

**I ACKNOWLEDGE RECEIPT OF THE
ARGO COMMUNITY HIGH SCHOOL
CALENDAR BOOK.**

**I AM AWARE OF THE SIGNIFICANT CHANGES IN
THE REGULATORY POLICY REGARDING
ATTENDANCE, FIGHTING, AND HAZING.**

**THIS BOOK PROVIDES A FULL DESCRIPTION OF
SCHOOL POLICIES, RULES, REGULATIONS AND
SERVICES.**

**IF YOU HAVE ANY QUESTIONS CONCERNING ANY
INFORMATION IN THIS BOOK, PLEASE
CONTACT A SCHOOL OFFICIAL.**

PARENT SIGNATURE

STUDENT SIGNATURE

I.D. #

DATE

ACCEPTABLE USE OF TECHNOLOGY POLICY (AUP) AUTHORIZATION FORM

******The following section must be completed by all employees, students, and users of District electronic resources ******

By signing below, I acknowledge that I have received, read, and understand Policy 6:235, the *Acceptable Use of Technology Policy (AUP)*, and any implementing administrative procedures, handbooks, and guidelines. I also acknowledge that I have read the BYOT and 1:1 sections of this handbook. I agree to all terms of the AUP, the relevant handbook provisions, and all other related materials. I understand that it is my responsibility to become acquainted with the AUP, the relevant handbook provisions, and all other related materials, and to keep up-to-date on any changes that may be implemented from time to time. I understand that I am expected to comply by the AUP, the relevant handbook provisions, and all other related materials, that I may not be notified immediately by the District of changes to these materials, and that my ignorance of these materials is not an excuse for a violation or other misconduct. I understand that I may be disciplined (up to and including suspension and expulsion, for students, and dismissal, for employees) and/or subject to other legal action for violations of the AUP, the relevant handbook provisions, and all other related materials.

Student's Full Name	Grade
Student's Signature	Date

******The following section must be completed by each student user's parent/guardian ******

As the parent/guardian of the student signing above, I acknowledge that I have received, read, and understand Policy 6:235, the *Acceptable Use of Electronic Resources (AUP)*, and any implementing administrative procedures, handbooks, and guidelines. I also acknowledge that I have read the BYOT and 1:1 sections of this handbook. I agree to all terms of the AUP, the relevant handbook provisions, and all other related materials for myself and for my student. I understand that it is my responsibility to make sure my student and I are acquainted with the AUP, the relevant handbook provisions, and all other related materials and keep up-to-date on any changes that may be implemented from time to time. I understand that my student is expected to comply with the AUP, the relevant handbook provisions, and all other related materials, that my student and I may not be notified immediately by the District of changes to these materials, and that my or my student's ignorance of these materials is not an excuse for a violation or other misconduct. I understand that my student may be disciplined (up to and including suspension and expulsion) and/or subject to other legal action for violations of the AUP, the relevant handbook provisions, and all other related materials.

Parent/Guardian's Full Name	
Parent/Guardian's Signature	Date

ARGO COMMUNITY HIGH SCHOOL

7329 WEST 63RD STREET
SUMMIT, IL 60501
WWW.ARGOHS.NET



CALENDAR BOOK 2017-2018

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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This product is printed in Korea

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TABLE OF CONTENTS

Board of Education	5
Administration	5
Mission Statement	6
Vision Statement	6
Public Notice.....	6
Instructional Staff	11
Grading System and Procedures	12
Graduation Requirements	13
Parental Responsibility	13
Instructional Support Programs	14
Learning Resource Center	15
Pupil Personnel Services.....	15
Student Regulatory Policy 2017-2018	19
Computer Use and Internet Information	40
Administrative Support Services.....	46
School Pest Management Policy Statement	50
Student Activities	50
Academics	50
Sports Related Organizations.....	51
Student Government	51
Student Media	52
Performing Groups	52
Athletics	53
IHSA (Illinois High School Association)	54
Activities/Athletic Code of Conduct Pledge	59
Instructional Technology/A-V Center	61
Use of Technology	61
Administrative Regulations	61
Services Available to Children Ages Birth to 3 Years.....	64
Study Skills	65
Social Science Study Skills	67
Presidents of the United States	68
Career & Technical Education (CTE) Department.....	69
Recommended Reading List	70
Science Study Skills	71
Argo Physical Education Guidelines.....	75
Away School Directory	80
Where to Go for What!.....	81

BOARD OF EDUCATION

Terrence Pappas, President
Helen J. Mallis, Vice-President
Dr. Daniel Kozal, Secretary
Paul Zwijack

Dallis Anderson
Nicholas Caprio
William A. Parra, Jr.

Welcome to Argo Community High School. The students attending ACHS are from the communities of Summit, Bedford Park, Bridgeview, Justice, Willow Springs and a portion of Hickory Hills. These students have the opportunity to select from over 180 courses, participate in 27 sports for both boys and girls, and enjoy over 30 clubs and organizations.

Last year, in addition to regular school activities such as dances, field trips, Homecoming, athletic contests, and club activities, Argo also ran invitational, regional and sectional tournaments for the Illinois High School Association and SSC Conference. Many of our graduating seniors won academic as well as athletic scholarships.

Both the curricular and co-curricular programs are here for the students' advantage and enjoyment. **The benefits one receives at ACHS will depend on the efforts put into the available opportunities.** The faculty, staff and administration welcomes and extends best wishes for the upcoming year.

ADMINISTRATION

Dr. Jill Kingsfield, Superintendent
Dr. Christopher Covino, Principal
William Toullos, Assistant Principal
Joe Murphy, Chief School Business Official
Dan Rubel, Director of Building Facilities
James Rodriguez, Director of Student Activities
Brandon Cotter, Director of Educational Support Services
Rebecca Moran, Director of Athletics
Nikolai Simov, Director of Technology
Denise Ghaoui, Dean
Vincent Loizzo, Dean
Nicole Wasko, Dean
David Seaquist, School Resource Officer

DEPARTMENT CHAIRS

Mike Cognetti, Career & Technical Education
Jon Leonard, English
Brett Lettiere, Humanities
Tom Jankowicz, Languages
John Dagres, Mathematics
Russell Nowak, Physical Education
Dan McCarthy, Pupil Personnel Services
Jill Alexander, Science

INSTRUCTIONAL SUPPORT SERVICES

Audio-Visual
LRC
Argo After Hours
Math Resource
ACT Prep
Instructional Technology Support
Academic Reading Support

NON-INSTRUCTIONAL SUPPORT SERVICES

Bookstore
Clerical & Secretarial
Custodial & Maintenance
Data Processing
Food Service
Transportation
Transition Counseling

STUDENT SERVICES

Attendance
Guidance & Counseling
Health Services
Psychological
Social Worker
Special Education

ARGO COMMUNITY HIGH SCHOOL

MISSION STATEMENT

We inspire, educate, and empower students to envision and achieve a positive future for themselves and their community.

VISION STATEMENT

We embrace traditions, create opportunities, empower future generations.

PUBLIC NOTICE

It is the policy of Argo Community High School District 217, to provide equal educational and extracurricular opportunities 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, or actual or potential marital or parental status, including pregnancy. Inquiries regarding compliance or grievance procedures shall be directed to the office of the Superintendent.

Argo Community High School has developed specific interdisciplinary outcomes under each of the State Goals for Learning listed below. The faculty and administration of A.C.H.S. assess all of these outcomes annually and make adjustment to enhance student learning.

LEARNING STANDARDS INCORPORATING THE COMMON CORE

English Language Arts

1. Read with understanding and fluency.

Reading is essential, it is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

2. Read and understand literature representative of various societies, eras and ideas.

Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

3. Write to communicate for a variety of purposes.

The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

4. Listen and speak effectively in a variety of situations.

Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

5. Use the language arts to acquire, assess and communicate information.

To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.

Mathematics

6. Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions.

Numbers and operations on numbers play fundamental roles in helping us make sense of the world around us. Operations such as addition, subtraction, multiplication and division, as well as the ability to find powers and roots, extend the notion of numbers to create tools to model situations and solve problems in our everyday lives. Discussing and solving problems related to budgets, comparing prices on merchandise, understanding the nature of interest charges, measuring fuel consumption and calculating the trajectory for space travel would all be impossible without a sense of numbers and numerical operations. All people must develop this sense of numbers and operations and be able to use it to solve problems using mental computation, paper-and-pencil algorithms, calculators and computers.

7. Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Measurement provides a way to answer questions about “how many,” “how much,” and “how far”. It is an indispensable component of business, manufacturing, art, medicine and many other aspects of daily life. We describe the sizes, capacities and values of many things, from the large distances involved in space travel, to the very small quantities in computer design and microbiology, to the varying values of currencies in international monetary exchange. All people must be able to choose an appropriate level of accuracy for a measurement; to select what measuring instruments to use and to correctly determine the measures of objects, space and time. These activities require people to be able to use standard instruments including rulers, volume and capacity measures, timers and emerging measurement technologies found in the home and workplace.

8. The algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Algebra unites patterns and quantities in patterns with the means of describing change through the use of variables and functions. Its concepts and analytical methods allow people to consider general solutions to problems with common characteristics and develop related formulas. Algebra provides verbal, symbolic and graphical formats for discussing and representing settings as diverse as the pricing patterns of merchandise in a store, the behavior of a car as it accelerates or slows down, the changes in two chemicals as they react with one another, or the type of variation existing in a comparison of two factors in the economy. All people must be able to use algebraic methods to construct and examine tables of values; to interpret the relationships expressed by patterns in these tables; to relate change and variation in graphs and formulas; to reason about changes in quantities and the relationships involved in changes; and to find solutions to everyday problems using algebra’s symbolic manipulation and formulas.

9. Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Geometry provides important methods for reasoning and solving problems with points, lines, planes and space. The word “geometry” comes from Greek words meaning “measurement of the Earth.” While we use modern technology and employ a wider variety of mathematical tools today, we still study geometry to understand the shapes and dimensions of our world. The applications of geometry are widespread in construction, engineering, architecture, mapmaking and art. Historically, geometry is a way to develop skill in forming convincing arguments and proofs. This goal of developing a means of argument and validation remains an important part of our reasons for studying geometry today.

10. Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

The ability to understand and interpret data (e.g., opinion polls, stock prices, tax rates, crime statistics, scientific studies, weather reports) grows more important each day. Students must be able to organize data, make sense of variables and patterns, and judge the logical reasonableness of any claims and interpretations made. Even very young students can count objects and communicate their findings with charts and graphs. Students of all ages can collect, display and interpret data to answer specific questions. They also must construct and analyze arguments that involve data and its interpretation. All students need to understand and apply the role probability plays in data collection and decision making. Data analysis and use are important abilities necessary for all careers.

Science

11. Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

The inquiry process prepares learners to engage in science and apply methods of technological design. This understanding will enable students to pose questions, use models to enhance understanding, make predictions, gather and work with data, use appropriate measurement methods, analyze results, draw conclusions based on evidence, communicate their methods and results, and think about the implications of scientific research and technological problem solving.

12. Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

This goal is comprised of key concepts and principles in the life, physical and earth/space sciences that have considerable explanatory and predictive power for scientists and non-scientists alike. These ideas have been thoroughly studied and have stood the test of time. Knowing and being able to apply these concepts, principles and processes help students understand what they observe in nature and through scientific experimentation. A working knowledge of these concepts and principles allows students to relate new subject matter to material previously learned and to create deeper and more meaningful levels of understanding.

13. Understand the relationships among science, technology and society in historical and contemporary contexts.

Understanding the nature and practices of science such as ensuring the validity and replicability of results, building upon the work of others and recognizing risks involved in experimentation gives learners a useful sense of the scientific enterprise. In addition, the relationships among science, technology and society give humans the ability to change and improve their surroundings. Learners who understand this relationship will be able to appreciate the efforts and effects of scientific discovery and applications of technology on their own lives and on the society in which we live.

