as acceptable replacement(s) after evaluation in the Counseling Department.

Whenever possible the student who has failed a semester(s) of English will be placed back into the failed class at SACHS. If the failed class cannot be placed on the student's day class schedule, the failed English credit may be made-up in summer or night school or in a correspondence class. **Any make-up class must be pre-approved by the counselor.**

The English electives offered in the English Department may not be used to meet the eight-semester requirement.

2.23 Credit Deficiencies

If a student is unable to graduate with his/her class due to credit deficiencies. That student will work with the guidance counselor and administration on setting up a plan to meet the graduation requirements. If it is possible for the student to participate in a credit recovery program that will meet the needs of the student the summer

following the regularly scheduled graduation, the credit must be earned by the last day of July in order to have a transcript and diploma reflect a graduate of that school year. If the credit is earned August 1 or after, the student will have a graduation date of that following school year.

Example: A student is set to graduate May of 2020. In May of 2020, the student is deficient and needs to complete 0.5 credit in math. They are approved for a correspondence course but the course is not successfully passed until the August 2020, after their regularly scheduled graduation. This student would now be a graduate of the class of 2021. The student would not receive a transcript showing graduation nor a diploma until the graduation of the class of 2021 is complete.

Credit Recovery

Credit recovery must be pre-approved by the guidance counselor or administration.

2.24 Graduating with Honors

Seniors graduating with honors must maintain a cumulative 3.0 GPA at the end of eight semesters and must be considered a full-time student. A full-time student must be scheduled for at least six classes and attend school for eight semesters.

2.25 Class Ranking

In order to be ranked, a student must be a full-time student (take at least six classes per semester at SACHS) and attend school for eight semesters. For seniors, class rank, including identification of valedictorian and salutatorian, will be determined following the Spring semester.

2.26 Classification Information

Students are classified according to the total credits they have accumulated as follows:

FRESHMAN	Until 6 units of credit are earned
SOPHOMORE	6 and until 13 credits are earned
JUNIOR	13 and until 20 units of credit are earned
SENIOR	20 and until 26 units of credit are earned

2.27 Course Registration and Schedule Change Policy

Select your courses with care and plan carefully. Course registration requests for the next school year will begin in December of the current school year. We take your choices seriously and classes are formed, schedules created and staff hired and assigned on the basis of your registration. The next school year schedules will be provided at the end of the current school year. Students and families will have the first week of each semester to request course changes. Please note that any and all schedule change requests will be considered based on the reasons below.

Requests must be made on the Schedule Change Request form (downloadable on the SACHS website as well as available to be picked up in the Guidance Office) and accompanied by a parent/guardian signature. It must be

turned in within the three days after schedules are distributed.

Course changes are limited to those that are absolutely necessary due to the following reasons:

1. Failures in required courses
2. Recommendation by the teacher
3. Needs for graduation, as determined by the counselor
4. Medical Limitations (accompanied by a doctor's statement)
5. Balancing of courses

2.28 Honors Classes

Honor courses require a 75% per semester or teacher recommendation. Students will be removed from honors courses at the semester for not meeting this expectation. This action may also result in the removal of additional honors courses to ensure the student has a complete schedule.

2.29 Weighted Courses

Weighted courses are academically challenging. Students desiring a program of academic excellence should take the courses listed below.

Honors English 9	Calculus	Honors Biology I	Spanish III
Honors English 10	Honors Geometry	Honors Chemistry I	Spanish IV
Honors English 11	Honors Algebra II	Physics	Honors Global Studies
Honors English 12	PreCalculus	Anatomy and	Honors Government
AP Language and Composition	Statistics	Physiology	Honors US History

2.30 Progress Reports

Progress reports will be sent to all students approximately every five weeks for a total of three progress reports each semester. Parents/guardians are encouraged to contact the counseling office to set up an appointment with the teacher to discuss the Progress Report for students who are failing or are in danger of failing.

2.31 Report Cards

Report cards will be mailed a week after the end of the semester. Students who receive an incomplete grade have ten days from the end of the grading period to remove the incomplete grade. An incomplete grade will be denoted on the report card by the letter "I" in the grade section of the report card. Students who receive an incomplete must secure any make-up assignments, quizzes and/or tests from their teacher(s). All incomplete grades that have not been changed to letter grades by the 10th day will automatically be changed to an F unless otherwise approved by administration.

2.32 Semester Finals Exemption Policy

Any St. Anne Community High School student who has 3 or fewer total excused absences (24 periods), zero unexcused absences, 3 or less tardies, and a minimum of a 70% in the subject during that semester will be exempt

from that subject's final exams. Students may take the semester exam in an attempt to improve their grade however, their grade cannot decrease as a result of taking the final.

Medically excused absences that are incurred as a result of a concussion will not count toward a student's total number of excused absences for the finals exemption policy.

Students that are absent for an extended period of time due to medical reasons or bereavement, but would otherwise be exempt from finals, may still be exempt from finals pending principal approval. Students must provide proper documentation and have the principal's approval to maintain finals exemption status.

Students must be enrolled for at least nine weeks in order to qualify for the finals exemption policy.

2.33 Grading System

	Percentage	Unweighted	Weighted
A+	100	4.000	5.000
A	99-94	4.000	5.000
A-	93-90	3.67	4.67
B+	89-87	3.33	4.33
B	86-83	3	4
B-	82-80	2.67	3.67
C+	79-77	2.33	3.33
C	76-73	2	3
C-	72-70	1.67	2.67
D+	69-67	1.33	1.33
D	66-63	1	1
D-	62-60	0.67	0.67
F	59 and below	0	0

A student entering St. Anne High School from another school is eligible for valedictorian or salutatorian honors if he/she has been in attendance the last three semesters and his/her average is not more than three points lower than his/her average for all work completed before enrolling here.

2.34 Honor Roll

The GPA will determine the Honor Roll as follows:

HIGH HONOR ROLL:

GPA greater than 3.75

No grade lower than a C – 2.00

REGULAR HONOR ROLL:

GPA range 3.00 - 3.75

No grade lower than a D – 1.00

2.35 College Entrance Requirements

Public four-year colleges and universities and transfer degree programs at public community/junior colleges in the state of Illinois requires:

1. Official ACT or SAT scores must be submitted
2. In-house placement tests must be taken
3. High school course specific requirements as follows:
 - a. English: four years with an emphasis on written and oral communication and literature.
 - b. Social Studies: three years, emphasizing history and government.
 - c. Mathematics: three years, introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.
 - d. Science: three years, laboratory sciences which include biology, chemistry, physics, earth science, or other college preparatory sciences.
 - e. Other: two years to be selected from art, film, world language, music, speech, theatre, journalism, religion, philosophy, and vocational education.
4. If you have specific course deficiencies:

In the event that new students have deficiencies in course-specific requirements, the University will consider alternative evidence or other academic activities in determining the mastery of the knowledge and skills in the area(s) of the deficiency.

2.36 Course Assignments

The top priority with student registration is to ensure that all students meet graduation requirements. Student request are then taken into account. Electives are disbursed with upperclassman requests accounted for first. It is unfortunate that not all requests can be granted. There may be conflicts with student requests and the master schedule or the course may be full. When this occurs, other elective options will be assigned. Due to our limited number of electives, it is important for students to stay on track with graduation requirements as well as turn in registration forms on time.

2.37 Early College Program

In order to be eligible for participation in the Kankakee Community College's (KCC) Early College Program a student must meet the college's criteria as well as complete the SACHS application and KCC's Early College Program application. Please understand that spots for the Early College Program from St. Anne Community High School are very limited. See the guidance counselor and/or administration for a copy of the application.

2.38 Dual Enrollment

Dual enrollment is when a SACHS student is enrolled in a college credit course and is wanting to receive SACHS elective credit. Dual enrollment may be available to students who wish to pursue college studies. Generally a 3-5 hour college course will be equated as a ½ credit for the high school transcript. Students may receive up to one

credit per semester. Courses offered at SACHS but completed at the college level will be on the weighted grading scale. Courses not offered at SACHS will count as an elective credit. Students will not receive two weighted grades for the same course (for example: SACHS Honors English 12 and KCC English 1613) Counselors must approve the courses in advance.

All requests must be submitted to the counselor at least one week prior to the beginning of the college course. Forms are available in the guidance office.

Please note that SACHS credit will only be awarded when a final official transcript is received in the SACHS guidance office from the college that shows a passing grade in the course.

2.39 Late Registration

Students that register for school more than 20 school days after the beginning of a semester, and have not attended a different school during that 20 school days, will be required to attend SALT for the remainder of the semester to earn credit for courses.

3 – School Lunch Program & Student Monies

3.1 School Lunch Program

Breakfast is served every school day. Lunch is served every school day, except when there is an earlier dismissal.

A student may purchase breakfast for \$1.10.

A student may bring a sack lunch from home or may purchase a school lunch for \$2.55. The school district is in the National Lunch/Breakfast and Illinois Free Lunch/Breakfast Programs therefore, parents/guardians may apply for free and reduced lunches for their students at any time during the school year. Applications are available in the Main Office. .

Applications MUST be renewed at the start of every school year. Students are encouraged to prepay with the Main Office. .

3.2 Lost and Found

The lost and found is located in the Main Office. These items will be cleaned out periodically. District 302 accepts NO responsibility for lost or stolen property.

3.3 School Office/Student Monies

The school office is a place for taking care of school business and is not to be used as a place for loitering or visiting.

In order to avoid error and to facilitate handling, all money turned in at the office will be accepted only if it is presented by the treasurer or faculty sponsor of the organization concerned. All deposits must be in envelopes which are available in the office. All bills turned into the office for payments must have the faculty sponsor's signature on the prepared form authorizing payment.

Purchases of any kind are not to be made by anyone without a purchase order signed by the sponsor/coach and supervisor. If any purchases are made without a purchase order, the individual making the purchase is liable for payment.

Miscellaneous cashing of checks cannot be handled by the school.

3.4 Fines, Fees, and Charges; Waiver of Student Fees

All fines and fees are to be paid through the Main Office. Students who owe the school money will not be able to participate in graduation, and their official transcripts will not be forwarded to other schools or prospective employers until their fines and fees are paid in full. Furthermore, the school district may initiate a small claims lawsuit against the student's parent/guardian.

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for the federal free meals program.

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.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the building principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the Main Office.

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.

4 – Transportation and Parking

This chapter contains information on student transportation and bus rules. Also included are procedures for student parking.

4.1 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 building principal or designee.

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. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. 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 expected to observe the following rules:

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 stay 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 in single file 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. Do not move from one seat to another while on the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smartphones, and other electronic devices must be silenced on the bus unless a student uses headphones.
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. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
9. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment
10. Parents will be liable for any defacing or damage students do to the bus.
11. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
12. 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.
13. 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.
14. Never run back to the bus, even if you dropped or forgot something.
15. Parent/guardian permission is needed to get bus passes for designated bus stops. Passes can be obtained in the Main Office by 12:00PM.
16. All school rules apply while on the bus, at a bus stop, or waiting for the bus.



Video and audio cameras may be active on busses 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 the Main Office.

4.2 Student Parking

Parking on the grounds of St. Anne Community High School is to be considered a privilege. With this parking privilege, certain requirements must be assumed by the student. The following will apply:

1. Each student who parks on the school grounds must have his/her vehicle registered in the Main Office as well as display the school sticker that will be issued.
2. Students must use the south parking lot only.
3. Keep speed down to 10 miles per hour and be especially careful entering and exiting the parking lot. Please drive with care.
4. Students are not permitted in their vehicle, or the vehicle of friends, or in the parking lot except to enter school (at which time the student is to park the vehicle and come directly into the school), or to leave school (at that time the student is to go directly to the parking lot, enter the vehicle, and leave the grounds).
5. Students who need to go to their vehicles during the day must have permission from the office.
6. Students are to lock their vehicle.

If students violate parking regulations, the privilege to park at school will be revoked for a period of time designated by the principal or designee.

Furthermore, vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The lot on the north side of the building for school staff, personnel, and others designated by administration. These lots MAY NOT be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

5 – Health and Safety

This chapter contains student health and safety policies, including information regarding physicals and immunization requirements.

5.1 Immunization, Health, Eye and Dental Examinations

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 prior to:

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

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

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. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

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 and ninth 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.

5.2 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.

5.3 Safety Drill Procedures and Conduct

Safety drills will occur at times established by the building principal or designee. 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 drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

5.4 Student Medication

Taking medication during school hours or during 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 it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child 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, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a 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.

5.5 Guidance & Counseling Service

The School Counselor is available to all students who have concerns of an educational, vocational, or personal nature. The main objective of the department is to help students use their potential to the fullest, use all services within the school, and to help students know more about themselves so that they are better able to utilize their talents.

The counseling program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

The Counseling Department is in charge of scheduling, grading and reporting process, testing, student participation in area college night, printing of cumulative records sent to registrar, scholarships and financial aid, placement, follow-up studies of high school graduates, and various other activities. To arrange an appointment, come to the Counseling Office before school or between classes and inform the secretary you wish to see the Counselor. Students may also ask teachers to send them to the Counseling Department if they feel the problem is urgent. Counseling is CONFIDENTIAL, and the student's concerns are not discussed with others without his or her expressed permission.

Parents/guardians are always welcome to call or visit the Counseling Office when they wish to discuss the progress of their child. All appointments will be arranged with the secretary.