Social Sciences

14. Understand political systems, with an emphasis on the United States.

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

15. Understand economic systems, with an emphasis on the United States.

People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems — and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.

16. Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

George Santayana said “those who cannot remember the past are condemned to repeat it.” In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

17. Understand world geography and the effects of geography on society, with an emphasis on the United States.

The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

18. Understand social systems, with an emphasis on the United States.

A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

Physical Development and Health

19. Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

20. Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles — frequency, intensity, time and type (FITT) — to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

21. Develop team-building skills by working with others through physical activity.

As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, and leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

22. Understand principles of health promotion and the prevention and treatment of illness and injury.

Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

23. Understand human body systems and factors that influence growth and development.

To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students' progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

- Promote and enhance health and well-being through the use of effective communication and decision-making skills.

From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues — and can make healthful personal decisions — will benefit as they grow and mature in school and into responsible workers and citizens.

Fine Arts

- Know the language of the arts.

Through observation, discussion, interpretation and analysis, students learn the “language” of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

- Through creating and performing, understand how works of art are produced.

Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, and musician).

- Understand the role of the arts in civilizations, past and present.

The arts are a record of civilizations, past and present. Artists are influenced by — and influence — the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

Foreign Languages

- Use the target language to communicate within and beyond the classroom setting.

At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

- Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.

- Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Knowledge of a foreign language relies on communication, culture, and context. The term context here applies to the situations in which students will use the target language. To prepare for those situations, students reinforce and further their knowledge of other areas including academic, technical and recreational. Standards and benchmarks within this goal are meant to re-amplify content and skills learned in economics, mathematics, science, physical development, health, career exploration and vocational courses. Combined with the cultural contexts found in goal 29, the standards and benchmarks in this goal contain direct parallels in target language development to the Illinois Goals and Standards in the other six learning areas in addition to vocational education.

INSTRUCTIONAL STAFF

ENGLISH	CAREER AND TECHNICAL	EDUCATIONAL SUPPORT
Jon Leonard, Dept. Chair	EDUCATION	SERVICES
Nicole Bracken	Mike Cognetti, Dept. Chair	Brandon Cotter, Director
Mary Jo Brown	<u>Business</u>	Brian Grider, Coordinator
Sharon Cagnetti	Frank Capodanno	Gary Feltman
Zachary Collins	Dawn Palmer	Stacy Fitzgerald
Aimee Guldin	<u>Family and</u>	Albert Hasan
Dr. Heather Hickman	<u>Consumer Science</u>	Sarah Hills
Greg Krikava	Francine Blake	Janel Kallemeyn
Jennifer Krikava	Erica Resedean	Chris Kelly
Brett Lettiere	Jennie Maggiore	Allison Kinczyk
Matt Malloy	<u>Technology and</u>	Justin Malec
Tom Mammaing	<u>Engineering Education</u>	Felicia Minnito
Dr. Laura Martensen	Andrew Corbin	Katherine Mohler
Robert Powers	Kris Kowalski	Mary Kate Shaughnessy
Jean Rasmussen	Tom McEntee	Adam Tinken
Joy Schmit	Bernice Schopf	Jennifer Turn
Brian Schutz	Jason Smith	Lindsey West
Tim Strzechowski	PHYSICAL EDUCATION	Beth Whittinghill
Erin Walsh	Russell Nowak, Dept. Chair	Margie Wyroba
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SCIENCE	Todd Evans	Allison Bean, Social Worker
Jill Alexander, Dept. Chair	Lauren Evoy	HUMANITIES
Kristiana Bailey	Andrew Gripp	Brett Lettiere, Dept. Chair
Nick Borowicz	Chris Hills	<u>Fine Arts</u>
Tim Connelly	Jennifer Holmbeck	Nicole Durkin
Jeremy Daugherty	Jason Korkosz	Megan Fitzgerald
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Ruth Gergits	Matthew McMurray	Donna Zadlo
Betsy Keller	Shelley Picha	<u>Social Science</u>
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Vicky Maslowski	Ryan Skendzel	Frank Capodanno
Ladislava Rose	Jane Zack	Michelle Coleman
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Kiera Vizza-Milligan	Maggie Debski	Bryan McCormack
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John Dagres, Dept. Chair	Nadia Elkhatib	Cara Prochaska
Scott Ball	Federico Garcia	Jean Sedory
Lucian Bogdan	Claudia Gonzalez	Chris Strelow
Molly Dinnon	Albert Hasan	Paul Thompson
James Kantzavelos	Rocio Hernandez	PUPIL PERSONNEL
Melissa McCormack	Jennifer Julius	Dan McCarthy, Dept. Chair (D-F)
Lindsay Murray	Sana Khalil	Mary Bergman (A-C)
Eduardo Padilla	Karen Lesnicki	Tammy Defazio (Ko-N)
Jason Reiter	Susy Macedo	Cynthia Haack (O-Se)
Emily Sawyer	Jacqueline Marek	Christian Johnson (G-Kn)
Eric Schumacher	Eduardo Padilla	Evelyn Sanchez (Sf-Z)
Howard Sirota	Vanessa Perez	
Katelyn Smith	Concepcion Van Wazer	
Kyle Stern		
Kurt Taute		

GRADING SYSTEM AND PROCEDURES

Grades are issued every six weeks and are considered grades in progress. The quality and quantity of work completed and the degree of mastery of the objectives of the subject are expressed as follows:

Grade Coding:	Code:	Alphabetical - A to F
	Range:	0 - 4.0
	Weights:	+5 Honors +1.0 A.P
		(Exception Pre-Calculus = +1.0)

Students earning below a C in an Honors or AP course **do not** receive the weighted grade for that course for the semester.

<u>Grade</u>	<u>Points</u>	<u>Definition</u>
A	4.0	Superior
B+	3.5	Outstanding
B	3.0	Exceeds Requirements
C+	2.5	Above Average
C	2.0	Average
D+	1.5	Passing: Below Average
D	1.0	Passing: Unsatisfactory
F	0.0	Failure: No Credit
WF	0.0	Student withdrawn for excessive tardies or absences, or removed from class for disciplinary reasons.

Honor Roll

Recognizing that reward promotes motivation and achievement and that success deserves reward, the Board authorizes a three-tier honor-roll as a unique and distinct form of recognition for high student achievement:

- High Honors: Grade Point Average (GPA) 3.75 - 4.0+ (including weighting)
- Honor Roll: GPA 3.5 - 3.74
- "B" Honor Roll: GPA 3.0 - 3.49



GRADUATION REQUIREMENTS

GENERAL DIPLOMA	HONORS DIPLOMA*
MATH – 3 credits	MATH – 3 credits
SCIENCE – 2 credits Physical – 1 Life – 1	SCIENCE – 3 credits Physical – 1 Life – 1 Additional – 1
ENGLISH - 4 credits	ENGLISH - 4 credits
SOCIAL SCIENCE – 2 credits American History – 1 Government – 0.5 Elective – 0.5	SOCIAL SCIENCE – 3 credits American History – 1 Government – 0.5 Elective – 1.5
CONSUMER EDUCATION/ECONOMICS – 0.5 credit	CONSUMER EDUCATION/ECONOMICS – 0.5 credit
PHYSICAL EDUCATION, HEALTH, DRIVER EDUCATION – 4 credits	PHYSICAL EDUCATION, HEALTH, DRIVER EDUCATION – 4 credits
FOREIGN LANGUAGE, FINE ARTS, CAREER & TECHNICAL EDUCATION (CTE) – 3 credits	FOREIGN LANGUAGE – 2 credits
ELECTIVES – 3.5 credits	ELECTIVES – 4.5 credits
TOTAL – 22 credits	TOTAL – 24 credits

*Students who earn a total of 24 credits, including a minimum of at least three honors classes per year (or two honors classes and a foreign language), will be eligible for an “Honors” diploma.

PARENTAL RESPONSIBILITY

Parents play a vital role in their children’s education. They need to establish a home environment which allows for a time and place to study. They also need to monitor their students’ progress and activities. To this end, parents and teachers are encouraged to contact each other concerning student progress. Formal parent-teacher conferences are scheduled during the school year. Also, progress reports are issued during each grading period near the mid-term, or as needed. Parents are urged to contact the teachers, counselors or administration about any situation that concerns their youngsters.

INSTRUCTIONAL SUPPORT PROGRAMS

RESOURCE CONSULTATION/EDUCATIONAL SUPPORT SERVICES

Brandon Cotter, Educational Support Services Director

Secretary, Ellen Pauley

Room 147

Program open to: Special Education students

Referrals by: Teachers, pupil personnel staff, parents

Program Provides:

- Instructional support for programmed courses.
- Classroom assistance regarding alternative learning techniques.
- Study skills strategies.
- Behavior management assistance.
- Transition counseling.

ARGO AFTER HOURS (AAH)

LRC, Monday through Friday (No Wednesday AM)

7:00 am - 8:00 am

3:00 pm - 4:30 pm

Program open to: All students

AAH offers a variety of opportunities for students including:

- Internet/computer assisted research.
- Assistance in completing homework or other class assignments.
- Study groups in all academic areas.
- Computer Lab access.
- Late buses available.

SAT PREP

Begins in January through March, for eight weeks.

This will include a full scale practice test, textbook, and training in specific test-taking procedures. Class also offers computer assisted training for the test as well as college selection information.

MATH /SCIENCE RESOURCE

Room 343 – Monday, Tuesday, Thursday, Friday 7:00 – 8:00 a.m.

Monday, Tuesday, Wednesday, Thursday, 3:00 – 4:00 p.m.

BILINGUAL HOMEWORK HELP

Room 211 – Monday – Friday, 3:00 - 4:00 p.m.

LEARNING RESOURCE CENTER

STAFF

Jon Leonard, Coordinator

Danyra Herrera, Clerk

Hours

Daily 7:00 a.m. - 3:00 p.m., Wednesday 7:30 a.m. – 3:30 p.m.

The LRC is located on the second floor, above the main offices. It provides a pleasant atmosphere, conscientious service, and a wide variety of materials appropriate to the instructional needs and interests of the students and school staff. In the fall, a helpful orientation program is presented to freshmen students and new teachers.

Teachers are offered assistance in designing instructional units and assignments that expand students' awareness and use of pertinent resources. The staff assists individual students and visiting classes, joining teachers in a team effort within the LRC setting.

In addition to the current references and instructional resources, there is a well-maintained collection of career and college materials and a variety of recreational reading offerings. Daily newspapers, current magazines, teen novels, videos, and music offer worthy leisure-time activities. For teachers, a professional Resource Room provides abundant opportunities for professional growth and development in the areas of literacy and instruction.

I.D. CARD NECESSARY

The LRC has a liberal lending policy that permits almost all materials to be checked out. However, students must present their school I.D. cards to take out materials. A student who has materials long overdue may be refused further service. To use the computers or other equipment, students should seek staff approval and assistance. Students also need a valid I.D. card to board the school bus.

PUPIL PERSONNEL SERVICES

Dan McCarthy, Chairman (Room 146)

Vickie McAlpine, Secretary-Registrar (Room 146)

Susanna Troche, Secretary (Room 146)

Argo Community High School Pupil Personnel Services include the following student services: counseling and guidance, health, and social work services, and student records, in addition to special programs. Specialized guidance services are provided for gifted as well as at-risk students. These services are integrated for students, teachers and parents to help students achieve appropriate academic, personal, social and career goals based on their individually defined needs.

GUIDANCE OFFICES (ROOMS 146)

Dan McCarthy, Department Chair (D-F)

Tammy DeFazio, Counselor (Ko-N)

Cynthia Haack, Counselor (O-Se)

Evelyn Sanchez, Counselor (Sf-Z)

Christian Johnson, Counselor (G-Kn)

Mary Bergman, Counselor (A-C)

Counselors are responsible for helping students with overall educational planning and for providing services and resources which assist students to attain their academic, personal-social and career goals. Each student is assigned a counselor in the fall. Specific services which counselors offer include but are not limited to four-year course planning, group and individual counseling, parent and teacher consultation, test administration and interpretation, graduation credit checks, and referrals to both in-school and community agencies. Counselors help students to be more responsible, self-directed and satisfied so they can be as successful as possible in school. Each year counselors zero in on a specific theme with each class: Freshmen - Making Positive Choices for High School; Sophomores - Career Planning; Juniors - Pre-College or Pre-Occupational Planning; and Seniors-Immediate Post High School planning.

SCHEDULE CHANGES

Schedule changes will not be permitted after Registration in August. Additionally, schedule changes will not be accommodated for reasons of teacher preference or lunch/study preference.

Exceptions to this rule include but are not limited:

1. Level changes in English, Math, Science, and Social Sciences.
2. Administrative errors in PowerSchool course requests.
3. Seniors who need a required course for graduation.

COURSE DIFFICULTY

Students experiencing difficulty in a course should utilize the following Academic Support Programs:

- Argo After Hours (M, T, Th, F, 7:00-8:00 am & Mon-Fri 3:00-4:30 pm in the LRC)
- Math/Science Resource (M, T, Th, F, 7:00-7:55 in Room 343 and/or M, T, W, Th, 3:00-4:00 pm)
- ELL Homework Help (M-F, 3:00-4:00, Room 211)

TEACHER RELATED CONCERNS

Parents/Guardians and their student are encouraged to follow these steps:

- The student speaks with the teacher before or after school.
- The student's parent/guardian contacts the teacher.
- Parent/Guardian contacts Department Chair for resolution.
- The student makes an appointment with his/her Guidance Counselor.
- A conference is facilitated with the student, parent/guardian, guidance counselor and teacher.
- The Guidance Chair evaluates the situation and directs the counselor to change the schedule if appropriate.
- If no agreement is reached, a written appeal may be made to the Principal.

HEALTH SERVICES (ROOM 142)

Pam Cooper, R.N.

Janet Lihosit, R.N.

Health services are available to students who become ill or injured during the school day. Except for emergencies, students must have a signed teacher's pass when visiting the nurse. The student's number of visits should average no more than seven visits per school year, unless the student has a diagnosed medical problem. In the event that a student exceeds the number of visits and becomes a habitual visitor, they will be dealt with on an individual basis. Student prescription medications are kept in the nurses' office. Physician and parental consent is required for dispensing over-the-counter and prescription medication; and when it is necessary for a student to leave school early for medical reasons.

We comply with the Illinois Department of Public Health medical immunization requirements. We do vision and hearing screening on students as requested by faculty.

PEER MEDIATION PROGRAM

Mary Bergman, Counselor

Allison Bean, Social Worker

Students who wish to reduce conflicts in their life related to name calling, dirty looks, rumors, relationship problems and fights may request a peer mediation to resolve the conflict. Students understand they are responsible for finding solutions to their problems before formal regulatory rules are applied.

Students are referred for mediation by deans, counselors, administrators, teachers and students. The students are provided a choice to be part of a mediation with student mediators.

SOCIAL/EMOTIONAL SUPPORT

Anna Ziaja-Castillo, Psychologist

Allison Bean, Social Worker

Janet Costello, Social Worker

Lisa Kherwish, Social Worker

The staff provides specialized services for students with social/emotional needs. In addition to individual and group counseling with students and parents, consulting with teachers and other Pupil Personnel Staff, the staff participates in student staffing, make home visits, conduct individual assessments and make referrals to outside agencies such as mental health agencies, physicians and other community resources.

STUDENT INTERVENTION PROGRAM (SIP)

Allison Bean, Social Worker

Janet Costello, ESS Counselor

The Student Intervention Program was developed to address substance use issues that interfere with a student's ability to be successful academically and continue in their personal/social development. Students can be referred to the Student Intervention Team by faculty members, peers or family members. The Student Intervention Team provides a variety of services to students including prevention activities, assessments and interventions.

STUDENT RECORDS

In order to comply with the Illinois School Student Records Act, Sections 50-2 through 50-4 of the Illinois School Code and the Freedom of Information Act of the State of Illinois, Argo Community High School has established certain procedures in connection with the retention or destruction of student records.

Under provisions of the Student Records Act, information and materials in a student's folder are classified as either "Permanent Record" or "Temporary Record". Permanent Record information will be maintained in the folder for no less than sixty (60) years; however, Temporary Record information will be deleted from the folder one year after graduation or upon a student's 21st birthday, with some exceptions as provided for compliance with the Individuals with Disabilities Education Act.

The "Student Permanent Record" consists of:

1. Basic identifying information, including students' and parents' legal names and addresses, birth date and place, and gender;
2. Academic transcript, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations;
3. Attendance records;
4. Accident reports and health records;
5. Record of release of permanent record information;
6. Student test scores.

The "Student Temporary Record" consists of:

1. Family background information;
2. Intelligence test scores - group and individual;
3. Aptitude test scores;
4. Reports of psychological evaluation, including information of intelligence, personality and academic information obtained through test administration, observation or interviews;
5. Elementary and secondary achievement level test results;
6. Teacher anecdotal records;
7. Disciplinary information;
8. Special education files including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records or tape recordings relating to special education hearings and appeals;
9. Any verified reports of information from non-educational persons, agencies or organizations;
10. Other verified information of clear relevance to the education of the student;
11. Record of release of temporary record information.

SECTION 504 OF THE REHABILITATION ACT OF 1973

"No otherwise qualified individual with handicaps in the United States shall, solely by reason of his or her handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination upon any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service." Accommodations will be made in the regular educational environment, to address those identified as handicapped. Questions regarding procedures for referral and identification of any students should be directed to Dan McCarthy at ACHS.

ACCESS TO RECORDS

Parents and/or students shall have the right to review those student records pertaining to the student who is the subject of the request.

Where the student is under age eighteen, the request should normally come from the parent(s) or legal guardian of the student. However, any rights of students to inspect their records under school practice of state law will be honored.

Where the student is age eighteen or over, the request should normally come from the student.

Records may be copied for the person making the request and a reasonable fee charged - \$3.00 for permanent records.

School officials do not release information from records, in any form, without written consent specifying the information or material to be released, and opportunity is available for the parent or student to obtain a copy of the records released with a reasonable fee charged with the exception of directory information.

DIRECTORY INFORMATION

The District may release personally identifiable general directory information regarding students to the general public, including the local media, military, and higher education institutions, and publish such information in a school directory. Directory information includes identifying information such as name, address, telephone number, gender, grade level, birth date and place, and parents' names and addresses, as well as information relating to academic honors, degrees, school-related activities and athletics and period of attendance in the District. Each year upon enrollment, each student's parents/guardians will be given the opportunity to object to the release of such directory information to the general public. Parents/guardians will be notified by a District form of the categories of information which the District considers to be directory information. If parents/guardians object to release of all or some of the categories of information to the general public, they must return the form to the District indicating their objections. Failure to return the form will be deemed consent to the release of all directory information.

OBJECTIONS TO MATERIAL, STATEMENTS OR INFORMATION IN THE RECORDS SUBJECT TO INSPECTION

Any objections to any material, statements or information contained in student records, subject to inspection, shall be discussed by the person(s) making the request and the custodian of student records, the Principal.

If the objections are not resolved at this point, procedures will be outlined to the parent(s) or student by the Principal for means by which objections may be presented to the Superintendent for his review. A formal hearing may be had to resolve the matter if a mutually satisfying decision is not concluded between the parent(s)/student and superintendent.

PERSONAL REVIEW OF RECORDS

Counselors, as designees of the Principal, will make available records for inspection and review for those students or their parent(s)/guardians assigned them as counselees. Graduates or students not currently enrolled are to contact the Assistant Principal or the Principal for inspection and review of their records.

PROCEDURES FOR REVIEW OF RECORDS

All requests to review, inspect, or obtain copies of records shall be made in writing (dated and signed) and submitted to the Registrar. These requests will be processed in accordance with the "Public Records Procedures" of District 217, in compliance with the Freedom of Information Act of the State of Illinois. There will be a .25¢ charge per page for temporary records and \$3.00 for permanent records.

Generally such requests can be granted and the review of inspection completed within seven (7) working days. If additional time is needed, or if the request is denied for reasons specified in the "Public Records Procedures" of District 217, the person making the request will be notified by letter within seven (7) working days, with the reasons stated.

The person reviewing the record shall have the opportunity to review or inspect the complete record unless the request was for a specific part or parts of the record.

STUDENT REGULATORY POLICY 2017-2018

DEANS – ATTENDANCE (708)467-5800

Denise Ghaoui: Head Dean (A-F)	(708)467-5805
Gaby Wagner: Head Dean Secretary (A-F)	(708)467-5801
Nicole Wasko: Dean (G-N)	(708)467-5806
TBD: Dean Secretary (G-N)	(708)467-5802
Vince Loizzo: Dean (O-Z)	(708)467-5804
Janet Caprio: Dean Secretary (O-Z)	(708)467-5803

DISCLAIMER

Argo Community High School District 217 provides this Student Regulatory Policy, which includes a summary of some School Board policies, and revises it annually. However, the Student Regulatory Policy does not contain all Board policies, and changes may be made to Board policies throughout the year without notice. Accordingly, the authoritative source for understanding student rights and responsibilities is the current District Board Policies available online. To access those searchable policies, please go to argohs.net and click the "Board Info" link. From the next page, click the "School Board Policy" link.

STUDENT PLANNER

We believe that in order to fulfill our mission students need to learn organizational skills. We have created a student planner that is not only a resource of information, but also a calendar, a tool to track a student's location, and an assignment notebook. Inside the student planners are weekly hall passes that allow students to use all the academic and physical functions of the school including; the LRC, Math Resource, the Writing Lab, the PPS Department, and the restrooms. ACHS students are required to carry their planners at all times while at school.

GENERAL INFORMATION

Students, as citizens and residents of the United States, are guaranteed certain individual rights and have corresponding individual responsibilities. Parents, teachers and administrators have a responsibility to respect the rights of students while maintaining an educational atmosphere conducive to the teaching and learning process. The concept of balancing rights of the individuals with the rights of society is as valid in the educational community as it is in the larger community. There are certain special responsibilities required of a citizen who is a student in school and these responsibilities can be achieved in a harmonious way by subscribing to the six pillars of character outlined below.

SIX PILLARS OF CHARACTER (AS DEFINED BY THE JOSEPHSON INSTITUTE OF ETHICS)

These are six pillars of character that all people should strive to live by. These pillars represent discrete ethical concepts that function as moral truths and act as guidelines for desired social behavior and for making sound decisions. These pillars help people to see what unites our diverse and multicultural society. Finally, these principles act as filters through which to process our decisions and hence improve our character.

- 1. Trustworthiness:** this concept requires honesty, integrity, reliability and loyalty. Honesty in communication requires truthfulness (an obligation not to lie), sincerity/non-deception (an obligation not to mislead or be deceptive) and candor (an obligation to volunteer information that another person needs to know). Honesty in conduct prohibits stealing, cheating, fraud, subterfuge and other trickery. Integrity implies personal rules of conduct that are based on acceptable social morals and behavior that do not vary with different situations. Reliability creates the responsibility of making all reasonable efforts to fulfill our commitments. Loyalty is a moral responsibility to promote and protect the interests of certain people, organizations or affiliations.
- 2. Respect:** this concept requires civility, courtesy, decency, autonomy and tolerance. Civility, courtesy and decency refer to treating others with consideration and not to resort to intimidation. Autonomy requires an ethical person to provide information so other people can make informed decisions about their own lives. Tolerance requires an ethical person not to pre-judge people and accepts them without prejudice.