5.6 Work Permits

Work permits provide employers with proof of age for prospective student employees and also specify the amount of hours a minor is allowed to work within a weekly period. Any student needing a work permit should see the counselor. Work permits may be issued only to students aged fourteen to fifteen. Work permits should be returned to the Guidance Office once all signatures are obtained for proper distribution to the Department of Labor.

5.7 Transfer and Withdrawal

Students wishing to transfer to another school or withdraw from school should contact the counselor. The counselor will furnish them with the proper forms and advise them regarding procedures. Upon transfer and withdrawal, all fees and fines must be paid or no official records will be sent. Transferring in students must have an "In Good-Standing" (Illinois only) form and be withdrawn from their previous school.

A student may not be refused enrollment because of that student's failure to present his or her student permanent or temporary record from a school previously attended. When a new student applies for admission and does not present his or her last school student record, we will notify the school or school district last attended by such student, requesting that the student's school records be copied and sent to us and that such request shall be honored within 10 days as prescribed by the Illinois School Code.

5.8 Communicable Diseases

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

1. Parents are required to notify the school administrator 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.

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges and services provided by law and the district's policies. Children will be excluded from school for communicable diseases as recommended by the Illinois Department of Public Health in the current publication of the Communicable Disease Guide.

We all need to do our best to stay healthy and keep our children healthy. When children come to school sick they are not able to participate in the learning process and they expose others to their illnesses.

The following guidelines are suggested to keep our schools a healthy and safe environment:

1. No child should be sent to school with a fever over 100 degrees. If they have been sick they should not return to school until they have been free of fever for 24 hours.
2. A child with diarrhea should be kept home.
3. If vomiting occurs, keep at home until they can eat and keep food down.
4. If your child has strep throat, pink eye, or impetigo, the child needs to be on the medication prescribed by your physician for 24 hours before returning to school.
5. When a child has chicken pox, they may return after all the pox are dry and crusted over, usually not sooner than 6 days after it begins.
6. If your child complains of a sore throat and has no other symptoms, he may be well enough to go to school. If white spots are seen in the back of the throat or if fever is present, keep the child home and call your doctor.

5.9 Head Lice

The school will observe the following policies regarding head lice.

1. Parents are required to notify the school administration if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

6 – Discipline and Conduct

This chapter includes general student conduct requirements, student dress codes, cafeteria rules, as well as notifications on bullying and bullying prevention.

6.1 Electronic Devices

Cellular telephones, smartphones, headphones, video recording devices, personal digital assistants (PDA)s, or similar electronic devices are to be off and out of sight during the school day. Failure to comply with this rule will result in confiscation of the device. The student's parent/guardian will need to come to the school and sign out the device. Repeated incidents of confiscation may result in further disciplinary consequences. Only the building principal, or designee, may grant permission for students to use his/her device during the school day.

To the best of a student's capability, headphones should be off and out of sight. Under the circumstance that headphones are too large to be out of sight, students must carry the headphones in their hand as opposed to being displayed anywhere else on the student's person.

6.2 School Dress Code & Student Appearance

It is expected that everyone show good judgment in determining good taste and appropriateness of attire. Cooperation by all will result in the school not having to take any action regarding dress guidelines.

1. Attire must be consistent with good health and safety standards.
2. Attire must reflect propriety; a decent coverage of the body is expected. Short skirts and shorts, midriffs, halter tops, or other revealing clothing are not permitted. Undergarments must not be visible in any form. Shorts, skirts and dresses will be considered appropriate dress when the length is fingertip. Shorter lengths will be considered a violation of the policy statement. Tank tops must extend the width of the shoulder and no spaghetti straps.
3. No outerwear such as coats, hair rollers, gloves, sunglasses, etc. may be worn. These items are to be kept in the student's locker.
4. **Students may wear hats, caps, bandanas, visors, durags, and sweatbands as long as such headgear is specifically St. Anne spiritwear. Headgear that is not St. Anne spiritwear is prohibited.**
5. No hats or caps may be worn inside the school building. These items must be removed immediately upon entering the building.
5. Any article of clothing, jewelry, haircut, or tattoo depicting gangs (some examples include the following but are not limited to five and six-sided stars, crescent moon, playboy bunny, dollar sign, etc.), satanic occult, violence (gun), sex, drugs (marijuana leaf), alcohol, mutilation, or language that could be considered obscene or vulgar. Inappropriate items and jewelry will be confiscated.
6. Any insignia, style or ornament which identifies an organization dedicated to the mistreatment of a minority, religious or racial group, secret society, a fraternity or sorority will be banned. Obscene language or any reference to drugs, alcohol or gang affiliation may not be written on clothing or on the body.
7. Attire must reflect appropriateness as to time and place; for example, feet must be protectively covered. (Flip-flops PE and Science classroom discretion.)

8. Pants must be worn with the waistband around the waist and not sagging and zippers zipped. Both pant legs must be the same length.

If a student's appearance violates any of the above rules or disrupts the educational process, he/she will be subject to disciplinary action.

6.3 Cheating

Cheating is misrepresenting another person's work as your own or allowing your work to be used in such a manner. Students are expected to perform their own work. Where assignments require students to gather materials from outside sources, teachers will instruct students of any restrictions regarding the use of other material (plagiarism). In the event that cheating is suspected, the teacher involved will: (1) discuss the incident with the student, (2) determine if cheating occurred, and (3) notify the parents/guardians, counseling department, and the building administration. Any situation in which a student is found to be cheating will result in no credit for that particular assignment. Repeated cheating incidents may result in a failing grade for the course.

6.4 Library

The library encourages all students to use its facilities and services. The library is open from 8:15am to 3:05pm daily. Students who violate regulations and procedures may be denied use of the facility.

6.5 Gymnasium

No one is allowed on the gym floor with street shoes except on authorized occasions. Refreshments and beverages of any kind are not to be taken into the gym. This creates a cleaning problem and a safety hazard.

6.6 Lockers

Each student is provided with a locker for storage of personal belongings. Students are **not** allowed to share their locker with other students. This locker is for student usage **but may be opened and searched at any time by school officials**. It is the student's responsibility to keep the lockers clean. Lockers will be inspected at the end of the year for cleanliness and damage. Any damage will be treated as vandalism with the student responsible for the cost of repairs.

6.7 ID Cards All students will be issued identification cards at registration time. **ID cards are required to be carried at all times.** Any faculty member or security guard may request to see a student's identification at any time. If a student does not have an ID card or refuses to show it to an authorized person, the student will be considered defiant. Any student who loses their ID card must purchase a new one for a replacement cost of \$5.00.

6.8 Posters and Bulletins

To ensure neatness and proper care of school property, no posters or bulletins may be placed in the hallways unless the principal approves them with a required signature.

6.9 Money and Valuables

Students are urged to leave valuables and large amounts of money at home. They should carry only enough money to take care of their needs each day.

6.10 Passes

With few exceptions, students attending school are expected to be in class at all times. If for some reason a student must leave class to go somewhere else, he/she must have a pass with them. Students in the halls without passes during class periods will be considered cutting class.

6.11 Public Display of Affection (PDA)

Any display of intimacy in public is in bad taste. It not only makes a bad impression but it embarrasses others and cheapens our companions.

6.12 Gambling/Card Playing

There is to be no gambling in the school building, on the school grounds or on school buses. Students will be subject to disciplinary action for violation of this rule. Students who violate this rule may be suspended up to 10 days and may be referred to the police.

6.13 Good Night Rule

All students should be familiar with the “good night rule.” Once a student comes to an activity sponsored by the school (athletic event, dance, etc.), he or she is to stay at the event. Students who leave the building or event will not be readmitted.

6.14 Hallway Behavior

Appropriate student behavior in our hallways is based on the following expectations:

- Walk/no running
- Be courteous/respectful to all staff/students
- Use appropriate language
- No aggressive behavior
- Speak softly
- No eating or drinking
- Follow all school rules

Students who choose to ignore our expectations will be referred to the Principal, or designee, for further disciplinary action.

6.15 Telephone Calls

Students are NOT ALLOWED to use the office telephone for non-emergency calls. Students will be given messages from the office in case of an emergency. Cellular telephones may not be seen or used during the school day. Violation will result in confiscation.

6.16 Textbooks

Textbooks are rented to the students each year. A record of books issued to the students is kept by the teacher, and fines are assessed to students who mutilate or lose their books. The fine may be equal to rebinding the current copy or toward purchasing a new textbook.

6.17 Reporting a Theft

In order to report a theft, a student should contact the principal. The principal will then contact the appropriate authorities that will complete the investigation. District 302 accepts NO responsibility for lost or stolen property.

6.19 Vandalism

All feasible precautions shall be taken to prevent vandalism of all district buildings. Strategically placed exterior lighting shall be maintained to discourage nighttime incidents. The cooperation of neighbors in reporting questionable activities around the high school shall be sought. The building will be posted indicating that a reward will be given for information leading to the apprehension of anyone committing an act of vandalism.

When vandalism has occurred, it shall be reported to the principal and superintendent. In most instances, the police will be notified. If the person causing the vandalism is apprehended, steps to secure restitution, including prosecution when appropriate, shall be taken.

6.20 Book Bags and Backpacks

Book bags and backpacks can be brought to school and put into student lockers. Students are not allowed to take purses larger than 8 ½" X 11", book bags and backpacks to classes. Students will be subject to disciplinary action for violation of this rule. Any item a student brings to school, which is considered disruptive, hazardous, or dangerous, may be taken immediately and held in the Main Office till the end of the school day.

6.21 Loitering

No student is allowed to be in the building or on the premises after 3:05 pm unless he/she is under the supervision of a teacher, coach or club sponsor. Students who violate this rule will be subject to disciplinary action. Students may not stay after school and wait for athletic games to commence.

6.22 Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:

- a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
- b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
- g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
- h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others,

including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
12. Engaging in teen dating violence.
13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may

reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member or student; or (b) endanger the health or safety of students, staff, or school property.

21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student’s parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
5. During periods of remote learning.

6.23 Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline

before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to dropout of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds unless authorized by Administration via a Student Services Plan.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint 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 to the student or others.

6.24 Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm.

Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

6.25 Weapons Prohibition

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

(1) A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

(2) A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

6.26 Gang & Gang Activity Prohibited

“Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items **which reasonably could be regarded as gang symbols**; commit any act or omission, or use either verbal or nonverbal gestures, **or handshakes** showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

6.27 Re-Engagement of Returning Students

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

6.28 Discipline - Rights and Responsibilities

Introduction

Discipline is a means of fostering the growth of students toward maturity and responsibility. The educational environment of the District shall be such that the administration and teachers shall demonstrate fair, just and flexible attitudes and disciplinary efforts toward all District students.

The School Board's disciplinary policies allow, but are not limited to, the following disciplinary measures:

- Expulsion
- Out-of-School Suspension
- In-School Suspension
- Social Suspension
- Physical Force (not corporal punishment)
- Removal from classroom
- Denial of privileges
- Probation
- Detention (after school)

Prior to receiving a disciplinary action, the student shall be given the opportunity to deny or explain his/her alleged misconduct to the classroom teacher, if appropriate, or the building administrator, if appropriate.

Under the direction of the Superintendent, school personnel shall establish, regularly review and revise, if necessary, procedures for implementing the School Board's disciplinary policies.

Within fifteen (15) days of the start of each school year, a copy of the District's disciplinary policies shall be distributed to the students and parents/guardians.

6.29 Discipline and Procedures

Expulsion

Only the Superintendent may recommend a student for expulsion.

A. Expulsion Notification

1. The Superintendent shall send the letter by Certified Mail, Return Receipt Requested, to the parents/guardians of the student, notifying them of the recommended expulsion.
2. The notice to the parents/guardians and the recommended expulsion shall include:
 - a. A full statement of the reasons for the proposed expulsion
 - b. The proposed duration of the expulsion
 - c. The time and place of the meeting to discuss the expulsion
 - d. Notification of the right to be represented at the expulsion hearing by legal counsel with the advice that if parents/guardians cannot afford a lawyer they may contact Prairie State Legal Services

- e. An explanation of the purpose of the meeting

B. Expulsion Hearing

1. The expulsion meeting shall be conducted before the Board of Education or a hearing officer appointed by the Board.
2. The Board may take such action after the hearing, as it deems appropriate, including affirming or overruling the proposed expulsion and/or any related suspension.
3. If the Board determines that an expulsion is not justified, the student shall be afforded every opportunity to make up all lost educational opportunities, including, but not limited to, tests and other class work. Absences due to suspensions will be considered as excused.
4. The decision of the Board shall be made in public session, except that the name of the student shall not be announced.
5. Written notification of the Board's decision on the recommended expulsion shall be mailed to the parents/guardians following the meeting.

Suspension

The Superintendent or designee shall be authorized to suspend a student from school for a period of up to ten (10) days for gross disobedience or misconduct according to the following conditions:

- A. The Principal or assigned administrator shall inform the student of the suspension, citing reasons, and grant the student the opportunity to present his/her side of the matter.
- B. The administrator shall notify the parent/guardian of the suspension.
- C. Such notice shall state the reasons for the suspension and shall reference the parents/guardians right to a hearing to review the matter.
- D. The administrator shall provide the Board with a copy of the information.
- E. If the parents/guardians requests it, a hearing shall be held before the Board or a hearing officer appointed by the Board to review the action.
- F. If a hearing is held before a hearing officer, such officer shall provide the Board with a written report of the evidence. The only persons allowed at the hearing shall be the parties, their representatives, their witnesses, and a representative of the Department of Mental Health and Development Disabilities, if appropriate.
- G. In cases where a hearing is held, the Board shall take whatever action it deems appropriate in the matter. Final action shall be taken in public session.
- H. Students are not allowed on school property while serving an Out-of-School Suspension.