3. **Responsibility:** means being in charge of our choices and thus, our lives. It means being accountable for what we do and recognizing that what we do or not do matters. Accountability requires leading by example and not shifting blame to others or claiming credit of others. Pursuit of excellence requires a willingness to do our best through diligence, perseverance (finish what we start), and continuous progress (constantly looking for ways to do the job better). Self-restraint requires us to exercise self-control, restrain appetites (i.e. lust, hatred, gluttony, greed and fear) to set a good example.
4. **Fairness:** involves issues of equality, impartiality, proportionality, openness, and due process. Refers to making decisions without favoritism or prejudice and correcting mistakes promptly and voluntarily.
5. **Caring:** this is the heart of ethics and means to be genuinely concerned with the welfare of others.
6. **Citizenship:** includes civic virtues and duties that show us how to behave as part of a community, exercising responsibilities of a member of a self-governing democratic society and doing our “fair share” to make society work now and in the future.

ENROLLMENT

Residency: Only resident pupils are entitled to tuition-free enrollment in ACHS. The District will verify residency of students each school year. The District will presume a child to be a resident of the District if the person who has legal custody of the student resides within District boundaries on a full time basis. Information establishing residency and legal custody must be presented to the District at registration.

Required Records: In addition to the records required to establish student residency, a person enrolling a student for the first time in a District school must provide (i) a certified copy of the student’s birth certificate or (ii) other reliable proof, as determined by the State Police, of the student’s identity and age. If a person enrolling a student fails to produce a birth certificate, he or she must provide an affidavit explaining the inability to produce a copy of the birth certificate. The District will notify the police if a person enrolling a student fails to comply with the requirement within 10 days of enrollment or submits an affidavit that appears inaccurate or suspicious in form or content.

All students enrolling in ninth grade or enrolling for the first time in Illinois schools must also provide proof of a health examination and immunizations against communicable diseases and any required physical examinations. If a student’s parent/guardian objects to any or all of the health or immunization requirements on religious grounds or if the student is exempt from these requirements on medical grounds, proper documentation must be provided. For religious objections, the parent/guardian must present a signed statement detailing the grounds for the objection, including the specific religious belief with which the health or immunization requirement conflicts. For medical exemptions, the examining physician must provide written endorsement of the contraindication on the Health Examination Form. If necessary, the form will be forwarded to the Illinois Department of Public Health for review and approval/disapproval, and the District will honor the recommendation of the Department.

Homeless Students: Homeless students are protected under state and federal law. A homeless student is one who:

1. lacks a fixed, regular and adequate nighttime place of abode;
2. is abandoned in a hospital or awaiting foster care placement; or
3. has a primary nighttime place of abode that is:
 - a. shared with others due to loss of housing, economic hardship, or a similar reason (e.g., motels, hotels, trailer parks, or camping grounds);
 - b. a supervised publicly or privately operated shelter designated to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);
 - c. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - d. a public or private place not designated for or ordinarily used as a regular sleeping accommodation, i.e. cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Homeless students may be enrolled, even if they lack the records normally required to establish residency, if the student was a resident of the District immediately before the student became homeless, if the student was last enrolled in the District, or if the student’s temporary residence is located within District boundaries. No homeless student is required to attend a separate school for homeless students.

Homeless students shall be provided equal access to all education programs and services for which they are eligible and that non-homeless students enjoy including transportation services, educational services, and meals through school meals programs. Homeless students will not be stigmatized by school personnel.

For more information regarding the educational rights of homeless students, contact the District's Homeless Student Liaison, Ms. Allison Bean, Social Worker, at 708-467-5819 or abean@argohs.net.

Transfer Students: A person enrolling a transfer student must provide evidence that the student is in "good standing" and that the student's medical records are up to date. Students who transfer to ACHS and who are currently on suspension or expulsion from another school will not be admitted to ACHS until the suspension or expulsion is complete.

STUDENTS WITH DISABILITIES

The District provides a free appropriate public education in the least restrictive environment and necessary related services to all enrolled students with disabilities eligible for such services under the Individuals with Disabilities Act (IDEA), the School Code, Section 504 of the Rehabilitation Act of 1973, and/or the Americans with Disabilities Act (ADA). The District also complies with the Care of Students with Diabetes Act, 105 ILCS 145/1 *et seq.*, including providing diabetes care plans to eligible students as required by state law. Inquiries regarding the identification, assessment, and placement of such children should be directed to Mr. Dan McCarthy, Department Chair for Pupil Personnel Services, at 708-467-5808 or dmccarthy@argohs.net.

ENGLISH LANGUAGE LEARNERS

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. For further information, please contact Mr. Tommy Jankowicz, Languages Department Chair, at 708-467-5622 or tjankowicz@argohs.net.

PRIVACY AND THIRD PARTY SURVEYS

Surveys

Third party student surveys and questionnaires are those that are created by a person or entity other than a district official, staff member or student. Third party student surveys and questionnaires will be administered at the discretion of the superintendent and only when they serve to advance the district's educational objectives. Notice will be provided to parents prior to the administration of third party surveys or questionnaires, and parents will, upon their request, be permitted to inspect the survey or questionnaire within a reasonable time of their request.

The District will obtain prior written parent consent prior to administering any survey by the district, student or third-party, that reveals the following information regarding:

- Political affiliations or beliefs of the student or his/her parent/guardian;
- Mental or psychological problems of a student or his/her family;
- Behavior or attitudes about sex;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
- Religious practices, affiliations or beliefs of the student or his/her parents/guardians; or
- Income (other than required to determine eligibility for participation in a program or for receiving financial assistance under such program)

Prior to giving consent, parents will be given an opportunity to review the survey upon request. School staff will not disclose the identity of any student who, upon written consent of the parent/guardian, completes any survey or evaluation regarding the above items.

Selling or Marketing Student Personal Information

Selling or marketing students' personal information is prohibited, and under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

Instructional Material

A student's parent(s)/guardian(s) may inspect, within a reasonable time of a request, any instructional material used as part of their child/ward's educational curriculum. The District may provide classes and courses providing instruction in recognizing and avoiding sexual abuse. Parents may object to their child's participation in such classes, and refusal to take or participate in such class or course after a written objection is made will not be reason for failing, suspending, or expelling such a pupil. Objection to this or any other instructional material should be made in writing to Dr. Chris Covino, Principal, at 708-467-5503 or ccovino@argohs.net.

Student and Family Privacy Rights

Please refer to Board of Education Policy 7:15, Student and Family Privacy Rights, for the District's comprehensive policy regarding student and family privacy rights. A copy of the policy is available on request from Dr. Jill Kingsfield, Superintendent, at 708-467-5510 or jkingsfield@argohs.net.

ACADEMIC DISHONESTY/PLAGIARISM POLICY

Academic Dishonesty includes, but is not limited to:

- a. Copying other students' work.
- b. Representing someone else's work as one's own.
- c. Allowing others to copy one's work.
- d. Using unauthorized sources on tests or papers.

Plagiarism (per DePaul University definition) includes, but is not limited to:

- a. The direct copying of any source, such as written and verbal material, computer files, audio discs, video programs, or musical scores, whether published, in whole or in part, without proper acknowledgement that it is someone else's.
- b. Submitting as one's work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency, used in whole or part.
- c. The paraphrasing of another's work or ideas without proper acknowledgement.

A teacher has discretion to determine whether plagiarism has occurred. A student has the right to appeal a teacher's decision to the Department Chair who will review the case with the student, parent(s)/guardian(s) and teacher. Any further appeal will go to the building principal. Consequences for plagiarism include but are not limited to:

- A zero for the assignment or the teacher will allow the student to redo the assignment and determine the grade for the second effort.
- In all cases a parent contact is made and a Dean referral is issued.
- Repeated offenses will result in administrative review, which may result in withdrawal/failure from the class.

Consequences may be more severe for incidents of plagiarism that are obvious or that involve a major project for the quarter.

VIDEO SURVEILLANCE

To assist in maintaining security and to deter inappropriate conduct, Argo Community High School District 217 may position video cameras and/or monitors in public areas of school property, such as in hallways, stairwells, the gymnasium, the cafeteria, school buses, computer labs, LRC and exterior locations of school buildings. Appropriate disciplinary action may be taken for misconduct which is recorded or observed from the camera.

SCHOOL SPONSORED EVENTS/DANCES

Attendance at school sponsored social and sporting events is a privilege for our students. Students must attend school for at least four class periods on the day of the event, or the previous attendance day if the event occurs on a non-attendance day, to be eligible to attend that event. Students must attend school for the entire day on the day of the event or the previous attendance day if the event occurs on a non-attendance day if they are attending school dances (ex. Senior Banquet, Prom, homecoming, etc.)The administration reserves the right to deny this privilege to students who display unacceptable or inappropriate behavior (as defined in our student regulatory policy) that may be counterproductive to these events. A student cannot attend a school event while on suspension. Students' transportation must pick up the student(s) within 30 min of the event ending.

DANCE RULES

Students must present a current school ID card to be admitted to an ACHS dance.

Guests will be admitted only if:

1. the student submits a signed approved guest request form at the door;
2. the guest presents appropriate identification, such as a state-issued photo identification or school identification card, at the door; and
3. the guest is not an elementary school student or 21 years old or older.

Student guests may be refused entrance to a dance at the discretion of school officials.

Students and guests must follow all rules and regulations of the school while in attendance at the dance and are subject to the rules (including the dress code) and consequences of the disciplinary code. Dancing which is provocative in nature or sexually suggestive is not allowed. Students may not enter a dance later than one hour after the dance starts. The "one time in" rule will be enforced, which means that once you are in the dance and you leave, you will not be allowed to come back in. Students must attend school for the entire day on the day of the dance or the previous attendance day if the dance occurs on a non-attendance day if they are attending a school dance (ex. Senior Banquet, Prom, etc.). Behavior at dances may effect participation and/or attendance at other school events including Prom and graduation.

CAFETERIA

All students will eat their meals in the cafeteria, whether they bring them from home or purchase them at school. Good manners and respect for others are expected, so that the meal period can be enjoyed by all students. The following cafeteria rules must be observed:

1. Deposit paper and plastic products in the containers provided.
2. Place trays on the shelf of the containers provided; do not leave trash behind on the table.
3. Restrict eating to cafeteria only.
4. Students must be seated while eating.
5. Throwing food, drink or other items at other students is strictly prohibited.
6. Students shall not save seats for other students.
7. Loud talking, yelling, screaming, and other disruptions are prohibited.
8. Students shall not trade food or allow another student to use their ID to purchase food or drink.
9. Vending machines are provided for student convenience. Students shall not misuse, abuse, attempt to dismantle or cheat the machines, and must wait in line to use the machines.
10. Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
11. Students shall not leave the cafeteria until the appropriate tone rings or otherwise directed by staff.
12. Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
13. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
14. Students shall report spills and broken containers to cafeteria staff immediately.
15. All other school rules will apply.

Students must follow reasonable requests of the cafeteria staff and supervisors. Violations of any of the above may result in appropriate disciplinary action.

LOITERING

Students may not be in unauthorized areas of the building or grounds at any time. Students are expected to exit the building at the conclusion of their last class and/or school event unless they are under the supervision of staff members. Any student not abiding by these rules may be deemed insubordinate and subject to disciplinary action including possible social suspension, or other consequence as deemed necessary by school authorities.

EATING

Students are allowed to have covered drinks in the halls and are responsible for proper disposal of all garbage. Teachers will have the discretion to prohibit food/drinks in their classroom.

SALE, DELIVERY OR DISTRIBUTION OF GOODS

Students may not sell any items during school or at any school related event without prior written approval of school administration or the appropriate governing body which approves such sales. Approval will be given only to school sponsored groups for food items for fundraising purposes consistent with federal and State law. Food items intended for celebrations should not be brought into the school for distribution. Food items are not to be delivered during school hours. If items are delivered by a parent/guardian, they must be dropped off at the main entrance, and students can pick up these items during their passing periods. Students will not be called out of class to get these items, unless it is an emergency.

REPORTING STOLEN PROPERTY

STUDENTS ARE NOT TO BRING VALUABLES OR LARGE SUMS OF MONEY TO SCHOOL unless prearranged through the Deans' Office. **Argo Community High School is not responsible for lost or stolen property and will not investigate the theft of items that do not support a student's education (for example: cell phones, iPods, MP3 players, cameras, etc.).**

Any student who suffers property loss in school and has reason to believe (s)he is a victim of theft should report the loss immediately to the Deans' Office. Theft of cash or property in excess of \$100.00 in value will be reported to the local police.

STUDENTS LOCKS/LOCKERS

Lockers are the property of the school and students have no expectation of privacy in their personal property left in lockers. Officials, local police, and administrative designees may search lockers at any time, without notice or consent, including with specially trained dogs/canine units.

At all times, lockers are to be treated with care. School Students are responsible for damage done to their lockers. Students are not allowed to share lockers. All students must use school issued locks on their hall lockers and PE lockers.

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, students, and their personal effects. Reasonable seizures may be affected where warranted. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left 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 by a student within them, 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 administration 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 canine units.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, electronic devices, knapsacks, book bags, 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 the objective of the search and not excessively intrusive in light of the student's age, sex, and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating the law, school rules, or District 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.

STUDENT ASSISTANCE TEAM

Students who are referred to the Deans' Office for use and/or possession of illegal substances will be referred to the Student Assistance Team for review. For further information contact Mr. Dan McCarthy, Department Chair for Pupil Personnel Services, at 708-467-5808 or dmccarthy@argohs.net.

PEER MEDIATION

Students involved in conflicts may be referred to Peer Mediation or may request to participate in Peer Mediation. Peer Mediation is a proactive means of students resolving differences. Students requesting Peer Mediation should contact Mrs. Allison Bean, Social Worker, at 708-467-5819 or abean@argohs.net.

ELECTRONIC DEVICES

Argo Community High School encourages the responsible and appropriate use of technology including cell phones, iPods, iPads, tablets, laptops, smartwatches, etc. within the school setting. Students may use electronic equipment, including cell phones, at school until the beginning of first period, during passing periods, during lunch, and after last period unless directed otherwise by a staff member. Use of any electronic device, besides the device provided by Argo Community High School, is not allowed in the classroom unless authorized by an individual instructor (including cell phones and smartwatches). Use of such items are not to interfere with classroom instructional time. Individual teachers may provide guidelines for usage in classroom settings. **However, these devices must be on silent or vibrate and not be visible prior to entering the classroom, Athletic/P.E., locker room or bathrooms.** The following is a non-exhaustive list of rules regarding student use of electronic devices. Violation of these rules or this policy will result in school-assigned discipline and may cause the items to be confiscated and delivered to an administrator to be returned at the discretion of the administrator.

1. **Electronic devices must not be accessible for use in the classroom unless authorized by the teacher.**
2. **Improper use of an electronic device may result in confiscation by a school administrator or SRO (school resource officer).**
3. Devices can be used in common areas including the cafeteria, hallways, and LRC.
4. Ringers must be set to “silent” or “vibrate”. Speaker mode cannot be used.
5. Students are NOT allowed to talk or video chat on an electronic device during the school day.
6. Ear buds/Headphones are permitted with volume inaudible for others and must be used when listening to music or videos on cell phones or electronic devices. For safety purposes and so students are aware of their surroundings, ear buds/headphones must only be in one ear/covering one ear.
7. Wireless speakers are prohibited.
8. Students must comply with staff directives related to use of electronic devices, including but not limited to: ending conversations, reducing volume, and/or issues of appropriate usage/language.
9. Devices must be off and out of sight in locker rooms, bathrooms, detention/in-school suspension areas.
10. Using a cell phone, video recording device, smartwatch or other 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, sending, sharing, viewing, or receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cell phone.
11. Any cell phone may be confiscated and/or searched upon reasonable suspicion of sexting and/or criminal activity. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the SRO (school resource officer), police and reporting suspected child abuse or neglect when appropriate.
12. Students may not be in possession of electronic communication devices/cell phones while taking a standardized test. Use during after school extra-curricular activities may be prohibited or restricted by the activity supervisor. Students are personally responsible for the security of their electronic communication devices.
13. Students are prohibited from using personal cell phones or other electronic devices to record (video or audio) any school activity, event, or school-related work without the consent of the supervising teacher/sponsor/coach.
14. Students are prohibited from posting or sharing pictures or video taken in school without the consent of the supervising teacher.
15. **Argo Community High School assumes no responsibility for theft, loss, or damage of such devices.**

Below is a progression of consequences for a student who does not follow the outlined cell phone policy. These are general guidelines, all infractions/offenses are subject to review by school administrators and may receive consequences not listed below.

1st offense	Detention issued and parent notified
2nd offense	Extended detention issued and parent notified
3rd offense	In-school suspension issued and parent notified
4th offense and all future violations	Further disciplinary consequences issued by the dean, parent conference, and possible social suspension and behavior contract.

DRESS CODE

The following rules were designed to meet the needs of Argo Community High School. Compliance is reasonable and necessary for the administration of an orderly school program. The decision as to whether a student has violated the dress code will be determined at the discretion of the administration. Inappropriately dressed students may be disciplined and asked to change. Students are encouraged to dress in a manner which reflects their individuality and self-expression, but which is also appropriate in an educational setting. Students' dress must not be disruptive to the educational environment or compromise reasonable standards of health, safety, and decency. Please note the following rules and guidelines when selecting clothing for school.

Rules:

1. Clothes, tattoos, jewelry, piercings, and/or accessories, which endanger the health and safety of students or disrupt the school atmosphere or staff, are not permitted. This includes any items that the school administration reasonably believes suggest gang affiliation, vulgarity or violence; promote the use of, refer to, or depict illegal substances, including alcohol, weapons, and controlled substances or sexual innuendo and/or activity; and refer to or include depictions of weapons of any kind.
2. Head coverings of any kind are not to be worn at any time in the building, unless required for religious or medical reasons. This includes all indoor extra-curricular activities. These items should be removed immediately upon entering the school building, and should not be put on (or carried) until exiting the building at the end of the day.
3. Students may not display or wear pocket chains and/or other metal objects which may be used as a weapon.
4. Hairstyles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
5. Students are not allowed to wear revealing clothing. Prohibited clothing includes, but is not limited to, halter tops, tank-top style shirts, low cut tops, tears/rips in jeans/pants/skirts and spandex outfits worn alone (see #7 below). All shorts, skirts, and dresses must extend below the fingertips when the arms are hanging down on the side; all tops must cover and meet at the waistband all the way around the student's pants, shorts or skirt; and all shoulder straps must be at least 2 inches wide and armholes should not be revealing. Tops must cover the shoulders and back and not be revealing. Male students must wear shirts with sleeves-no tank tops allowed.
6. Students shall not wear pants that sag or fit below the waist. All pants must fit around the waist and be properly fastened. Underwear must not be exposed.
7. Tights/nylons and/or spandex type clothing are not to be worn alone. They may be worn under clothing that extends below the fingertips when the arms are hanging down on the side.
8. A student may be subject to discipline if a school administrator reasonably believes that the student's dress causes or could reasonably and foreseeably cause a substantial disruption of the orderly process of school functions or endanger the health or safety of the student, other students, staff or others.
9. When a student is in class, his/her purse, handbag, backpack, etc. must be placed on the floor under the desk/table at which the student is sitting. If in a science classroom equipped with cubbies then the items must be placed in the cubbies provided.
10. Sunglasses are prohibited in the building.
11. Outerwear (coats, gloves, hats, and jackets) is to be left in the student's locker during school hours (no wearing or carrying).
12. The dress code at dances and extra-curricular activities is at the discretion of the administration.

STUDENT IDENTIFICATION CARDS

All students are required to wear their ID **around their neck on a lanyard** so that it is **visible** at all times. This ID must be worn outside of or on top of clothing. The ID card is required to ride the bus, borrow library materials, be admitted to athletic and co-curricular activities, to rent books, etc. All students will be issued one ID card free of charge. Replacement ID cards will cost \$5 and lanyards will cost \$2. Students who fail to display their ID around their neck and/or wear their ID may receive disciplinary consequences. Any student who defaces their ID must replace it at their own cost. Students will not be allowed to use the ID of another student. Students who excessively must replace their ID may receive disciplinary consequences as follows: 3rd=warning/parent contact, 5th=detention, 7th=extended detention, 9th=ISS, 12th and beyond=to be determined by dean.

STUDENT VEHICLES AND PARKING

Students in school parking areas, using motor vehicles on and near school property and using motor vehicles while going to and from school during the school day are subject to the rules and regulations of Argo High School. The school accepts no liability for loss of property or damage to vehicles while on school grounds, including in designated parking lots.

Students that qualify for parking passes are required to park in the student parking lot(s). Bus transportation to and from school is provided, so there is no right to a parking pass to allow a student to drive to or from school. Parking passes will only be issued to senior students who meet the Deans' Office criteria and will be entered into a lottery, subject to the approval by their dean. Students who consistently violate the rules and regulations in the student regulatory policy will not be issued a parking pass. Senior students who wish to apply for a parking pass should apply with the Deans' Office. Parking permits are only valid for one semester; students must reapply each semester. Parking permits may be revoked if students do not maintain passing grades and receive multiple disciplinary consequences and/or an out of school suspension. Students who have had their parking privileges revoked and continue to park on school property may be guilty of gross insubordination and subject to disciplinary consequences.

Students can only park in the area designated for student parking. No vehicles may be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Student cars parked in the teachers' lot or visitor parking spaces and any cars parked in bus and fire lanes are subject to ticketing and/or removal at the owner's expense. Students are not allowed to park on residential streets and are subject to a parking ticket by the Village of Summit (Ordinance 10-13-10B). Other disciplinary consequences may also be assigned for failure to park in designated areas).

Students have a limited expectation of privacy in cars parked on or near 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. 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.

ATTENDANCE

A. Purpose

Regular attendance and application in classes are critical to success in school. ACHS attendance policies are designed to promote an effective learning climate for students and an efficient use of teacher time.

B. Definitions

1. Absence: Any class missed for any reason other than a field trip, in-school suspension, suspension, or other administratively excused absence.
2. Excused Absence: An absence **accompanied by a telephone call from the parent or guardian to 467-5800** before 3:00 p.m. on the day of the absence for one of the following reasons:
 - a. Illness;
 - b. Death in the immediate family;
 - c. Family emergency;
 - d. Observance of a religious holiday

or

An absence from school **accompanied by written notice to Mrs. Denise Ghaowi, Head Dean, at 708-467-5805 or dghaowi@argohs.net. at least five (5) days prior to the student's expected absence** for one of the following reasons:

- e. Scheduled/non-emergency medical appointment, with written proof from a doctor or hospital;
- f. Court appearance;
- g. College visit (2 per year w/ appropriate documentation from the counseling office);
- h. Family vacation days.

Voice Mail is available 24 hours a day for your convenience. A call from the parent/ guardian should include the following information: student's name, student ID number, reason for absence, name of person calling, and contact number.

In the case of an extended illness, notification on the first day of absence is sufficient. However, the school may require subsequent re-verification from a physician.

An absence for one of the above-mentioned reasons will be considered an unexcused absence if the parent or guardian fails to call the school by the required deadlines.

3. Any absence after 12 will be considered UNEXCUSED unless medical documentation is received within two school days of absence to validate the absence(s) and/or is deemed excused by Administration.
4. Unexcused Absence: Any absence that is not an excused absence. Unexcused absences may result in consequences including, but not limited to, detention and in-school suspension.