Cumulative suspension leading to expulsion

Students who accumulate ten (10) or more days of out-of-school suspensions will be required to attend a conference with parents/guardians and the building administrator. Parents/guardians and student attendance will be mandatory prior to student re-entry.

At this conference, a contract may be written and signed by all parties designating acceptable behavior and the consequences of unacceptable behavior.

The parents/guardians and students will be aware of the fact that additional suspensions for unacceptable behavior may result in recommendation for expulsion from school for the remainder of the school term.

In-School Suspension

The intent of an in-school suspension is to provide a penalty for inappropriate behavior, without removing the student from the educational setting allowing opportunities for tests and make-up work. Students assigned to ISS are required to bring work with them for the entire day, or work will be assigned through the ISS program. The student has the cumulative number of days he/she was in ISS to make-up his/her work and tests. An attempt will be made to contact each parent/guardian upon assignment to ISS.

1. ISS staff will be addressed in an appropriate manner and will be treated with the utmost respect.
2. Students report to the ISS room at the beginning of the day or period assigned.
3. Students will not be permitted to go to their locker or teachers throughout the day.
4. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed.
5. Restroom breaks are provided periodically.
6. No eating (food or candy) or drinking, other than water, within the ISS room---excluding lunch.
7. Students eat lunch in the ISS room.
8. All electronic devices (IPODS, MP3 Players, Cell Phones, etc.) are not permitted in any way. This does not include the Chromebook.
9. Vandalism will not be permitted and will result in further consequences.
10. Students will remain seated in assigned seats and work on assignments, behavioral worksheets, or any other material assigned by the ISS staff.
11. Students will only use their Chromebooks for the purpose of school work or as assigned by the ISS staff.
12. Students are strictly prohibited from talking or interfacing with other students.
13. Sleeping or lounging will not be tolerated and will result in further consequences.
14. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.
15. All school rules supplied in the student handbook apply in ISS. This includes the Dress Code Policy.

Any student assigned to ISS may not participate in a competition or performance on the day of the ISS. Students who refuse to serve an ISS will be given an OSS and upon return to school, they shall serve the original In-School Suspension assignment.

Social Suspensions

While on social suspension, a student may not attend or participate in any school-related functions or extracurricular activities, including athletic competitions, as a spectator.

Students who have been suspended from school shall receive a social suspension for the length of suspension. Furthermore, students that serve an ISS will be placed on social suspension for that day that they serve the ISS.

Students may be placed on social suspension for inappropriate behavior during school. Students shall be placed on social suspension for a period of time to be determined by the school administration.

Students may be placed on social suspension for inappropriate behavior while attending or participating in extracurricular activities or school-related functions, the length of which shall be determined by school administration.

Students may also receive social suspensions for their failure to meet the academic eligibility requirements for attendance of extra-curricular activities.

Students that are socially suspended for academic purposes will have the opportunity to participate in their current extracurricular activity upon meeting weekly academic eligibility criteria. While academically ineligible, students may not participate in contests or performances but may participate in practice at the coach's discretion.

The Principal reserves the right to review and postpone a social suspension in the rare instance that the cancellation of an activity or event may result from a social suspension.

6.30 Discipline Eligibility

All students must meet behavior expectations. Discipline measures will be assigned points as follows:

Discipline Measure	Points Assigned
Lunch Detention	-1
After School Detention	-2
In-School Suspension	-3
Out-of-School Suspension	-4
Positive Recognition	+1

Students may accrue a point for each positive recognition logged by a staff member.

Discipline points will be totaled at progress checks, every four and a half weeks, at which time a student will be placed on Social Suspension. A total of negative four points will place a student on Social Suspension until the next time the discipline points are calculated. The student will be unable to participate in, or attend, any extracurricular activity while on Social Suspension.

There will be a total of eight checks throughout the school year. Discipline points will start at zero at the beginning of every four and a half week time period.

6.31 Schoolwide Eligibility

Eligibility lists will apply for all students. SACHS eligibility rules (SEE CHAPTER 9) will apply in determining a student's eligibility. Students ruled ineligible will be placed on social suspension until the next progress report.

The purpose is to improve overall school academics.

School Wide Eligibility will be taken every four and a half weeks for a total of eight times per year.

Example:

If a student is ineligible at the progress report and Prom is during the next four week time period, the student would not be able to attend.

Removal from Classroom

Teachers shall maintain discipline in the school. When necessary, the teacher shall be allowed to remove a child from the classroom for his or her own protection and the maintenance of an appropriate learning atmosphere within the classroom.

Detention

After school detention may be used with a student as a corrective disciplinary measure. Parents and students will be given notice of the detention at least 24 hours in advance. Students who are detained shall be supervised by the teacher who detains them or by the building Principal or the building Principal's designee.

***Removal from detention, or failure to serve an assigned after school detention, will result in ISS.**

6.32 Prevention of and Response to Bullying, Intimidation, and Harassment

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

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

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment. Further bullying resources and materials can be found on the district's website www.sachs302.org.

Nondiscrimination Coordinator:

Mr. Charles Stegall
100B West Dixie Highway
St. Anne, IL 60964
815-422-5022

Designated Complaint Managers:

Ms. Ramie Kolutwenzew
650 W Guertin St.
St. Anne, IL 60964
815-427-8141

Mr. Ben O'Brien
650 W. Guertin St.
St. Anne, IL 60964
815-427-8141

SACHS does not discriminate on the basis of age, color, national origin, sex, religion or disability.

6.33 Sexual Harassment & Teen Dating Violence Prohibited**Sexual Harassment Prohibited**

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating

violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

6.34 Making a Complaint; Enforcement

Students are encouraged to report claims or incidents of sexual harassment, teen dating violence or any other prohibited conduct to the nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

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6.35 Access to Student Social Networking Passwords & Websites

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

6.36 Cafeteria - Usage and Conduct

Breakfast and lunch are available. Students **MUST** show their I.D. card to receive a breakfast and/or lunch tray. Students may not leave campus during lunch, except with permission granted by administration or authorized staff. During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until the lunch tone rings, at which

point they shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch.

Cafeteria Rules

1. Students shall not save seats for other students.
2. Loud talking, yelling, screaming, and other disruptions are prohibited.
3. Students shall not throw food, drinks.
4. Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
5. Students shall not leave the cafeteria until the after the appropriate tone rings, or otherwise directed by staff.
6. Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
7. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
8. Students shall report spills and broken containers to cafeteria staff immediately.
9. Misbehavior will result in disciplinary action in according to the school's disciplinary procedures.

6.37 Field Trips

Field trips are an extension of the classroom experience. They are meant to be a learning situation with the same behavior expectations for students. Field trips usually require additional supervision provided by teachers and staff members. In order for the field trip to be rewarding the following guidelines are expected:

- Students not attending the field trip are expected to attend school. Parent/guardians should send a note and the child will be assigned another class for the day.
- Students attending the field trip must have a field trip permission form signed by a parent/guardian.
- Students and teachers/staff are expected to ride the bus. A limited number of teachers/staff per class is usually required (due to space on the bus). The assigned teacher is in charge of the group. Each child must remain with the teachers/staff.
- Teachers/staff are responsible for the safety of their students. At no time should teachers/staff allow the students to wander out of sight. If a student goes to the restroom, please stay outside of the restroom until the student comes out or if possible stay in the restroom.
- A time and meeting place is usually set for the entire group to meet before leaving the field trip. Teachers/staff should wear a watch, and be aware of the meeting time. The buses are on a strict time schedule.
- Smoking and alcohol are prohibited on school grounds, therefore, prohibited on field trips.
- It may be necessary under unusual circumstances for a teacher/staff to purchase something for a student. The circumstances could be: loss of lunch or drink money. If this occurs the teacher/staff will be reimbursed. At no time should teachers/staff purchase treats or souvenirs or pay entrance fees to special shows or exhibitions for students. Students are informed before the field trip if they may or are required to bring money.
- Any exceptions to the field trip guidelines should be referred to the building principal.

- Any student who expects to miss any classes because of a field trip or other school-sponsored activity must arrange with their teachers to make-up his/her work in advance. Sponsors will supply all faculty/staff a list of students to be absent as much in advance as possible at the planned trip or activity.
- The faculty/staff must turn in a list of students to the office who will be attending the field trip before the bus departs.

6.38 Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the building principal such as before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - A. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - B. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
 - C. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
 - D. Is reasonably viewed as promoting illegal drug use; or
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

6.39 Face Coverings

General Rule - Face Coverings Required

The School Board acknowledges the continuing need to follow the Joint Guidance issued by the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) with respect to health and safety protocols for the return to in-person instruction. Accordingly, except for individuals younger than 2 years of age,

any individual present in any building, facility or transportation vehicle (i.e. bus) owned, operated or used by the District, shall at all times wear a face covering, even when social distancing is maintained.

When Face Covering May Be Removed

Face coverings may be removed when:

1. Individuals are eating and/or drinking in spaces and at times so designated by the district;
2. Teachers and students are engaged in band activities necessitating such removal;
3. Individuals are outside and social distance (at least six feet apart) is maintained; or
4. Individuals are having trouble breathing.

Reasonable Accommodations

Individuals who cannot tolerate a face covering due to a medical condition or disability related condition, or who present other bona fide reasons are not being able to wear a face covering, may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, visitor, or third-party individual qualifies for a reasonable accommodation. For a student with a medical condition or disability, the student's education team (i.e. IEP team, 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the District may require an individual to provide a physician's note and/or other relevant information, documents, or certifications with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed in accordance with applicable state and federal law.

What Constitutes a Face Covering/Additional Resources

For purposes of this section, "face covering" means a cloth face covering, N95 mask, surgical mask, or other material that fully covers the nose and mouth and is approved by the Centers for Disease Control and Prevention. For additional information and resources regarding face coverings, please see:

Illinois Dept. of Public Health - <http://www.dph.illinois.gov/covid19/community-guidance/mask-use>

CDC DIY Cloth Face Coverings (April 4) -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

CDC Cloth Face Covers FAQ -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-faq.html>

Consequences for Violating Policy

An individual's refusal to wear a face covering in accordance with this policy shall constitute a violation of the District's applicable rules of conduct, and may subject the individual to disciplinary action and/or prevent the individual from entering the District's buildings, facilities or transportation vehicles until the individual complies with this policy. Face covering designs and images must comply with the District's Student Appearance Policy and must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning

climate, or compromise reasonable standards of health, safety and decency. The Superintendent or designee shall apply and enforce this policy.

Application and Duration of Policy

This policy shall apply any time ISBE and/or IDPH Joint Guidance recommends that face coverings be used in Illinois schools. Upon any change in or withdrawal of the Joint Guidance, the School Board hereby delegates to the Superintendent authority to establish temporary rules and procedures, and/or to suspend this policy, consistent with such change or withdrawal.

7 – Internet & Technology

7.1 Internet Acceptable Use

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

7.2 Privileges

The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

7.3 Unacceptable Use

The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;

1. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
2. Downloading of copyrighted material for other than personal use;
3. Using the network for private financial or commercial gain;
4. Wastefully using resources, such as file space;
5. Hacking or gaining unauthorized access to files, resources, or entities;
6. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
7. Using another user's account or password;
8. Posting material authored or created by another without his/her consent;
9. Posting anonymous messages;
10. Using the network for commercial or private advertising;
11. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

12. Using the network while access privileges are suspended or revoked.
13. Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 14. Be polite. Do not become abusive in messages to others.
 15. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
 16. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
 17. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 18. Do not use the network in any way that would disrupt its use by other users.
 19. Consider all communications and information accessible via the network to be private property.

7.4 No Warranties

The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

7.5 Indemnification

The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

7.6 Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

7.7 Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

7.8 Copyright Web Publishing Rules

Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
3. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

7.9 Use of E-Mail

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

1. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district's Internet gateway carry with them an identification of the user's Internet “domain.” This domain name is a registered domain name and identifies the author as being with the school district. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that messages authenticity and the nature of the file so transmitted.
5. Use of the School District's email system constitutes consent to these regulations.

7.10 Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

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

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

vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

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

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

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

- Application metadata and application use statistics
- Permanent and temporary school student record information

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

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

8 – Search and Seizure

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

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

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

8.2 Student Searches

School authorities may search a student and/or the student’s personal effects in the student’s possession (such as, purses, wallets, knapsacks, backpacks, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district’s student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student’s age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website

8.3 Seizure of Property

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

8.4 Metal Detectors

The school board recognizes its responsibility to maintain order and security in the schools. Furthermore, the school board recognizes its responsibility to prevent any behavior which is inconsistent and appropriate with the educational mission. Accordingly, school authorities are authorized to conduct hand-held metal detector scanning of students and personal effects. A periodic canine search may also be done throughout the school year to search for illegal drugs, in accordance with board policy.

8.5 Questioning of Students Suspected of Committing Criminal Activity

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

9 – Athletics and Extracurricular Activities

This chapter includes information on athletic rules and codes of conduct. Eligibility is detailed in this section as well.

9.1 Philosophy of Athletics

We believe that sports are an integral and important part of the educational process at St. Anne High Community School. It is the belief of the SACHS Athletic Department that every student should be provided an opportunity to participate in an interscholastic athletic activity of his or her choice. Participation in sports is a **PRIVILEGE** extended to students who are willing to follow the rules and regulations. Success in our sports program is not measured from winning but by students performing to the best of their abilities.

We believe that many of the same positive qualities necessary to be a successful employee after high school are the same qualities developed from successful participation in sports at SACHS. Students can gain the following

positive values from sports at SACHS: competitiveness, a sense of self-worth, pride, responsibility, dependability, self-discipline, sportsmanship, cooperativeness, goal setting, goal attainment, physical conditioning, dealing with stress, success and adversity, hard work, dedication, personal sacrifice, positive mental attitude and decision making.

Foremost, we want to help prepare SACHS students for life after high school. It is the job of every coach to help each student be the best he or she can be.

9.2 Extracurricular and Athletic Activities Code of Conduct

This Extracurricular and Athletic Activities Code of Conduct applies, where applicable, to all school-sponsored athletic and extracurricular activities that are not part of an academic class nor otherwise carry credit for a grade.

9.3 Requirements for Participation in Athletic Activities

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."
2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.
3. Proof the student is covered by medical insurance.
4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
5. A signed agreement by the student and the student's parent/guardian authorizing compliance with the School District's Extracurricular Drug and Alcohol Testing Policy; and
6. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

9.4 Requirements for Starting a New Organization

To create a new club or organization within the district the following steps must be taken and approved by school administration.

1. Complete the "New Club or Organization Proposal" form located in the Main Office.
2. Identify the student interest level.
3. Identify a sponsor.

4. Determine the purpose of the club or organization and anticipated outcomes.
5. Determine meeting times, location, and expected outcomes.
6. Determine potential associated costs and fundraising ideas.
7. Identify club or organization participation requirements.
8. Draft a formal proposal outlining the findings above.
9. Present the proposal and form to administration.

Once approved by administration and the Board of Education, clubs or organizations will enter a pilot phase at the end of which the success of the club will be evaluated for continued operation.

9.5 Absence from School on Day of Sport or Activity

A student who is absent for more than half of the day of school, or goes home sick from school, is ineligible for any sport or activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made for justifiable reasons, including; 1) a pre-arranged medical absence, 2) a death in the student's family, or 3) a religious ceremony or event.

A student who has been suspended from school, including ISS, may be suspended from participation in athletic activities by school officials.

Pre-arranged absences forms are available in the Guidance Office and must be submitted at least three days prior to the absence. A student must obtain a pre-arranged absence form from the high school office and collect his/her work and teacher signature in advance of absence.

A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday sports and activities at the sole discretion of the designated teacher, sponsor or coach.

9.6 Awards System

Numerals will be awarded after completing the requirements for the first time. Each succeeding year of athletics, in which the requirements are met, athletes will receive a letter and then pin. Athletes must complete the full season to earn awards.

Varsity letters will be awarded at the discretion of the coach and/or athletic director. Injured athletes may be awarded a letter at the discretion of the coach and/or athletic director. Additionally, any other awards will be determined by the coach and/or athletic director.

9.7 Code of Conduct

This Code of Conduct applies to all extracurricular and athletic activities and is enforced 365 days a year, 24 hours a day.

This Code does not contain a complete list of inappropriate behaviors. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations. A student may be excluded from extracurricular or athletic activities while the school is conducting an investigation into the student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program for alcohol or other drug problems. Participation in an alcohol or drug counseling program will be taken into consideration in determining consequences for Code of Conduct violations.

The student shall not:

1. Violate the school rules and School District policies on student discipline including policies and procedures on student behavior;
2. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute, a beverage containing alcohol (except for religious purposes);
3. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute tobacco or nicotine in any form;
4. Ingest or otherwise use, possess, buy, sell, offer to sell, barter, or distribute any product composed purely of caffeine in a loose powdered form or any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
5. Use, possess, buy, sell, offer to sell, barter, or distribute any object that is or could be considered a weapon or any item that is a look alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in athletics, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
7. Act in an unsportsmanlike manner;
8. Violate any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and reckless driving;
9. Haze or bully other students;
10. Violate the written rules for the extracurricular or athletic activity;
11. Behave in a manner that is detrimental to the good of the group or school;
12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff; or
13. Falsify any information contained on any permit or permission form required by the extracurricular or athletic activity.

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. *Bullying* includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a detrimental effect on the student's or student's' physical or mental health;
3. Interfering with the student's or students' academic performance; or

4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

9.8 Due Process Procedures

Students who are accused of violating the Code of Conduct are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
 - a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all extracurricular or athletic activities for one of the time periods described below:
 - i. A specified period of time or percentage of performances, activities, or competitions.;
 - ii. The remainder of the season or for the next season; or
 - iii. The remainder of the student's school career.
 - b. Sanctions for alcohol and other drug violations, including tobacco, nicotine in any form, mood-altering or performance enhancing drugs, products composed purely of caffeine in a loose powdered form, paraphernalia or any other illegal substance, will be based on the following:
 - i. First violation
 1. Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of one third of the total number of performances, activities, or competitions or the remainder of the season, whichever is shorter. This penalty may be reduced if the student is enrolled in a school-approved alcohol or drug counseling program.
 2. Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one sixth of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
 3. The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).
 - ii. Second violation
 1. Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension of 12 weeks or 1 season, including suspension from all performances,

activities, or competitions during this period. To participate again in any extracurricular or athletic activity, the student must successfully participate in and complete a school-approved alcohol or drug counseling program and follow all recommendations from that program.

2. Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one third of the season and all extracurricular group performances, activities, or competitions during this period.
3. The student may be required to practice with the group (unless suspended or expelled from school).

iii. Third violation

1. Use, ingestion, possession, buying, selling, offering to sell, bartering, or distributing: A suspension from extracurricular or athletic activities for the remainder of the student's school career.
2. Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors: A suspension of one calendar year from the date of the suspension, including all extracurricular and athletic activities during this period.

7. The appropriate administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Principal or Principal's designee.

All students remain subject to all the district's policies and/or the school's student/parent handbook.

9.9 SACHS Eligibility

All students participating in extracurricular activities must be academically eligible in order to participate.

- (1) A weekly eligibility check will be made for all students participating in extracurricular activities.
- (2) A point system will be used to determine eligibility.
 - a. Students earning "D's" (D+, D, and/or D-) will be assigned one point.
 - b. Student earning a F will be assigned two points.
 - c. D's and F's will be added to determine a student's overall point value.
 - d. Students with **four** points or more will be ruled ineligible.

Example Situation #1: A student has one F and one D. In the remaining classes, all the student's grades are a C or higher.

Solution #1: Student is eligible, because he/she has only accumulated a total of **three points**.

Example Situation #2: A student has four D's. In the remaining classes, all the student's grades are a C or higher.

Solution #2: Student is ineligible, because he/she has accumulated **four points**.

(3) A student ruled ineligible will not be able to practice or participate the following week.

Example Situation: A student is ruled ineligible on Thursday the 2nd. The student **may** practice and/or participate **Friday and Saturday (the 3rd and 4th)**. The student **will not** be able to practice and/or participate from Sunday through Saturday of the next week (the 5th through the 11th).

(4) Schoolwide eligibility (See Chapter 6) rules will apply to students involved in extracurricular activities as well.

Students that are socially suspended for academic purposes will have the opportunity to participate in their current extracurricular activity upon meeting weekly academic eligibility criteria. While academically ineligible, students may not participate in contests or performances but may participate in practice at the coach's discretion.

9.10 IHSA

Eligibility for most athletics is also governed by the rules of the Illinois High School Association and, if applicable, these rules will apply in addition to this Extracurricular Athletic Code. In the case of a conflict between IHSA and this Extracurricular Athletic Code, the most stringent rule will be enforced.

9.11 Equipment and Uniforms

You will be issued some expensive equipment during the season. Failure to do so could result in disciplinary action by the athletic department. Students are required to pay for lost or stolen equipment or uniforms. It is also your duty not to destroy or damage any of the permanent equipment belonging to the school. Athletes are strongly reminded to lock their lockers and give no one else the combination of the locker.

9.12 Injuries

Athletes that are injured during practice or during a game should notify the coach in charge. This must be done immediately. Coaches are required to fill out injury reports. All injuries, where school insurance claims are filed, must be seen by a doctor after he/she has reached home, the athlete must notify the coach as soon as possible.

9.13 Student Athlete Concussions and Head Injuries

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be removed from participation or competition at that time. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches.

in Illinois or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.

9.14 Insurance

Each participant in athletics at SACHS must have insurance to cover him/her in case of athletic injury. This can be done two ways:

1. The parent has insurance of his/her own that will cover the athlete.
Then the parent can sign a waiver form indicated that the student is covered.
2. If the parent has no insurance coverage, then he/she must purchase the necessary coverage through the school.

Details for these plans will be made available at the beginning of each year. Under no circumstances will students be allowed to participate in sports without completing with 1 or 2 above.

Insurance is offered to the student during registration in the fall. Students are not required to purchase insurance.

Before a student is allowed to practice, each student who participates as a member of an interscholastic athletic team must:

1. Obtain and pay for the standard student insurance policy selected by the school district; or
2. Their parent/guardian must sign an insurance waiver that states that the school district has student insurance and that they are aware that by not enrolling their child in said insurance plan, the financial responsibility for any and all injuries to said child arising out of any accidents must be borne by the parent/guardian of the child.

9.15 Locker Rooms

Your conduct in our locker rooms and lockers rooms at other schools should show the utmost respect for all property. During away games, athletes must enter and use only those lockers assigned to them. Do not eat any food in the locker rooms. All athletes should pick up any paper, tape, etc. and place it in a trash basket.

9.16 Personal Appearance

All athletes are encouraged to keep clean and well groomed. Any unconventional dress, hairstyle, etc. that would draw undue attention will be dealt with individually. Athletic teams which are participating away from school should dress appropriately. You are representing our school and community.

9.17 Physical Exam

You must take and pass a physical examination each year after JUNE 1st. This is a requirement of the IHSA regardless of what sport you are in. Athletes who have a medical excuse from P.E. will not be able to participate in the athletic program. **Athletes must have a sports physical before competing; if not there will be no practicing and participation in game contest.**

9.18 Practice

Athletes are expected to be at practice on time. Anyone sent home from practice or school for undesirable conduct will be considered having an unexcused absence. An athlete will be excused from practice for other school activities which are on the school calendar, but the athlete should make an effort to attend as much of the practice as possible. **Three unexcused absences for any four week period will result in suspension from the team.**

9.19 Removal From or Quitting the Squad

Athletes may be asked to cease participation for violating the policies and regulations determined by the school and the coaching staff. However, the policy which was violated must be a written policy, clearly spelled out before the offense occurred. If an athlete switches from one sport to another, the following guidelines will be used.

1. If the change occurs during the first two weeks of practice, the athlete may participate in the first contest at the coach's discretion.
2. If the change occurs after the first two weeks of practice, but before the first contest, the athlete will not be eligible to participate in any contest until he/she has made up the missed practice time. He/she becomes eligible the same number of days after the first contest as the number of days from the end of the first two weeks practice up to the date of the change.
3. If the change occurs after the first contest or if the athlete comes out for a sport after the season begins, he/she will not be eligible for any contest after the same number of days as from the first day of practice up to the date of the first contest.

9.20 Stealing and Damaging Property

Stealing from students, SACHS, or opposing schools:

FIRST OFFENSE: Athlete will be suspended for one calendar month.

SECOND OFFENSE: Permanent suspension from all athletics at SACHS for the remainder of his/her career.

Any student found guilty of stealing or damaging property will be responsible for all losses and/or damages.

Accepting property stolen from fellow students, SACHS or opposing schools:

FIRST OFFENSE: Athlete will be suspended for one calendar month.

SECOND OFFENSE: Athlete will be suspended for the remainder of the school year, and it will be left to the discretion of the coach whether or not the athlete may go out for the next sport.

THIRD OFFENSE: The athlete will be permanently suspended from athletics from SACHS.

Property damage at SACHS or opposing school:

FIRST OFFENSE: Athlete will be suspended for one calendar month and will be charged for the damages.

SECOND OFFENSE: Athlete will be suspended for the remainder of the school year and charged for the damages.

THIRD OFFENSE: Athlete will be permanently suspended from athletics at SACHS.

9.21 Training Rules

Training rules are self-discipline and in most successful programs the players will see to it that all team members abide by the rules and regulations. Training rules do not exist only for the sports season, but are in effect for the entire year, including the summer. In the interest of a good athletic program, the following rules will be in effect: No smoking, no drinking alcohol, or drug abuse will be tolerated. This includes chewing tobacco. If the head coach suspects anyone of violating training rules, he/she will make an effort to substantiate those suspicions. Anyone in violation of the rules caught by a coach, administrator, teacher or law enforcement official will be treated as follows:

FIRST OFFENSE: Violator will be suspended in 1/3 of the regularly scheduled contests in that sport or the succeeding if that sport has been participated in previously, but must attend practice sessions with a positive attitude during the suspension.

SECOND OFFENSE: Violator will be suspended for one calendar year from all athletic activities beginning with the date of the infraction.

THIRD OFFENSE: If an athlete breaks a rule for the third time, it is evident that he/she does not want to be a part of a quality program and therefore could be suspended for the remainder of his/her high school career. One calendar year after the third offense, if an athlete feels that he/she has not been treated fairly, he/she may appeal his/her suspension to a review board composed of the athletic director, a head coach of another sport, the principal or the principal's representative, the president of the student council and the president of the senior class.