Invalid Reasons for Absence:

- a. Oversleeping
 - b. Missing the bus
 - c. Car problems
 - d. Work
 - e. Babysitting
 - f. Completing work for class
5. Tardy to Class or Study Hall: **A student is tardy if the student is not physically present in the classroom when the bell stops ringing without written authorization.** Excessive tardiness to class, study hall or lunch may result in disciplinary action. Consequences will be as follows: 3 tardies will result in teacher notification, 5 tardies will result in a detention, 7 tardies will result in an extended detention, 9 tardies will result in an ISS, and 12 tardies will result in further disciplinary consequences including but not limited to social suspension, and a parent meeting with the dean and counselor.
 6. Cut of Class: Any student more than five (5) minutes late to class without written authorization is considered to have cut class. A cut of class may result in consequences including, but not limited to, detention and in-school suspension. Any student reporting more than five (5) minutes late to class must remain in class or face additional disciplinary action.
 7. Absence due to medical condition: If a student misses school due to a medical condition, the parent/guardian should contact the Attendance Office to report the absence and the student's counselor to secure all coursework assignments. Upon the student's return to school, they must bring a doctor's note to the Nurse's Office. *Medical documentation must be received within 48 hours of the student returning to school. All medical documentation for a one-day absence must be time stamped with the time the student entered the doctor's office and the time the student left the doctor's office.*
 8. Closed Campus: ACHS is a closed campus. Students may not leave the school building during the day without authorization from the Deans' Office. The nurse is the only individual that can send a student home sick. Parents are required to sign out of the building before they leave the campus. Violation of the closed campus rules may result in consequences including, but not limited to, detention and in-school suspension.

C. Consequences Related to Poor Attendance

Students are expected to attend school every day. Consequences for absences are:

- 5 absences will result in parent/guardian notification by mail from an administrator
- 7 absences will result in parent/guardian notification from the counselor
- 9 absences will result in the teacher contacting the parent/guardian
- 12 absences may result in the student being dropped from class. If a student is dropped from class, the student's parent or guardian may appeal to the assistant principal for possible reinstatement.

D. Truancy

In accordance with the School Code, the District will take no punitive action against a chronic or habitual truant for truancy (including out of school suspensions, expulsions or court action) unless available supportive services and other school resources have been provided to the student. Students who are identified as chronic or habitual truants will be reported to the office of the South Cook Intermediate Service Center. A "chronic or habitual truant" is a child subject to compulsory school attendance who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

Consequences for **unexcused absences** are:

- Absent from school all day without a parent/guardian phone call may result in, but not limited to, two detentions.
- Absent from one class may result in, but not limited to, one detention.

Argo Community High School believes that in order to fulfill our mission, regular and punctual attendance is essential. The ACHS Deans' Office will work in conjunction with the Summit Police Department to notify, warn, and enforce ORDINANCE NO. 10-O-11, Section 6-1-84 which states that it is unlawful for any parent, guardian, or person having custody or control of a minor enrolled in any school located in the Village of Summit to cause, permit, or encourage that minor to be truant or engage in chronic truancy. For more information regarding truancy, please contact the Deans' Office at 708-467-5800.

A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to \$1500.00.

E. Make Up Work

1. Students who miss school for an excused absence are responsible for collecting all assignments missed.
2. Major papers due prior to the end of the absence are still due on the original date. It is the student's responsibility to submit the paper to the instructor.
3. Tests, labs, or quizzes administered during the student's absences are to be made up on the student's return by arrangements made with the teacher. Students may be given the opportunity to stay after school or arrive early to school to make up work that they missed.
4. Students who miss school for an unexcused absence will not be allowed to make up missed work.

DISCIPLINE (GENERAL)

A student may be subject to discipline for gross disobedience or misconduct, which includes but is not limited to the minor and major infractions listed below. Any serious misbehavior or behavior that impairs a positive school climate and an optimum learning environment can be gross disobedience or misconduct which, at the discretion of the principal or deans, may warrant discipline, up to and including a suspension or a recommendation for expulsion to the School Board. School authorities are also authorized to impose other disciplinary measures for gross disobedience or misconduct, such as peer mediation and other consequences allowed by the District's policies and guidelines on student discipline.

Gross disobedience or misconduct includes, but is not limited to, misconduct that occurs:

- on or within sight of school grounds, before, during, or after school hours, or at any other time when the school is being used by a school group or for a school or school-sponsored activity, function, or event;
- off school grounds at a school-sponsored activity, function, or event, or at any activity, function, or event that bears a reasonable relationship to school;
- while traveling to or from school, a school-sponsored activity, function, or event, or any activity, function, or event that bears a reasonable relationship to school;
- anywhere, if the conduct (1) creates a risk of substantial disruption of the school environment, school operations, or an educational function of the school; or (2) invades the rights of others, including, but not limited to, conduct that may reasonably be considered to be a threat to another student or staff member or a threat to the safety of students, staff, or school property.

The following is a list of minor and major infractions. This list is not all-inclusive, and any serious misbehavior or behavior that impairs a positive school climate and an optimum learning environment not included on this list can lead to discipline.

A. Minor Infractions of the following kinds will generally be dealt with by assignment of detentions and/or in-school suspension. The principal and deans also have discretion to assign a suspension or recommend an expulsion to the Board of Education.

Examples of minor Infractions are:

- Insubordination toward staff
- Use of profanity/obscenity and/or inappropriate language
- Academic Dishonesty/Deception
- Leaving campus or class without permission
- Failure to wear ID around neck at all times
- Intentionally misusing a locker or use of a locker not assigned
- Inappropriate public displays of affection
- Inappropriate/unacceptable dress
- Eating outside of the school cafeteria (e.g. in the hallways, locker room, and field house). Students are allowed to carry covered drinks in the halls and are responsible for proper disposal of all garbage. (Teachers will have the discretion to prohibit food/drinks in their classroom).
- Selling of unauthorized items in school
- Possession and/or use of a laser pointer on school property
- Using or possessing an electronic device or other technology in a manner contrary to school policy.
- Jaywalking (students not utilizing the designated crosswalks to cross 63rd St.)

B. Major Infractions of the following kinds may be dealt with by suspension and/or recommendation for expulsion to the Board of Education. The principal or deans may also contact legal authorities and criminal charges may be instituted. Students may also be transferred to an alternative school.

- Fighting
- Multiple fights may result in an expulsion hearing
- Verbal altercations
- Aggressive, physical behavior, and/or dangerous conduct
- Gambling on ACHS premises at any time
- Gross insubordination
- Gross misconduct
- Any verbal or physical threat directed toward a staff member
- Any incident, which is racially, ethnically or religiously motivated and could be considered a hate crime
- False fire alarms
- Bomb threats
- Use of profanity/obscenity and/or inappropriate language to staff
- Theft/possession of stolen property
- Vandalism/defacing property (tagging is considered destruction to state property)
- Extortion
- Smoking, use, and/or possession of any tobacco products (ex. lighters, rolling papers, electric cigarettes, smoking paraphernalia etc.)
- Possession/use/distribution of fireworks, other explosives, or hazardous materials
- Sexual / Gender Harassment
- "Sexting," which is defined as a minor under the age of 18 to electronically distribute or disseminate any material that depicts another minor nude or engaged in any sexual or lewd conduct (Electronic transfers include transfers via computer or any other electronic communication device)
- Inciting mob action/disruptive behavior

- Assault
- Behavior/acts, which threaten the safety of others or self in school
- Commission or abetting commission of any crime
- Intimidation, bullying, cyber-bullying, harassment, threats against another student and hazing of any kind
- Possession, use, control or transfer of any weapon, which is any object that can be used to cause bodily harm, and which includes but is not limited to firearms, knives, box cutters, guns (including BB guns), brass knuckles, pepper spray and billy clubs, and sticks, baseball bats, pipes, bottles, locks, pencils, etc. if possessed or used with the intent to cause bodily harm
- Gang activity, which includes but is not limited to any gang related fighting, gang recruitment, gang involvement, graffiti, or display of gang signs
- Possession of any controlled substance (including look-a-likes), with or without the intent to distribute
- Being under the influence or possession of drugs, including intoxicants or alcohol, and including look-a-likes and drug paraphernalia.

C. Academic / Discipline Review Committee

This committee will convene, when necessary, to consider the academic performance, attendance and/or discipline of a student. Mandatory, individual plans (Behavior Contracts) will be developed for the student with input from the parents/guardians and the committee. Continued academic, attendance or discipline problems, or failure to follow recommendations of the plan, may result in alternative learning opportunities, **denial of enrollment for one semester (if age 17 or older)**, withdrawal from classes with a W/F grade, withdrawal from school activities for the student, and/or possible expulsion.

BULLYING, TEEN DATING VIOLENCE, INTIMIDATION AND HARASSMENT

Bullying, teen dating violence, 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 is an important District goal. 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. The District will fully implement and enforce board policies prohibiting bullying, teen dating violence intimidation and harassment, including Policy 7:180, Preventing Bullying Intimidation, and Harassment; Policy 7:190, Student Discipline; 7:310, Restrictions on Publications and Written or Electronic Material; 7:20 Harassment of Students Prohibited, and 7:185 Teen Dating Violence Prohibited. Copies of those policies are available by request from Mrs. Allison Bean, Social Worker, at 708-467-5819 or abean@argohs.net.

The District’s Policy on Bullying (7:180) is as follows:

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 is an important District goal. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from military services, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, or actual or potential marital status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited. No student shall be subjected to bullying:

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 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. This paragraph (#4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

For purposes of this policy, the term *bullying* includes *cyberbullying* 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 in reasonable fear of harm to the student's person or property;
2. Causing a substantially detrimental effect on the student's physical or mental health;
3. Substantially interfering with the student's academic performance; or
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation one or more of the following: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For purposes of this policy, the term *bullying* includes harassment, intimidation, retaliation, and school violence.

Bullying Prevention and Response Plan

1. The Superintendent or designee shall develop and maintain a program that fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably. After an investigation, the Complaint Manager shall file a written report of his or her findings with the Superintendent for his or her action. The student may appeal any decision to the Board.
 - b. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Those characteristics are also identified in the second paragraph of 7:180, *Preventing Bullying, Intimidation, and Harassment*.
 - d. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation. It encourages anyone with information about an incident of teen dating violence to report it to any school staff member.
 - e. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.
 - f. 7:310, *Restrictions on Publications*. This policy prohibits students from: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause a substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographs and Internet materials and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
2. Full implementation of the above policies includes conducting a prompt and thorough investigation of alleged incidents of bullying, which includes making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation, involving appropriate school personnel and other staff members with knowledge, experience, and training on bullying prevention in the investigation process, and notifying the Building Principal or school administrator or designee of the reported incident as soon as possible after the report is received.

3. A student who is being bullied is encouraged to immediately report it orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone else 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. The District will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding even if the District's investigation concludes that no bullying occurred, provided the individual did not make a knowingly false accusation or provide knowingly false information. 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.
4. 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.
5. The Superintendent or designee will examine the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
6. The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, supportive services, and other programs.
7. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
8. The Superintendent or designee will actively involve students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians of the involved parties are notified, consistent with State and federal law, whenever their child is involved in an alleged incident of bullying and providing them with information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, providing them with information about the findings of the investigation, and informing them of the actions taken to address the reported incident of bullying. The Superintendent or designee will also inform the parent(s)/guardian(s), as appropriate, of the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
9. The District will include bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
10. The Superintendent or designee will fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
 - a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.
11. The Superintendent or designee will encourage all members of the school community, including students, parents, volunteers, and visitors, to report: (a) alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (b) locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.