9.22 Travel

All athletes will be transported to away events by a team bus and are expected to return the same way. Individuals will not be allowed to arrange their own transportation. We will allow exceptions to the policy only if parents personally request it. Be on time. Each bus has a scheduled departure time. Anyone that misses a bus will not be allowed to participate – no exceptions. Don't let your teammates down. Give yourself plenty of time in case of emergencies. **Violation of this rule will result in a one game suspension for each offense.**

9.23 In-School Suspension and Participation

An athlete assigned to in-school suspension may not participate in a competition or performance on the day of the ISS. Any athlete receiving multiple days of assignment may not participate in a competition or a performance on the days assigned.

9.24 Athletic Study Hall

A service offered to any student in athletics or activities. It is a program that was designed by the St. Anne coaches to help our students with academics.

The criteria for the study hall is any student having a D or F at any time during the nine week grading period, could be required by his/her coach to attend athletic study hall.

The study hall is held Monday through Thursday and from 3:15-4:15pm, it is held year round for every season. After the study hall the student then goes to practice for the sport they are participating in.

A student in athletic study hall will be monitored on a daily basis by the athletic department. There will be weekly grade checks. Once their grade is above a D they are not required to be in athletic study hall.

St. Anne High School follows SACHS eligibility; if a student is in athletic study hall he/she are not ineligible for sports.

9.25 Fundraising Guidelines

1. Each fundraiser must have written approval of the principal prior to start.
2. Participation in a fund raising activity should be a volunteer effort on the part of organization members and are never mandatory as a condition for membership.
3. Fund-raising permission slips need to be signed by parents/guardians & students prior to participation.
4. All monies collected for fund-raising should be turned in to the sponsor and the sponsor will turn it into the Principal's secretary upon collection. **The student and their parents/guardians will be held accountable for items sold and monies collected.**

9.26 Beta Club

The Beta Club is an organization in which students earn membership based on scholarship. Freshmen with a cumulative 3.5 G.P.A. or better will receive an invitation to join the Beta Club. Beta Club members will work in conjunction with National Honor Society service projects so that they can be better qualified for application for National Honor Society membership.

9.27 National Honor Society

The National Honor Society is an organization in which students earn membership based on scholarship, service, leadership and character. To be eligible, a student must be a sophomore, junior, or senior and have a cumulative 3.5 G.P.A. or better and documented community service. An invitation to join the National Honor Society will be extended to those who meet the requirement for membership. Upon receipt of a completed application from those invited to join, the faculty council will review and new members will be chosen for induction.

9.28 Organizational Guidelines

All organizations must file petitions for officers and follow the voting procedures used in class elections. Students participating in any organization are under the same eligibility criteria as outlined in the Student Handbook.

9.29 School Dances

Students attending school dances are expected to dress and conduct themselves in a manner fitting the occasion.

1. Students must be ready to present identification cards to be admitted.
2. No student is permitted to leave the dance and return.
3. No smoking is permitted.

4. A student who violates the code of conduct or school regulations will be subject to disciplinary action and may forfeit his or her privilege of attending activities for the remainder of the year.
5. Students who are placed in other programs for disciplinary reasons will not be permitted to attend school dances.
6. SACHS eligibility rules (See Chapter 6) will apply in determining a student's eligibility for participation in school dances.
7. Students wishing to bring non-SACHS students will need to complete a permission form prior to the dance.
8. Approved non-SACHS students **must** present a photo ID in order to receive admittance.

9.30 Student Council

The Student Council is organized for the purpose of handling affairs that are of interest and value to the student body and the school and are not of an administrative nature. The Student Council has been of great value in maintaining a good school spirit and in sponsoring activities that are of benefit to the school as a whole. The council is a representative body in that it is made up of representatives from the four classes in the school. It has the welfare of the students at heart and cooperation with it on the part of all students will add to its value and effectiveness.

10 – Special Education

This chapter contains policies and procedures applicable to students with special learning needs.

10.1 Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and 21 (inclusive) for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. For further information, please contact: Ramie Kolitwenzew, Principal
Main Office

10.2 Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

St. Anne Community High School is a member of the Kankakee Area Special Education Cooperative, which may provide some services.

10.3 Exemption From Physical Education Requirement

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) 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 Individualized Education Program.

10.4 Certificate of High School Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

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

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is

afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the special education coordinator.

10.6 Related Service Logs

For a child with an individualized education program (IEP), the school 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 that has been administered. 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.

11 – Residency, Student Records & Privacy

Policies in this chapter include State and federal student record and privacy notifications.

11.1 Residency Requirements

In order to ensure a safe environment for the students in our district, all parents/guardians will need to bring proof of residency when registering their child for school. Proof of residence includes the following:

1. One of the following with current District No. 302 address:

- *Driver's License
- *Illinois State ID Card
- *Other official picture ID

AND

2. Three of the following with current District No. 302 address:

- *Mortgage payment book
- *Medical card/Public Aid document
- *Utility Bill (Gas, electric, or water bill)
- *Property Tax Bill
- *Insurance Card
- *Rental Receipt (name of landlord, and the landlord's telephone number)

Students will not be enrolled in St. Anne District 302 until the required four (4) items are presented at time of registration.

A Temporary Residence form must be completed if none of the items listed in #2 is available.

11.2 Address Changes

When a student changes telephone number or residency (with 4 proofs of address required) the school should be notified immediately.

11.3 Student Privacy Protections

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behaviors or attitudes.
4. Illegal, antisocial, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine program eligibility.

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

11.4 Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

11.5 Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless

of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
3. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper. A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will

be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent. Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
5. The right to a copy of any school student record proposed to be destroyed or deleted. The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student

temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information. Throughout the school year, the District may release directory information regarding students, limited to:• Name• Address• Grade level• Birth date and place• Parent/guardian names, addresses, electronic mail addresses, and telephone numbers• Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs• Academic awards, degrees, and honors• Information in relation to school-sponsored activities, organizations, and athletics• Major field of study• Period of attendance in school•Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.
7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent. Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.
8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.
9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

12 - Parental Right Notifications

This chapter includes State and federally mandated notifications. Policies include rights of homeless families, pesticide application notification, and rights of parents to access information about their child's teachers.

12.1 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:

1. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. The teacher is teaching under emergency or other provisional status.
3. The teacher is teaching in the field of discipline of the certification of the teacher.
4. Paraprofessionals provide services to the student and, if so, their qualifications.

12.2 Parent/Guardian-Teacher Cooperation

The SACHS staff feels that continuous parent/guardian-teacher contact is most beneficial in understanding and solving many of a student's problems. Therefore, we encourage parent/guardians to call, email, or visit to inform the school of any problems which exist at home which could influence the student's educational process.

To assist in parent/guardian-teacher contact, SACHS provides a parent/guardian-teacher conference. In addition to the conferences, parent/guardians may email teachers, make appointments to visit the classrooms, or have a conference with the teacher. There are times during the day when the teacher has time to confer with a parent/guardian. Appointments will cause fewer disruptions to the classroom. Parent/guardians are encouraged to email or call teachers and leave messages on voicemail.

12.3 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

12.4 English Language Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: 1) be involved in the education of their children, and 2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State and academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact the building principal.

12.5 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.

12.6 Pesticide Application Notice

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact:

High School Principal: 815-427-8141.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

12.7 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.

12.8 Bomb Threat

In the case of a bomb threat, the building will be evacuated and the local police department will be contacted.

12.9 Ambulance Calls

The ambulance will be called if a life-threatening situation exists. Parents/guardians will be notified by phone of this decision. If a situation is not life-threatening, parents/guardians will be asked about transporting by ambulance because school insurance does not cover this charge and the ambulance company bills the home. In minor cases the parent/guardian may want to take the student to the hospital to avoid the ambulance charge. Please keep us informed of any changes to your emergency contacts.

12.10 Student Blood Incidents Affecting District Employees at School

The Illinois Department of Labor adopted the Federal Occupational Safety And Health Administration (OSHA) regulations on bloodborne pathogens in January 1993. Students who are involved in a blood incident (exposing a student's blood to any school district employee in which a student's blood could have penetrated non-intact skin,

eyes, mouth or other mucous membranes) will be requested to have their blood tested for bloodborne pathogens (human immunodeficiency virus-HIV and hepatitis B virus-HBV) at the expense of the school district. Parents/guardians will be asked to allow their child to be tested. All laws pertaining to confidentiality will be followed. The OSHA regulations apply only to students who have blood incidents with school district employees. The OSHA regulations do not apply to students who are exposed to other student's blood. All questions pertaining to this handbook policy should be directed to the Superintendent.

12.11 Sex Offender Notification

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child, such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above – he/she is responsible for notifying the Main Office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

12.12 Violent Offender Community Notification

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry,
www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders,
www.isp.state.il.us/sor/faq.cfm

12.13 Standardized Testing

Students and parents/guardians should be aware that the State and District require students to take certain standardized tests, including the following:1

Parents/Guardians are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove

its success in the state's standardized tests. 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 for 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.

12.14 Family Life & Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

12.15 Unsafe School Choice Option

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 the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or the student's parent/guardian, may request special accommodations from building principal.

12.16 Student Privacy

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

12.17 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.

13 - Course Descriptions

13.1 ENGLISH

Reading I Assisted 9 Credit: 1

Elective

(Two-semester course)

Prerequisite: Assisted English 9 - Basic Forms of Literature, demonstrated reading deficiency as per state or local achievement test scores and teacher determination

Reading I 9 is designed to help the high school freshman that needs additional instruction in basic reading skills relative to vocabulary and comprehension. The main goal of the course is to strengthen the student's reading foundation so that he/she can be successful in all academic courses. Also, this course is meant to assist the student in achieving grade level reading performance as measured by state and local tests and teacher devised evaluation.

Course Description:

This class will meet daily for one class period and will focus on meeting state reading standards by improving the vocabulary and comprehension skills through activities aligned to state reading standards.

After an initial reading assessment, students will work in small groups and individually reading books, short articles, short stories, poems, plays, magazine articles, and newspaper articles. They will view movies and videos. Also students will write journal entries, reports, letters, poems, and biographical sketches. In addition, students will read, write, and perform speeches, and do taped discussions and interviews.

Reading I 9 students will help one another, with teacher assistance, to analyze the written and performed material and interact with computerized lessons to correct any existing reading deficiencies.

Writing 9: Credit: .5

The purpose of Writing 9 is to provide students the fundamental knowledge they will need to be successful in all areas of high school writing. The foundational course will work to improve students' writing fluency and grammatical skills while familiarizing them with the writing process.

English 9: Forms of Literature Survey Credit: 1

Prerequisite: English and reading skills at grade level with average grades

This year-long course focuses on the integration of reading, research, and writing skills. Students will explore the complementary themes of coming of age and the quest for identity through several genres of literature including the short story, non-fiction, poetry, novel, and drama. Further, students will complete collaborative research projects, utilizing technology and other various resources. Students will also be required to write in a variety of genres including personal narrative, informative, argumentative, and literary analysis. Grammar and vocabulary are also integral parts of the 9th grade English curriculum.

Honors English 9: Advanced Forms of Literature Survey Credit: 1

Prerequisite: English skills above grade level with above average grades. Students are placed in Honors English 9 based on 8th grade English Entrance Assessment scores.

See honors course requirements on page 15.

This is a fast-paced course for the student who is self-motivated and performs well when challenged. This rigorous curriculum demands analysis and higher order thinking skills. This year-long course focuses on the integration of reading, research, and writing skills. Students will explore the complementary themes of coming of age and the quest for identity through several genres of literature including the short story, non-fiction, poetry, novel, and drama. Further, students will complete collaborative research projects, utilizing technology and other various resources. Students will also be required to write in a variety of genres including personal narrative, informative, argumentative, and literary analysis. Grammar and vocabulary are also integral parts of the 9th grade English curriculum.

Reading II 10 Credit: 1

Elective (Two-semester course)

Prerequisite: Assisted English 10 - Basic World Literature, demonstrated reading deficiency as per state or local achievement test scores and teacher determination

Goals:

Reading I 10 is designed to help the high school sophomore who needs additional instruction in reading skills relative to vocabulary and comprehension. The main goal of the course is to strengthen the student's reading foundation so that he/she can be successful in all academic courses. Also, this course is meant to assist the student in achieving grade level reading performance as measured by state and local tests and teacher devised evaluation.

Course Description:

This class will meet for one class period daily and will focus on meeting or exceeding state reading standards by improving vocabulary and comprehension skills through activities aligned to state reading standards.

After an initial reading assessment, students will work in small groups and individually reading books, short articles, short stories, poems, plays, magazine articles, and newspaper articles. They will view movies and videos. Also, students will write journal entries, reports, letters, poems, and biographical sketches. In addition, students will read, write, and perform speeches and do taped discussions and interviews.

Reading II 10 students will analyze the written and performed material while interacting with computerized lessons to correct any remaining reading deficiencies which are keeping them from success in their other content area courses.

English 10: World Literature Credit: 1

Prerequisite: English 9 or equivalent

This year-long course focuses on global literature and allows students to learn about other cultures while reflecting on their own. Students will increase their reading skills with a variety of literature, including: novel, memoir, play, short stories, nonfiction, and poetry. Integrating both literature and writing, students are required to analyze certain topics and texts for further understanding and application of skills. This course consistently requires students to provide textual evidence, as well as research from outside sources to support analysis. Students will further improve writing skills and prepare for CCSS11-12 by writing argumentative, literature analysis, and rhetorical analysis essays.