12. The Superintendent or designee will communicate the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
13. The Superintendent or designee will annually communicate this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
14. The District will engage in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness. The District will post this information on the website.
15. The District will ensure that this policy complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

Bullying is contrary to State law and the policy of the District. This policy is not intended, however, to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

LEGAL REF.:

405 ILS 49/, Children's Mental Health Act. 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7. 23 Ill.Admin. Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

DETENTION/SUSPENSION/EXPULSION PROCEDURES

A. Detention: Detentions are held after school Monday, Wednesday, and Friday from 3:10 p.m. to 4:10 p.m. and Wednesdays from 7:00 to 8:00 a.m. and 8:00 a.m. to 9:00 a.m. Parents must notify the school by 8:00 a.m. the following day if students were unable to attend. Unexcused absence from detention will result in an extended detention. Students who miss more than five detentions in a semester without an acceptable excuse may receive additional disciplinary consequences.

*If a student fails to serve a consequence, the student cannot attend any events after school on that day. If a student misses a consequence on a Friday, the student cannot attend any events on that Friday and weekend.

B. Extended Detention: Extended detentions are held after school on Tuesday and Thursday from 3:10 p.m. to 4:40 p.m. An unexcused absence from an extended detention will result in an ISS. Students who miss more than five extended detentions in a semester without an acceptable excuse may receive additional disciplinary consequences.

*If a student fails to serve a consequence, the student cannot attend any events after school on that day. If a student misses a consequence on a Friday, the student cannot attend any events on that Friday and weekend.

C. In-School Suspension (ISS): ISS is held during the day on Monday, Tuesday, Thursday and Friday from 8:00 a.m. to 4:40 p.m. Students are responsible for securing assignments from their teachers the day before the In School Suspension and will receive credit for the work completed. ISS days do not count as student absences.

*ISS is held during the day on Monday, Tuesday, Thursday, and Friday from 8:00 a.m. to 4:40 p.m. Students will be eligible to leave at 2:55 p.m. if they complete all their course work assigned by their classroom teacher and follow all the rules for ISS (rules will be posted in the classroom and they will be listed on the ISS letter that is given to the student and mailed home). If a student meets all the requirements, the ISS supervisor will sign off on their academic/behavior report and they will be released at 2:55 p.m. Students who fail to comply with this policy will remain in ISS until 4:40 p.m. Failure to serve an ISS may result in disciplinary consequences.

*An activity bus will transport students from detention, extended detention, and ISS at 4:45 p.m. only. Students serving a detention, extended detention, or ISS will not be allowed to go on a later activity bus.

- D. **Suspension:** Illinois Rev. Stat. Ch. 122, 10-22.6(a) authorizes the Superintendent, the Principal, Assistant Principal, or the Dean to suspend from school and all school functions a student guilty of *gross disobedience or misconduct* for a period not to exceed ten (10) school days. Students are responsible for securing assignments from their teachers and will have as many days as they are suspended to complete their coursework. The student and/or parents or guardian are due the following procedural protection:
1. Suspensions will be administered in the following manner:
 - a. Out-of-school suspensions of 3 days or less will only be used if a student's continuing presence in school poses a threat to school safety or a disruption to other students' learning opportunities. A "threat to school safety or a disruption to other students' learning opportunities" will be determined on a case-by-case basis by the school board or its designee. School officials will make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent possible.
 - b. Out-of-school suspensions for four days will only be used if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school. A "threat to the safety of other students, staff, or members of the school community" and "substantially disrupt, impede, or interfere with the operation of the school" will be determined on a case-by-case basis by school officials. The determination of whether "appropriate and available behavioral and disciplinary interventions have been exhausted" will be made by school officials. School officials will make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of student exclusions to the greatest extent practicable. School officials will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
 - c. Students who are suspended out-of-school for longer than four days will be provided appropriate and available support services during the period of their suspension, and the same requirements set forth above for four day suspensions will be applied.. "Appropriate and available support services" will be determined by school authorities. School officials will document whether such services are provided and whether it is determined that there are no such appropriate and available services.
 2. Suspended students, including those students suspended from the school bus who do not have alternate transportation to school, will be given the opportunity to make up work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify school officials that a student suspended from the school bus does not have alternate transportation to school.
 3. Prior to suspension, the student will be provided oral or written notice of the charges. If the charges are denied the student will be given an explanation of the evidence against him and an opportunity to present his/her version of the incident.
 4. Prior notice and hearing as stated above may not be required and the student immediately suspended, when the student's presence poses a continuing danger to persons or property, or an ongoing threat of disruption to the educational process. In such cases, the necessary notice and hearing will follow as soon as practical.
 5. Any suspension will be reported as soon as possible to the parents or guardian of the student. Such reports will contain a full statement of the reasons for the suspension and a notice to the parents or guardian of their right to review.

6. Upon request of the parents or guardians, within 5 calendar days of receipt of a suspension notice, a hearing officer appointed by the school board will review the suspension. At the review, parents/guardians of the pupil may appear and discuss the suspension with the hearing officer and may be represented by counsel. The hearing officer will report to the board a written summary of the evidence heard at the meeting. Upon receipt of the written report of the hearing officer, the Board may take such action as it finds appropriate. The Board will provide the parents or guardians a written decision that includes 1) the specific act of gross disobedience or misconduct that results in the suspension; 2) a rationale as to the duration of the suspension; 3) for suspensions greater than 3 days, whether it was determined that no other appropriate interventions were available; and 4) for suspensions greater than 4 days, whether appropriate and available support services were provided during the suspension or whether no appropriate services were available.
 7. The school will facilitate the re-engagement of students who are suspended out of school.
- E. Social Suspension:** Social suspension is the suspension of the right to attend activities (dances, games, etc.) conducted on an extra-curricular basis at Argo Community High School due to disciplinary issues.
1. Social Suspension: Students may be placed on social suspension for a period of time to be determined by the Administration when either of the following disciplinary sanctions have occurred:
 - a) Two suspensions of any length in the same semester
 - b) Major infraction and/or suspension of at least five days.
 - c) Missing more than five detentions/extended detentions
 - d) Accumulating five ISS's in the same semester

Students who are placed on social suspension may not attend any extra-curricular activities during this suspension period. These include senior privileges, games, and dances (fees associated with attendance at events are non-refundable). Social suspension may be assigned for up to one semester and may be continued to the following semester at the discretion of administration. It shall only be extended beyond one semester if the problem(s) continue and the student and parent are notified. It may be reduced if the student and parent enters into and meets the provisions of an agreement to improve behavior as determined by the principal or his/her designee.

Participation in athletics and activities will be governed by the ACHS athletic and activity code of conduct.

- F. Expulsion:** Illinois Rev. Stat. Ch. 12, 10-22.6(b) authorizes the Board of Education to expel students guilty of *gross disobedience or misconduct*. The following procedures will apply:
1. In order to expel a student, school officials must find that the student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school. School officials will take reasonable steps to resolve such threats, address such disruptions, and minimize the length of any removal from school. Moreover, school officials will make the determination that other appropriate and available behavioral and disciplinary measures have been exhausted.
 2. Prior to expulsion, the student will be provided written notice of the charges and the time and place of hearing. The student will have an opportunity for a hearing, at the time and place designated in the notice, conducted by a hearing officer appointed by the Board of Education. The hearing officer will report to the Board the evidence presented at the hearing and the Board will take such final action as it finds appropriate.
 3. During the expulsion hearing, the student and his/her parent(s)/guardian(s) may be represented by counsel, present witnesses and other evidence on his/her behalf, and cross-examine adverse witnesses. The expulsion hearing will be a two-part proceeding. First, the hearing officer will gather evidence on the issue of whether the student is guilty of the gross disobedience or misconduct as charged. The hearing officer will summarize the evidence in a report submitted to the Board of Education. The Board will determine whether the student committed the misconduct charged and submit a report to the student's parents detailing the specific reasons why removing the pupil from the learning environment is in the best interest of the school and providing a rationale as to the specific duration of the expulsion.

If the student is found guilty of gross disobedience or misconduct, the Board will then hear evidence on the appropriate level of discipline to be meted out, up to and including expulsion. The Board may refer students who are expelled to appropriate and available support services.

4. The School will facilitate the re-engagement of students who are expelled.

G. Driver Education

Driver's Education will be provided to students who demonstrate responsible behavior. Students may be restricted from or removed from Driver's Education if they do not

- a) Demonstrate academic progress (students must have earned at least 8 credits during the previous two semesters prior to enrolling in Driver's Education)
- b) Demonstrate responsible behavior:
 1. Refrain from excessive acts of inappropriate behavior or acts of unacceptable behavior as defined by the student regulatory policy
 2. Successfully complete consequences when assigned
 3. Follows attendance policy
 4. Does not receive excessive numbers of detentions, extended detentions, ISS days or suspensions.

H. Substance Abuse Referral

Students who demonstrate behaviors in school, at school-related activities, or on school property, that suggest or indicate possible substance use/abuse may be required to participate in a district approved substance abuse program for an initial screening. Students who fail to comply with the initial screening may be subject to disciplinary action.

BEHAVIOR ON BUSES

Illinois Rev. Stat. Ch. 122, 10-22.6 authorizes the Superintendent, Principal, Assistant Principal, or the Dean to suspend pupils guilty of gross disobedience or misconduct on the school bus from riding the school bus. The same procedures set forth above for expulsion and suspension will apply to the school bus.

Gross insubordination or misconduct on the school bus may result in a suspension from school and/or loss of bus privileges for a period of time not exceed one school year.

The following rules and regulations have been adopted with the students' safety in mind. Violations may constitute gross disobedience or misconduct:

1. Choose a seat and sit in it immediately upon entering the bus. Do not stand in the entrance or in the aisle.
2. Do not move from one seat to another while on the bus.
3. Keep all parts of the body and all objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise or profanity is not allowed.
5. Enter and exit the bus only when the bus is fully stopped.
6. All school rules apply while on the bus, at a bus stop, waiting for the bus, and portal to portal.
7. Use emergency door only in an emergency.
8. In the event of emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, scuffling, and other needless commotion are grounds for disciplinary action.
10. Do not open windows.
11. Do not throw any objects on or off the bus.
12. Keep the bus neat and clean.
13. Athletic footwear equipped with cleats or spikes are not allowed on the bus.
14. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
15. Be waiting at your bus stop on time.
16. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment.

17. Keep book bags, books, packages, coats, and other objects out of the aisles. Keep all body parts clear of the aisles when seated.
18. Eating is not permitted on the bus.
19. Parents will be liable for any defacing or damage students do to the bus.
20. Students taking the activity bus must have a bus pass or athletic/activity sticker for the appropriate season. For example, a student who is staying after school for a detention, ISS, or AAH, or tutoring can only take the 4:30p.m. activity bus and must have a pass to do so.

Video and audio cameras are active on buses to record student conduct and may be used for purposes of investigation into misconduct or accidents on the bus. For questions regarding school transportation issues, contact: Mrs. Denise Ghaowi at 708-467-5805 or dghaowi@argohs.net.

DISCIPLINE (DISABLED STUDENTS)

A student with a disability under the IDEA, the Illinois School Code, or § 504 of the Rehabilitation Act must comply with all Argo rules and regulations unless otherwise specified in an Individual Educational Program (IEP) or a § 504 Plan. Where a student's IEP or § 504 plan addresses behavior, consequences for student misconduct will be determined by the plan.

A student with a disability may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disabling condition, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that the student receives educational services to the extent required by the IDEA during such removals. No student with a disability will be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability. Any student with a disability whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that a special education student under the IDEA and the Illinois School Code will continue to receive educational services as provided in the IDEA during such period of expulsion.

BEHAVIORAL INTERVENTIONS

Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee will review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. The Superintendent may designate at least one staff member as a behavioral intervention consultant who will oversee the implementation of this policy. This policy and the behavioral intervention procedures will be furnished to the parents/guardians of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board or at the time an individual education plan is first implemented for a student; all students will be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy will be given to the parents/guardians. The policy and procedures will be explained. A copy of the procedures will be available, upon request of the parents/guardians.