Honors English 10: Advanced World Literature Credit: 1

Prerequisite: Honors English 9, academic proficiency and essay. See honors course requirements on page 15.

This is a fast-paced course for the student who is self-motivated and performs well when challenged. This rigorous curriculum demands analysis and higher order thinking skills. This year-long course focuses on global literature and allows students to learn about other cultures while reflecting on their own. Students will increase their reading skills with a variety of literature, including: novel, memoir, play, short stories, nonfiction, and poetry. Integrating both literature and writing, students are required to analyze certain topics and texts for further understanding and application of skills. This course consistently requires students to provide textual evidence, as well as research

from outside sources to support analysis. Students will further improve writing skills and prepare for CCSS11-12 by writing argumentative, literature analysis, and rhetorical analysis essays.

English 11: Basic American Literature Credit: 1

Prerequisite: junior status or academic proficiency

This is a full year course designed to focus on reading strategies to improve or accelerate the student's reading comprehension level. In addition, there are language arts activities including writing development. English 11 places emphasis on reading, writing and critical thinking, as well as vocabulary. Finally, students work to build and develop a proficiency in essay and research paper writing.

English 11: American Literature Credit: 1

Prerequisite: English 10 or equivalent

This course is a survey of American literature and literary history. Students will explore "The American Dream" in its various forms through a variety of literary genres including the short story, poetry, drama, and nonfiction. Students will also explore American authors' representation of American society as it has evolved throughout our nation's history. Additionally, students will complete collaborative research projects utilizing technology and other various resources to further explore themes associated with the American identity. English 11 focuses heavily on the continued development of writing, research, language, and vocabulary skills in order to ensure student production of clear and coherent writing in which the development, organization, and style are appropriate to a specific task, purpose, and audience.

Honors English 11: Advanced American Literature Credit: 1

Prerequisite: Honors English 10, academic proficiency and essay. See honors course requirements on page 15.

During the course of this class students will examine American literature in a chronological fashion, with an introduction to each unit focusing on the history of that period, particularly as it both impacted and is reflected in the literature of that time period. Attention will be paid to the unifying theme of American literature that in all people and during all periods of our country's history, there has been the notion and pursuit of the "American dream." Students will examine literature, identify, and analyze that there is the persuasive, undying hope in American literature for finding the means to a new, more promising life than was available to the previous generation, no matter who our ancestors are or where they came from. Genres examined throughout this course include the short story, non-fiction, poetry, and drama. At least four classic American novels are read in class, and students are to be continuously working on outside independent reading assignments. Honors English 11 also places emphasis on critical thinking, as well as vocabulary. Finally, students work to continue perfecting a proficiency in essay and research paper writing while developing a sense of his/her own style of writing as they continue to prepare for college level classes.

English 12: Practical English Credit: 1

Prerequisite: previous English classes

This course is a yearlong program. It is available to seniors only and is an interactive class with a focus on writing strategies, reading strategies, personal speech, communication, and technical writing in the business world.

English 12: British Literature Studies Credit: 1

Prerequisite: English 11 or equivalent

The study of novels, poems, and plays written by British authors, along with vocabulary development and journaling shall be the focus of this course. Also, essays and a research paper shall be required.

Honors English 12: Advanced British Literature Studies Credit: 1

Prerequisite: Honors English 11, academic proficiency, essay. See honors course requirements on page 15.

This course is designed to provide students with the skills and tools necessary to be successful in postsecondary English and composition courses. Students will explore a variety of literary genres including the short story, poetry, drama, and nonfiction. Additionally, students will complete collaborative research projects utilizing technology and other various resources to investigate questions and problems driven by their own personal interests and passion. Honors English 12 focuses heavily on the continued development of writing, research, language, and vocabulary skills in order to ensure student production of clear and coherent writing in which the development, organization, and style are appropriate to a specific task, purpose, and audience.

Advanced Placement Language and Composition

Credit: 1

(weighted)

Prerequisite: Honors English 11, academic proficiency, essay, and other testing data.

Advanced Placement English Language and Composition is designed to engage students with the analytical reading and writing experiences they would encounter in a first-year college composition course. It involves daily close reading of nonfiction pieces and subsequent writing to process their thinking in a variety of styles (expository, persuasive, argumentative, narrative). Students will become skilled in analyzing the rhetorical strategies of authors, especially in regard to the use of diction, tone, repetition, and organizational methods to achieve an intended purpose in prose writing. Additionally, students will become strategic writers who can compose in a variety of genres to accomplish different purposes for specific audiences while employing strategies to achieve their purposes; essentially, they will become independent and effective in making these decisions. At the core of this course is regular close reading, discussion, writing, and revision of writing based on both teacher and peer feedback.

13.2 ENGLISH ELECTIVES

Journalism and Yearbook Credit: .5

PreRequisite: Students must have had a C or above in English 10 or 11. Acceptance in the class is also based upon a writing sample submitted to the Journalism instructor.

This course is designed to give students the opportunity to represent their school with the involvement and creation of the school's newspaper and yearbook while giving students the opportunity to experience teamwork in a simulated work environment. Students will write, edit, promote and publish the school newspaper, The Cardinal Tribune; on a daily basis, students will create and update the online portion of The Cardinal Tribune. Also as a group, students will promote, plan, and implement the production of the school yearbook. This course is a high-paced, deadline-driven class that will require attention to detail, multi-tasking, and motivation. Journalism topics such as: the 5Ws & news elements, news leads, headlines, inverted pyramid, copy editing, sports journalism, photography, etc. will also be covered.

13.3 FOREIGN LANGUAGE

Spanish I Credit: 1

Prerequisite: Student must have a good understanding of the English language. Transfer students will be expected to take a placement test.

This is an introductory course to the Spanish language and Hispanic culture throughout the world. Students will have the opportunity to read, write, listen to, and speak the language based on the vocabulary they learn. Vocabulary, sentence structure, and basic grammar concepts set the foundation of the Spanish language. Projects are aligned with the vocabulary.

Per the state curricular goal, all students will be required to present oral reports to the class in Spanish.

Spanish II Credit: 1

Prerequisite: Students must pass Spanish I. Transfer students will be expected to take a placement test.

This course is designed to help students develop more advanced skills in all areas of communication (i.e. listening, speaking, writing, and reading). Students will use a more advanced vocabulary, sentence structure, and grammar. Students will continue to learn about the Hispanic culture, history, and geography throughout the world. Projects are aligned with the vocabulary.

Per the state curricular goal, all students will be required to present oral reports to the class in Spanish.

Spanish III Credit: 1

Prerequisite: Students must pass Spanish II. Transfer students will be expected to take a placement test.

This course is designed to enhance student communication skills in the target language through the use of higher-level vocabulary, grammatical structure, and verb tenses. Students will compare and contrast Hispanic culture around the world, as well as the history and geography in the countries where Spanish is spoken.

Per the state curricular goal, all students will be required to present oral reports to the class in Spanish.

Spanish IV Credit: 1

Prerequisite: Students must pass Spanish III. Transfer students will be expected to take a placement test.

This course is designed to engage students in high-level communication in the target language (i.e. reading, writing, listening, and responding). Students will be expected to read novels, newspapers, and magazines in the target language, reflect on the reading, and respond to the reading. An in-depth study of people, places, culture, and events will be a focus through independent study.

Per the state curricular goal, all students will be required to present oral reports to the class in Spanish.

13.4 MATHEMATICS

Algebra Skills

Credit: 1 (elective)

Prerequisites: Teacher Recommendation based on a low score on the Algebra 1 Placement Test

Algebra Skills is a yearlong course taken concurrently with Algebra 1 to support students in succeeding in their first year of high school mathematics. Topics in Algebra Skills will follow the same pace as Algebra 1. This course will emphasize the reasoning behind problem solving as well as applications of math in the real world. Students will participate in activities such as writing sentences to explain how they solved a problem, creating math problems for other students to figure out, discussing possible solutions to problems, and applying math to situations in life outside of school.

Algebra II Skills

Credit: 1 (elective)

Algebra II Skills is a yearlong course taken concurrently with Algebra II to support students in succeeding in their third year of high school mathematics. Topics in Algebra II Skills will follow the same pace as Algebra II. This course will emphasize real numbers, factoring, functions, expressions, equations, and inequalities.

Algebra 1A

Credit: 1

Prerequisites: Teacher Recommendation, lower than a 60% on SACHS 8th Grade Placement Exam

This year-long course will place a strong emphasis on the continued study of integers, fractions, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, solve systems of equations, and explore writing and graphing linear equations. Any remaining time in the year is devoted to geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course.

Algebra IB

Credit: 1

Prerequisites: successful mastery of 8th grade math, 60% or higher on SACHS 8th Grade Placement Exam

Algebra IB is a year-long course that lays the foundations for all subsequent math courses, as well as being an integral part of many other disciplines. We will become fluent in the skills associated with algebra, such as solving equations and factoring, as well as learning to reason with the concepts of variables, graphs, and functions.

Algebra IB addresses the following topics: introductory statistics, solving equations and inequalities, graphing and writing linear equations, solving systems of equations, multiplying polynomials, factoring trinomials, and solving quadratics using factoring and the quadratic formula. Applications and connections to the concept of functions are emphasized throughout.

8th Grade Algebra

Credit: n/a

Prerequisites: 60% or higher on SACHS 7th Grade Placement Exam, 8th Grade Standing, Signed Memo of Understanding by Parent and Student

8th Grade Algebra is Algebra 1B taken the 8th grade year at the high school. Algebra I is a year-long course that lays the foundations for all subsequent math courses, as well as being an integral part of many other disciplines. We will become fluent in the skills associated with algebra, such as solving equations and factoring, as well as learning to reason with the concepts of variables, graphs, and functions. Algebra IB addresses the following topics: introductory statistics, solving equations and inequalities, graphing and writing linear equations, solving systems of equations, multiplying polynomials, factoring trinomials, and solving quadratics using factoring and the quadratic formula. Applications and connections to the concept of functions are emphasized throughout. Note: this class is not for high school credit. It is a notation on the transcript and an overall grade of 70% or higher counts as the prerequisite for Geometry.

Geometry

Credit: 1

Prerequisites: Algebra IB or a 70% or higher in 8th Grade Algebra

Geometry is a year-long course designed to educate students in geometric principles, especially as they relate to technical and career applications. Projects and hands-on activities will be emphasized. Through geometry, students will develop their logical thinking, problem solving abilities, and spatial reasoning. Topics to cover include: parallel and perpendicular lines, transformations, triangles (congruency and properties), parallelograms, similarity, right triangle trigonometry, perimeter, circumference, area, 3D figures, and circles.

Algebra II

Credit: 1 (weighted)

Prerequisites: Algebra 1B; 70% or higher on SACHS Post-Geometry Placement Test or successful completion of Transitional Algebra

In this year long course, topics include sets, real numbers, factoring, functions, expressions (polynomial, rational, exponential, logarithmic, and radical), equations (linear, absolute value, rational, quadratic, exponential, logarithmic, and radical) and inequalities (linear and absolute value). Systems of equations and complex numbers

are introduced. Word problems are studied in detail. This is a college-preparatory course, aligned to Kankakee Community College Math 1424 curriculum.

Transitional Algebra

Credit: 1

Prerequisites: Algebra 1B; less than 70% on SACHS Post-Geometry Placement Test

This year long course presents the basic principles of algebra and its application. Topics include the study of properties of real numbers, equations and inequalities of one variable, introduction to graphing, systems of equations in two variables, and operations and factoring of polynomials. Skills for success in more advanced courses are emphasized. Curriculum is aligned with Kankakee Community College's Math 1414.

AP Statistics

Credit: 1 (weighted)

Prerequisites: Algebra II or Transitional Algebra (with teacher recommendation), senior standing (unless teacher recommended)

Designed for students who do not anticipate majoring in a math or science related field, statistics is a year-long course introducing students to the advanced study of statistics as it relates to the humanities. Topics include probability, distributions (especially binomial and normal), basic tests, and regressions. The art of analyzing data and drawing reasonable conclusions will be emphasized. All students will be expected to take the AP Statistics exam.

Technical Math 1

Credit: $\frac{1}{2}$

Prerequisites: Algebra 1B, Geometry, and teacher recommendation

Technical Math 1 is a transitional math course in accordance with the PWR act an articulated credit course with Kankakee Community College that concentrates on real number operations, measurements, plane and solid geometry, algebraic operations (including factoring, fractions, and exponents), linear functions, and inequalities (including their graphs). It is one semester in duration. A 70% or higher in this course will transfer as a math credit to any community college in Illinois.

Technical Math 2

Credit: $\frac{1}{2}$

Prerequisite: Technical Math 1 or qualifying placement score

Technical Math 2 is a dual credit course with Kankakee Community College. Topics in algebra and trigonometry are developed and applied to basic problems in technology. Topics include expressions (polynomial, fractional, radical, and exponential), equations (linear, quadratic, and fractional), word problems, linear inequalities, systems of equations, functions, graphs, and right-triangle trigonometry. It is one semester in duration. In order to get dual credit with Kankakee Community College, the student needs to get 70% or better.

Pre-Calculus

Credit: 1 (weighted)

Prerequisites: Algebra II

Pre-Calculus is a year-long course that will lay the foundation necessary for success in Calculus. During first semester, we will work extensively with functions including polynomial, rational, power, logarithmic, logistic, and exponential functions. During second semester, we will focus on trigonometry with an emphasis on analytic trig and applications. This course is designed for college-bound students and material will be covered at a fast pace. Students will be expected to push themselves to a higher level of thinking and understanding.

AP Calculus

Credit: 1 (weighted)

Prerequisites: Pre-Calculus

Calculus is a year-long course which expands the topics from Pre-Calculus and prepares students for success in Calculus 2. This course is an introduction to the theory and methods of differential calculus. Topics included are functions, graphs, limits, continuity and derivatives. This course is designed for college-bound students and material will be covered at a fast pace. Students will be expected to push themselves to a higher level of thinking and understanding. All students will be expected to take the AP Calculus AB exam. All students will be expected to take the AP Calculus AB exam.

13.5 SCIENCE

Physical Science Credit: 1

Prerequisite: none

The duration of this course is two semesters. This course will have an emphasis in Chemistry and Physics. The student will gain rudimentary understanding of chemical reactions and atomic structure. The student will gain rudimentary understanding of motion of force. This is a lab course.

Biology Credit: 1

Prerequisite: none

The duration of the course is two semesters. Biology is a laboratory science course that covers the study of living things. The course emphasizes fundamental concepts of chemistry, cellular biology, genetics, evolution, and ecology. Students will incorporate technology, including visual presentation devices and virtual lab software.

Honors Biology Credit: 1 (weighted)

Prerequisite: Based on Biology placement test and teacher recommendation. See honors course requirements on page 15.

The duration of the course is two semesters and is considered preparatory for college. Biology is a laboratory science course that covers the study of living things. The course emphasizes fundamental concepts of chemistry, cellular biology, genetics, evolution, and ecology. Students will incorporate technology, including visual presentation devices and virtual lab software. Additional learning will include scientific writing skills and examination of current biological issues.

Chemistry I Credit: 1

Prerequisite: Algebra I and Biology I

The duration of this course is two semesters. This course is designed to teach atomic structure, processes, types of reactions and the dynamics of chemical reactions. This laboratory science skill course will reinforce the concepts learned in mathematics, science and lectures.

Honors Chemistry I Credit: 1 (weighted)

Prerequisite: Algebra I and Biology I. See honors course requirements on page 15.

The duration of this course is two semesters. This course is designed to teach atomic structure, processes, types of reactions and the dynamics of chemical reactions. This laboratory science skill course will reinforce the concepts learned in mathematics, science and lectures. The depth, score and rigor of this class will be more than the Chemistry I class.

Conceptual Physics

Prerequisite: Biology I and Chemistry I Credit: 1/2

The duration of this course is one semester. This course will have an emphasis in Physics. The student will gain rudimentary understanding of chemical reactions and atomic structure. The student will gain rudimentary understanding of motion of force. This is a lab course. This is a course designed to enhance science skills for everyday life. This class will cover the concepts of motion, forces, energy, heat, electricity, magnetism, sound, light, and planetary movements.

Conceptual Earth Science Credit: 1/2

Prerequisite: Biology I and Chemistry I

The duration of this course is one semester. Earth Science is a laboratory science course that places emphasis on Earth's composition, current and historical geological processes, weather and atmosphere, our oceans, and astronomy. Students will gain skills to interpret maps and analyze weather, as well as explore concepts such as tectonic movement and Big Bang theory. Students will also incorporate technology, including visual presentation devices and lab software. This class will cover the concepts of minerals of Earth, rock cycle, plate tectonics, earthquakes, volcanoes, weathering, erosion, atmosphere, and weathering.

Anatomy and Physiology Credit: 1

Prerequisite: Biology I and Chemistry I

The duration of this course is two semesters. Anatomy and Physiology is a laboratory science course that provides for understanding of structural and functional aspects of the human body from molecules to organ systems. Emphasis is given to the relationship and balance between body systems. Students will incorporate technology, including visual presentation devices and virtual lab software. Animal dissection is required.

Physics Credit: 1

Prerequisite: Algebra II and Chemistry I

The duration of this course is two semesters. This course is designed to teach problem solving techniques, which involve motion and force. Laboratory skills will enhance the understanding of motion and force that will be taught in this course.

Earth Science Credit: 1

Prerequisite: academic proficiency, junior or senior standing

The duration of this course is two semesters. Earth Science is a laboratory science course that places emphasis on Earth's composition, current and historical geological processes, weather and atmosphere, our oceans, and astronomy. Students will gain skills to interpret maps and analyze weather, as well as explore concepts such as tectonic movement and Big Bang theory. Students will also incorporate technology, including visual presentation devices and lab software.

13.6 SOCIAL STUDIES

Global Studies Credit: 1

Prerequisite: none

The duration of this course is two semesters. This course lays emphasis upon comparing characteristics of culture via language, literature, the arts, and traditions from various peoples. Also, the student should gain some understanding of the roles and interactions of individuals and groups in a society. Finally, analysis of how social systems form and develop over time in different cultures will be conducted in the course.

The various cultures to be discussed in the course include: numerous African, Middle Eastern, Indian, Latin American, Eastern European, Western European, Japanese, and Chinese.

Honors Global Studies Credit: 1 (weighted)

Prerequisite: Based on English placement test and teacher recommendation. See honors course requirements on page 15.

The duration of this course is two semesters. Like Global Studies, this honors course lays emphasis upon comparing characteristics of culture via language, literature, the arts, and traditions from various peoples. Also, the student should gain some understanding of the roles and interactions of individuals and groups in a society. Finally, analysis of how social systems form and develop over time in different cultures will be conducted in the course.

The various cultures to be discussed in the course include: numerous African, Middle Eastern, Indian, Latin American, Eastern European, Western European, Japanese, and Chinese.

This course is academically demanding with a strong emphasis on independent reading/research, as well as classroom discussion and writing.

American Government Credit: 1

Prerequisite: none

American Government is a required one semester course for graduation. It is designed to acquaint students with the origins, concepts, organizations, and policies of the US Government and political systems. This course will provide students with knowledge of the United States Government that will enable them to understand the major parts of the branches in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the policy-making process; foreign policy; and the inner-workings of the three branches. Finally, students will also have to pass a Constitution Exam in order to receive credit for the course. The test will measure the students' comprehension of the basic document as well as the development of US political ideas and traditions.

American Government Updated Curriculum

- Unit 1 – Legislative Branch
- Unit 2 – Executive Branch
- Unit 3 – Judicial Branch

Civics Course - Civics is a required 1 Semester course for graduation. The focus of this course is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis is placed on the historical development of government and political systems, and the importance of the rule of law; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship through public opinion, mass media, elections, and the influence of interest groups. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments using a variety of writing forms.

Civics Updated Curriculum

- Unit 1 – Elections, Political Parties, and Voting
- Unit 2 – Mass Media, Public Opinion, and Interest Groups
- Unit 3 – Origins and Principles of the Constitution

Honors Government and Civics Credit: .5 each

Prerequisite: Sophomore Standing and 75% or higher in Honors Global Studies

The Honors U.S. Government and Civics course will provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course will also examine the structure and function of state and local governments. This course will require large amounts of research and writing as well as debate and formal discussion.

AP U.S. Government and Politics **Credit: 1**

Prerequisite: Teacher recommendation, successful completion of Honors English 9

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Geography Credit: .5

Prerequisite: at least sophomore standing

The duration of this course is one semester. This course emphasizes the **Five Themes of Geography** (Location, Place, Human-Environment Interaction, Movement, and Region). Geography provides an introduction to the study of both physical and human-geography. Along with human and physical geography, particular attention will be to North America (US, Canada, and Mexico), as well as Western Europe.

US History Credit: 1

Prerequisite: None

The duration of this course is two semesters. In this course students will apply skills of historical analysis and interpretation to events of US History. Students will gain understanding for the development of significant political events in US History (e.g. colonial rebellion, Independence, two-party system, expansion West, Jacksonian Democracy, sectionalism, Civil War, imperialism, World Wars, the 1960s, and present day).

Comprehension of the development/practice of capitalism throughout US History will be required learning. Social and environmental history will also be discussed in the realm of US History.

Students will use primary sources, critical thinking skills, and problem based learning to accomplish the goals of the course.

Early U.S. History Credit: 1

Students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th, and 19th centuries. Students will utilize higher-level and critical thinking skills of analysis, evaluation and synthesis. Focus will be placed on inquiry, interpretation of historical documents, analysis of data from written and visual sources, and the evaluation, application and presentation of information.

Modern U.S. History Credit: 1

Prerequisite - American Government/Civics

In United States History Studies Since 1877, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government while much of the historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements including civil rights.

Honors US History Credit: 1

Prerequisite: See honors course requirements on page 15.

The duration of this course is two semesters. In this course students will apply skills of historical analysis and interpretation to events of US History. Students will gain understanding for the development of significant political events in US History (e.g. colonial rebellion, Independence, two-party system, expansion West, Jacksonian Democracy, sectionalism, Civil War, imperialism, World Wars, the 1960s, and present day). Comprehension of the development/practice of capitalism throughout US History will be required learning. Social and environmental history will also be discussed in the realm of US History.

Students will use primary sources, critical thinking skills, and problem based learning to accomplish the goals of the course.

This course is academically demanding with a strong emphasis on independent reading/research, as well as classroom discussion and writing.

AP U.S. History Credit: 1

Prerequisite: Teacher Recommendation, successful completion of AP Government and Politics

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Current Events Credit: ½

Elective

Prerequisite: upperclassman standing

The duration of this course is one semester. Students will be challenged to examine the events, issues, and personalities that are a part of the local, state, national, and international news. These events and associated issues will be studied from a historic, political, economic, cultural, legal, and geographic perspective.

Students will use newspapers, periodicals, and other media to complete course work.

This course is academically demanding with a strong emphasis on independent reading/research, as well as classroom discussion and writing.

Economics

Grade Level: 11 & 12

Prerequisites: None

Credits: .5

Length: Semester

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

Sociology

Grade Level: Any

Prerequisites: None

Credits: .5

Length: Semester

Sociology courses introduce students to the study of human behavior in society. This course provides an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

Psychology

Grade Level: Any

Prerequisites: None

Credits: .5

Length: Semester

Psychology introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

13.7 BUSINESS & TECHNOLOGY

Computer Concepts Credit: ½

Prerequisite: none - requirement for graduation Grades: 9-10

Computer Concepts is a 100% digital classroom environment, meaning all work in class is done on a computer. The learning management system Moodle is the nucleus of the class as well as Google Drive. Students learn the basics of Google Drive and their Gmail accounts. Students also continue to develop proper keyboarding skills while learning basic skills of Google Document and Presentation; Microsoft Word and PowerPoint are also incorporated into class. Proper email etiquette, computer/Internet ethics, and dangers of cyberbullying are discussed. Advanced functions of Google Document with a strong emphasis in MLA Style are also essential parts of the class; students write a research essay in MLA Style using all functions in Google Document. Later in the semester, students will advance to Google Presentation. Proper guidelines for presentations as well as presentation skills will be mastered. The student's grade will be determined by daily work, projects, quizzes, and assessments.

Software Applications Credit: ½

Prerequisite: Computer Concepts/Proficiency, required for graduation Grades: 9-10

This course is for those students who carry a basic knowledge of Google Drive, email, GAPPS and other computer operations while showing proficiency at the keyboard. Students will carry their knowledge that they have learned from Computer Concepts into this class. After a quick review, students will learn the basic functions of Google Sheets, integrating other documents and apps such as Google Form and then later moving on to advanced Google Sheets' functions with some work in Microsoft Excel. Students will continue using GAPPS and will be introduced to Weebly. Students create their own website using Weebly and other computer formatting; HTML coding will

also be introduced and incorporated into websites created. Later, students will learn the functions of Microsoft Publisher and the web-based LucidPress; students will create documents such as flyers, brochures, and newsletters including materials for the school. The students will learn how to use these programs effectively and efficiently, and when the best time might be to use them. The students will be graded mainly upon different daily assignments and projects.

Introduction to Business Credit: ½

Prerequisite: none Grades: 10-12

This course is designed to give students a basic knowledge of business. Students will be given the opportunity to expand their knowledge through business ownership. The students will be learning about basic business concepts dealing with business finance and entrepreneurship. Students will be graded based upon daily assignments, projects, and tests or quizzes. Students will have to create a business and marketing plan upon completion of this course.

Consumer Education Credit: ½

Prerequisite: none - required for graduation Grades: 10-12

Students learn about the basic consumer rights and responsibilities and economic concepts. Students learn how to make educated decisions when it comes to gaining employment and major purchases such as a home, vehicle, and insurance. Students are required to create a budget plan, cover letter, and resume. Other topics of the course will include but not limited to: checking and savings accounts, preparing for college, supply and demand, credit, characteristics of money, current economic conditions, the housing market, and renting with a roommate. Students are graded based upon daily assignments, projects, essays, tests/quizzes, and class participation.

Accounting Credit: 1

Prerequisite: successful completion of Introduction to Business Grades: 11-12

This course is designed for those students who plan on pursuing a career in business. Any business major will need to understand the basic concepts of business finance. The students will learn how to keep and record proper business records. Students will be able to use their business plan from Introduction to Business and create bookkeeping transactions they may have for their business. Students will be graded upon daily assignments, tests, quizzes, and projects. Upon completion of the class, students will have a basic business accounting knowledge and the ability to keep simple records for a small business.

Web Page Design Credit: 1

Prerequisite: Software Applications Grades: 11-12

This class will focus on creating and maintaining websites. The students will be using a web site creation program, such as Microsoft Dreamweaver, in order to create some original web sites. The students will learn how to create websites by writing in HTML. Students will also be in charge of maintaining the school's website. The students

will have to find current activities and event occurring at the high school and create pages for the teacher to upload to the site. The students will be graded upon daily projects and the websites they create; they will also be assessed through tests and quizzes on the material they learn. This course will provide students with the knowledge to create and maintain a website using web page design software.

13.8 FINE ARTS

Art I Credit: $\frac{1}{2}$

Prerequisite: none

Note: \$10.00 Art Fee is charged

This course is designed to teach the elements of art, line, shape, color, texture, space, value, and form. Activities of this class involve drawing, design painting, collage, and paper mache. This class will learn theory and its application toward two and three-dimensional art. The material covered in this class is the basis for the advanced courses.

Art II Credit: $\frac{1}{2}$

Prerequisite: Art I or Art Dept. recommendation

Note: \$10.00 Art Fee is charged

This course is designed to teach and apply a more in-depth study of the elements and principles of art. Through hands-on experience, students will continue to perfect their knowledge and skills pertaining to various media and materials.

Art III Credit: $\frac{1}{2}$

Prerequisite: Art II (with B or above) or Art Dept. recommendation

Note: \$10.00 Art Fee is charged

This course is designed to give the more advanced student an opportunity to explore in greater depth and develop further skills in the disciplines of independent drawing and acrylics, watercolor and oil painting. An introduction to weaving, enameling, mixed media, and sculpture are included.

Art IV Credit: $\frac{1}{2}$

Prerequisite: Art III (with Grade B or above) or Art Dept. recommendation

Note: \$10.00 Art Fee is charged

This course is designed to allow the experienced and advanced student to concentrate in specialized depth on his/her forte from a variety of selected art disciplines (agreed upon in advance with the teacher). Included, but not limited to, drawing, painting, ceramics, sculpture, and weaving. Independent research and skill development are emphasized for a year of portfolio building.

Ceramics I Credit: ½

Prerequisite: none

Note: \$10.00 Art Fee is charged

This is an introductory course designed to give students an understanding of the physical and aesthetic properties of clay. It is a rigorous, fast pace class in which students will learn basic hand-building techniques from a flat slab to a more complex multi-section form.

Ceramics II Credit: ½

Prerequisite: Ceramics I or Art Dept. recommendation

Note: \$10.00 Art Fee is charged

This is an advance studio to continue the basic skills developed in Ceramics I and apply those skills to more complex techniques in clay. Introduction and experience will be given on glazes, underglazes, and kiln firing. Emphasis will be on a creative and imaginative approach to the media. This is a demanding course requiring a self-motivated hard worker.

13.9 MUSIC**Beginning Band** Credit: 1

Prerequisite: none

Note: \$20.00 Band Rental Fee

\$5.00 Band Locker Fee

The class offers a chance for those students who have never played a band instrument to begin. Band is a unique art form. Relatively new to the “classical style” of music the concert band has not been around as long as other forms such as the choir or the orchestra. The class will teach basic techniques, tone production, rhythmic counting, and listening skills. Did you miss out in grade school or stop playing and now wish you hadn’t? The Beginning Band wants you!!

Concert Band Credit: 1

Prerequisite: Beginning Band or audition with instructor

Note: \$20.00 Band Rental Fee

\$5.00 Band Locker Fee

This is the highest level of band at SACHS. Through previous coursework, students in this group perform at a high level of learning. Learning ensemble cohesiveness and attendance at concerts is required for successful completion of this course. This class is open to any upperclassman (sophomore, junior, and senior) who has completed Beginning Band. The Concert Band performs three concerts yearly sometimes in combination with the Beginning Band. This band participates in solo and ensemble festival and members also play in the pep band. Permission from instructor must be obtained to join for only second semester.

Beginning Choir Credit: 1

Prerequisite: none

This class offers a chance for those students who have never sung in a class setting to begin. The choir has a long and rich history with many styles, forms, and historical periods to draw from. The class will teach basic techniques, tone production, rhythmic counting, music reading, and listening skills. Do you think you have singing talent but never taken that talent out of the shower? Well then, the Beginning Choir needs you!! Choir members will perform at least two times during the year in combination with the Concert Choir.

Concert Choir Credit: 1

Prerequisite: Beginning Choir or audition with the instructor

This is the upper level Choir at SACHS. This course is designed to perform as an ensemble in vocal music. The choir has a long and rich history with many styles, forms, and historical periods to draw from. Students will learn more advanced techniques of scales, rhythms, and vocal production while basic music theories are focused upon. Choir members will perform at least three times during the year sometimes in combination with the Beginning Choir. Learning ensemble cohesiveness and attendance at concerts is required for successful completion of this course. Permission from instructor must be obtained to join for only second semester.

Music Appreciation Credit: ½

Prerequisite: none

This course is designed to teach the theory of music through history. Students will listen to music examples frequently in order to attain a working knowledge of the building blocks of music while being exposed to various styles of music discussing their cultural and historical significance. Attendance is required to at least 1 concert at or outside of school during each semester for successful completion of the course.

13.10 AGRICULTURE**Introduction to the Agricultural Industry** Credit: 1

Grade Level: 9 & 10

This orientation course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, agricultural mechanics, agricultural biotechnology, food science technology, environmental science, and aquaculture science and technology will be presented. Improving computer and workplace skills will be a focus. Participation in FFA student organization

activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Horticultural Production and Management Credit: 1

Grade Level: 10, 11, 12

This advanced course offers instruction in both the floriculture and landscape areas of horticulture. Units of study include plant identification, greenhouse management, culture of greenhouse crops, care and handling of cut flowers, and floral design. Also included are landscape design, installation, and maintenance; horticulture mechanics; nursery management; and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Agricultural Business Management Credit: 1

Grade Level: 11, 12

This course will develop students' understanding of the agricultural industry relating to the United States and World marketplace. Instructional units include: marketing and trading of agricultural products, international agriculture, imports and exports, agricultural law, taxes, governmental regulations and policies, and advanced computerized record keeping. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Employability skills will be developed with resume writing and interviewing techniques to gain employment. Post-secondary education will be explored at agricultural colleges and universities. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Biological Science Applications in Agriculture – Animal Science Credit: ½

(fulfills lab science university entrance requirement)

Grade Level: 10, 11, 12

Prerequisite: Biology I

This course is designed to reinforce and extend students understanding of science by associating scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of animal agriculture and specific biological science concepts that govern management decisions in the animal industry. Topics of study are in the areas of growth and development of animals – embryology, ethology, nutrition, immunity systems, and processing animal products – preservation, fermentation, and pasteurization. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural

Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Biological Science Applications in Agriculture – Plant Science Credit: ½

(fulfills lab science university entrance requirement)

Grade Level: 10, 11, 12

Prerequisite: Biology I

This course is designed to reinforce and extend students understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Students will examine major phases of plant growth and management in agriculture and the specific biological science concepts that govern management decisions. Topics of study are in the areas of initiating plant growth – germination, plant sensory mechanisms, enzyme action, absorption, and managing plant growth – photosynthesis, respiration, translocation, metabolism, and growth regulation. The course will be valuable preparation for further education and will increase the relevance of science through the applied setting of agriculture by enhancing literacy in science and the scientific process. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

13.11 PHYSICAL EDUCATION

Physical Education (9-12) Credit: ½

Note: Students must take and pass eight (8) semesters unless a P.E. Waiver is approved.

The goal of St. Anne Community High School's Physical Education Department is to develop the entire individual intellectually, socially, psychologically, as well as physically. The students will be able to perform a variety of motor skills to demonstrate basic life serving activities and physical fitness necessary to participate in both conditioning exercises and lifetime leisure activities.

The objectives that the physical education curriculum has been based are as follows:

- **Physical Fitness** – the development, improvement, and the maintenance of maximum level of physical fitness for all students is the primary goal of the physical education program at District #302.
- **Motor Skills** – the development and improvement of motor skills are to be primary emphasis of all physical education depends to a large extent upon the development of a wide variety of motor skills.
- **Knowledge and Appreciation** – knowledge and appreciation of all types of physical activities are to be a major area of concern to the physical education curriculum. Students are to experience a wide variety of skills and activities in their 3 ½ years of physical education. Written tests and rules are important parts of the program and students should be able to gain ability to judge and evaluate their skills and others.

- **Leisure Time Skills** – leisure time skills are to be experienced and be those activities that can be carried over to present and future leisure. Volleyball, table tennis, badminton, basketball, and weight room activities are examples of leisure time skills to be taught.
- **Social Behavior** – proper social behavior is to be stressed in group activities, team play, and class interaction. Development of healthy peer relationships, respect for authority, and good habits relative to the care of the equipment and facilities are priorities in the emphasis of good social behavior.
- **Emotional Development** – emotional development is emphasized and encouraged as we develop self-assurance and self-confidence through improvement of individual skills and fostered through the development of knowledge and skills.
- **Leadership** – we will provide opportunities for natural development of leadership qualities through class activities. An attempt is to be made to develop the ability to function as a team player; that is the students are to be helped to understand the need to function as a member of the group.

The Physical Education program will be composed of activities that represent the proper balance as judged by current professional standards. The physical education class will be focused on team sports, lifetime fitness, self-testing, and individual/dual team sports.

Health Education (9-12) Credit: ½

Prerequisite: required for graduation, primarily a freshmen entry level course

This course is designed to teach health as a basic study of one's self, ranging from personal health to public and environmental health issues. Health promotes the practice of good habits and aids in the recognition of poor health practices.

We will use the semester to construct a foundation of basic knowledge of Mental and Social Health, Human Development, Nutrition and Fitness, Substance Abuse, Preventing Disease, Environmental and Community Health, and Safety/First Aid.

After completion of the course, the students will be aware of how changes in the body occur and understand as an individual how to lead a healthier lifestyle. The Health Education program will be composed of activities that represent the proper balance as judged by current professional standards.

Physical Education with Driver's Education (10-12) Credit: ½

Prerequisite: meet the State of Illinois requirements

The driver education program is composed of a classroom phase (9 weeks) and a laboratory phase (6 hours). Science and Math skills are used to apply such laws as kinetic energy, centrifugal force, and friction. Human characteristics and their limitation relative to the driving task is a requirement. Traffic laws, ordinances, court, and enforcement by state and local police rules are taught. In the laboratory phase of driver education, the individual is taught basic manipulative skills and how to perceive and interpret traffic hazards. He/she learns how to prepare a vehicle safely in today's complex traffic society.

Driver Education

Driver Education Classroom and Behind-the-Wheel is open to students who have attained the following status:

Students must be between the ages of 15 and 17

Students must have earned 5 high school credits

Students must receive a passing grade in at least 8 courses during the previous two semesters

Students must be legal residents of St. Anne Community High School District #302

Students must pay the \$100.00 Driver's Education fee

Students qualify for behind the wheel by birthdates, with the oldest being first

Must have permit within two weeks after enrolling in class or will be dropped

Grades in Driver Education are not computed in student's GPA for class rank.

The focus of this course will be the completion of driver's education and behind the wheel. The class will consist of nine weeks of classroom instruction of driver's education. The following nine weeks will be used for behind the wheel instruction on scheduled days. When the student is not active in behind the wheel instruction, the student will participate in a physical education classroom to receive credit for the rest of the semester. The physical education class will have the same procedures as Physical Education 9-12 and the students are expected to participate and follow all rules and procedures of the classroom when not participating in behind the wheel.

13.12 NON-DEPARTMENTAL COURSES

Study Skills Credit: ½

Prerequisite: none

Study skills/tutorial class involves assisting students to learn methods of organizational, note-taking, test taking, and reading skills. Each of these skills will help the student to become academically successful at St. Anne Community High School. Different techniques will be used to achieve these goals including the use of computer programs, study aids, and organizational charts. In addition to receiving study skills instruction, students will receive tutoring services for subject areas in which they may be experiencing difficulty.

SAT Prep Credit: ½

Prerequisite: sophomore or junior standing

SAT Prep course is one semester in duration. The course is designed to aid students in building a strong foundation and acquire the skills necessary to achieve the highest ratio of success in taking their SAT test. In addition to the immediate reward of higher test scores, the course dynamics offers a set of strategies for learning and a set of test taking skills that each student can utilize throughout their academic careers.

Course Title: Student Assistant

Credit: 1

Prerequisite: Student Application, Teacher Recommendation, Administrative Approval

This year long course is open to seniors who wish to grow in their leadership and public speaking abilities. Student assistants will partner with classroom teachers in order to help underclassmen students achieve success in their course. Roles for the student assistant vary, but will consist of whole class instruction, small group instruction, mini-lesson planning, providing verbal and written feedback, peer review, and reflection on their own performance. Courses that offer student assistant positions will vary each year and be determined by need of students and faculty. Interested students will fill out an application and complete an interview process.

Course Title: Freshmen Transition

Grades offered: 9, Year-Long

Prerequisite: Recommendation by an IEP or RTI team

Credit: 1

The Freshmen Transition Class uses a research-based curriculum focused on improving executive function skills which include goal setting, planning, organizing, prioritizing, studying, etc. The curriculum provides students with a social-emotional framework that enables them to develop universal skills to be successful in all classes in the high school setting. Teachers of this class work closely with the students' other teachers to develop, implement and maintain student study plans. Students will also learn self-monitoring skills including how to check grades, keep backpacks and lockers organized, and develop positive study habits. This is also a time when students can receive targeted interventions in identified skill-deficit areas (reading, writing, or mathematics).