POLICY AGAINST DISCRIMINATION

No student at ACHS will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity, on the basis of race, color, religion, sex, national origin, ancestry, age, order of protection status, physical or mental disability, military status, sexual orientation, unfavorable discharge from military service, status as homeless, or actual or potential marital or parental status, including pregnancy, or actual or perceived association with an individual who is a member of such a protected status. Further, the district will not knowingly enter into any agreement with any entity or individual that discriminates against students on the basis of any protected status.

Any student may file a discrimination grievance by contacting Mrs. Denise Ghaawi, Dean of Students, (Title IX Coordinator) at 708-467-5805 or dghaawi@argohs.net or Mr. Dan McCarthy, Department Chair for Pupil Personnel Services, (Section 504 Coordinator) at 708-467-5808 or dmccarthy@argohs.net. The grievance procedure includes the following steps:

- a. After receiving the initial complaint, information will be collected about the alleged incident. All reasonable efforts will be made to resolve the complaint, and provide a prompt and equitable resolution.
- b. Disciplinary action may be taken depending on the seriousness and pervasiveness of the complaint.

Argo Community High School, in keeping with the letter and the spirit of due process, protects the right of students to fair treatment. If a student feels a teacher or other district employee has treated him/her unfairly, the following steps must be followed to resolve the problem.

- a. The student should schedule a conference with his/her counselor. The student has the right to have a parent or guardian present at the conference. The counselor will try to resolve the conflict by contacting the teacher and/or the department head or the appropriate supervisor and by setting up a conference, if necessary.
- b. If the situation cannot be satisfactorily resolved by the counselor and department chair or supervisor, the student must complete a "Student Grievance Form" describing the conflict in detail. The "Student Grievance Form" must be submitted to Dr. Chris Covino, Principal, at 708-467-5503 or ccovino@argohs.net.

Retaliation by school employees against any student who makes a complaint under this policy is prohibited. Any student who feels he or she is the victim of retaliation should report the retaliation in the manner described above.

POLICY AGAINST SEXUAL HARASSMENT AND MISCONDUCT

The school has a responsibility to provide students with a learning environment free from sexual harassment and misconduct, which includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, demeaning or insulting sexual remarks, and conduct based on sex, gender or sexuality by fellow students or by school staff members. Students who feel they have been sexually harassed should report their complaint by (1) directly telling the alleged harasser to stop his or her offensive behavior, if they feel comfortable doing so and (2) communicating their report to a teacher, counselor or administrator, who will report the matter immediately to a dean. Complaints will be kept confidential to the extent possible, given the need to investigate the claim. Appropriate remedial and disciplinary action will be taken against employees known to have committed or engaged in sexual harassment.

Retaliation by school employees against any student who makes a complaint under this policy is prohibited. Accordingly, a student's good faith action in reporting alleged sexual harassment will not adversely affect the student's education, grades, curriculum or record. However, if a student or witness is found to have been intentionally dishonest in making a report, the student or witness will be subject to discipline. Any student who feels he or she is the victim of retaliation should report the retaliation in the manner described above.

Sexual harassment means any conduct of a sexual nature by a person directed toward another person when:

- a. Such conduct has the result in creating an intimidating, hostile, or offensive school environment for another person.
- b. Such conduct is continued by the person after either (i) the request of the other person to stop such conduct because it is intimidating, hostile, or offensive or (ii) actions, word, or other conduct on the part of the other person indicating that the conduct is unwanted. The determination of whether the conduct of a person is intimidating, hostile, or offensive is to be made by the school administration. Sexual harassment prohibited by this policy includes verbal, written or physical conduct. The terms intimidating, hostile, or offensive as used above include conduct, which has the effect of humiliation, embarrassment, or discomfort. Complaints alleging a violation should be reported to the Deans' Office immediately.

HARRASSMENT OF STUDENTS PROHIBITED

- a. No person, including a District employee or agent or student, may harass or intimidate another student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The District will not tolerate harassing or intimidated conduct, whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name calling, using derogatory slurs, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.
- b. The policy against harassment of students prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.
- c. This policy prohibits students from : (1) accessing, and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written or electronic material, including Internet material, blogs and electronic messaging that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- d. Complaints alleging a violation of this policy should be reported to the Deans' Office or the Office of the Principal. Violations of this policy will be reviewed by the school administration for appropriate disciplinary action up to expulsion and possible referral to the police.

NOTICE OF DISABILITY ACCOMMODATION

The District does not discriminate on the basis of disability in the provision of or access to any of its programs or services by students, parents, or community members. If you require accommodation to attend or participate in any board meeting, parent-teacher meeting, or other District activity or event, please contact Mr. Brandon Cotter, the Director of Educational Support Services, at 708-467-5825. If you feel that you have been discriminated against on the basis of disability in the District's provision of programs or services, please contact the Director of Educational Support Services, Mr. Brandon Cotter, at 708-467-5825.

COMPUTER USE AND INTERNET INFORMATION

SECTION I: ACCEPTABLE USE OF THE DISTRICT'S ELECTRONIC RESOURCES

Access to the District's electronic resources is intended for educational and extra-curricular purposes and District business. Students may only use the District's electronic resources for incidental personal use during non-instructional times if the student is authorized to use the particular electronic resource at the time used, the use complies with the other parameters of the District's policies and procedures governing use of District electronic resources, and the use does not violate any other District policy or state or federal law, including Policy 7:190, *Student Discipline* and related procedures.

Users must take reasonable steps to protect the security of the District's electronic resources. Among other things, users may not share passwords or allow others to access electronic resources using the user's password or profile. Any user who becomes aware of a security breach must notify a District representative immediately.

Users are responsible for appropriately using the District's electronic resources. If a user has questions about whether a particular use is acceptable, the user is expected to speak to or teacher or administrator (for students and all other users) before engaging in the particular use.

The Opportunities and Risks of Technology Use

The District has the ability to enhance its students' educations through the use of the District's electronic resources, including technology devices and the Internet. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Parental authorization is required before a student may use such resources.

Although electronic resources offer great opportunity, they also bring responsibility. For just a few examples, the access of inappropriate material, use of inappropriate language, or violation of copyright laws may result in the loss of the privilege to use the District's electronic resources or other consequences. Parents/guardians must remember that they may be legally responsible for their child's actions.

The District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. No precautions can ever be 100% effective, however, and parents/guardians must understand and agree that ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow when using technology. To that end, the District supports and respects each family's right to decide whether or not to authorize access to electronic resources, including the Internet.

Parents/guardians must read and discuss the policies and procedures relating to the use of the District's electronic resources and other technology related to school and, if they agree to allow their child(ren) to participate in such technology programs, must complete and return an Authorization Form for each child to their school.

Acceptable Use – District-Issued Technology (Including One-To-One Programs)

The District may issue technology to students for educational or extra-curricular purposes and/or District business, including through a one-to-one program. Use of District-issued technology is governed by the policies and procedures governing the use of District electronic resources, regardless of when, where, or for what purpose the use occurs. This includes use that occurs outside of normal school hours, for personal purposes, and/or off District property or away from related events or activities.

The student is responsible for reasonable care of District-issued technology at all times during which the technology is issued to the user, regardless of whether the technology is on school property or at related events or activities. This includes the requirement that the student not allow others to use the technology without authorization from an administrator. Costs associated with repair or replacement of technology damaged as a result of a user's failure to exercise reasonable care will be the responsibility of the student and his/her parents/guardians, including any fees for insurance premiums and deductibles, regardless of whether the damage is caused by the user or a third party. Students may be required to obtain and/or pay for insurance for District-issued technology in order to be issued such technology by the District.

Students may only use or access District-issued technology outside of school with parental or guardian supervision. The District is not responsible for unacceptable use of District-issued technology by students at any time, including outside of school, although students may face consequences for such misuse under this and other District policies.

Privileges - The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator 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.

Unacceptable Use – General

Users are expected to conform to general expectations of norms outlined in District policies and procedures governing District electronic resources and other District policies and procedures when using the District's electronic resources. This handbook sets forth some general examples of unacceptable use, but does not attempt to set forth all prohibited uses. The following are examples of uses of the District's electronic resources that are strictly prohibited:

- Any use at a time or in manner that is not authorized or approved, or in a manner that causes or reasonably could be foreseen to cause a substantial and material disruption to the educational environment or invasion of the rights of others;
- Knowingly or recklessly causing a security breach or disruption of service to an individual or system;
- Damaging District electronic resources or the electronic resources of others via District electronic resources, including accessing or attempting to access any content to which the user is not authorized, including "hacking";
- Misrepresenting one's identity or using another person's password, user profile, or technology or allowing another to use one's identity, password, or technology without authorization;
- Any use in a manner that violates State or federal law including using materials that are subject to intellectual property laws, such as copyright and trademark laws, without authorization;
- Any use that violates any Board policy, including policies addressing bullying, harassment, and hazing, and student and employee discipline policies or codes of conduct;
- Publishing or transmitting private information, including photographic, video, and audio depictions of others, without authorization;

- Any transmission, access, creation, or transmission of material that is sexually graphic or explicit, obscene, threatening, intimidating, abusive, harassing, or otherwise indecent, or that reasonably could be interpreted as promoting illegal activity, including illegal drug use;
- Any use for a commercial purpose where the user does not have the express written authorization of the Superintendent or designee;
- Uploading or downloading material, including software, without express authorization of a member of the District's technology staff;
- Accessing or participating in any games without the express authorization of a supervisor (for employees) or teacher or administrator (for students and other users), or using the District's electronic resources for more than incidental personal use;
- Providing personal information, including photographs, about themselves or another; and
- Any attempt to do any of the above.

A user should notify the District's Complaint Manager or Nondiscrimination Coordinator immediately under Board Policy 2:260 upon receipt of a communication through the District's electronic resources that the user believes is inappropriate or that makes the user feel threatened or uncomfortable.

Network Etiquette – All students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. 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.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property of District 217.

Disclaimer, Limitation of Liability, and Indemnification

The District does not guarantee the quality of the services provided through its electronic resources. The District makes no guarantees about the accuracy of information accessed through its electronic resources. The District is not responsible for: (i) any loss or damages resulting from the unavailability or failure of its electronic resources; (ii) any information that is rendered unavailable because of its electronic resources or lack thereof; or (iii) any inaccurate information accessed through its electronic resources.

All users assume full responsibility for any costs, liabilities, or damages arising from their use of the District's electronic resources, and must reimburse the District for any loss, including reasonable attorney's fees, incurred as a result of their use to the extent allowed by law. The District is not liable for the actions of users of its electronic resources.

No Expectation of Privacy

Users of the District's electronic resources have no expectation of privacy with respect to use of the District's electronic resources, including access of the District's Internet or Wi-Fi using personal technology, or with respect to any material created, transmitted, accessed, or stored via District electronic resources. This includes material created, transmitted, accessed, or stored for personal use, including incidental personal use, on or through the District's electronic resources. The District reserves the right to monitor users' activities on District electronic resources at any time for any reason without prior notification; to access, review, copy, store, and/or delete any electronic information accessed or stored therein; and to disclose such information to others as it deems necessary and/or as required by law. Users should be aware that information may remain on the District's electronic resources even after it has been deleted by the user. This section of this policy may only be altered through amendment of this policy, and may not be altered or diminished by the verbal or written assurances of any employee or representative of the District.

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. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Telephone Data, and Other Charges – The District assumes no responsibility for any unauthorized charges or fees, incurred by users when using District electronic resources, including telephone charges, long-distance charges, per-minute surcharges, equipment or line costs, data charges, or other charges incurred on the Internet. Users will be required to pay for and/or reimburse the District for any such charges due.

Copyright Web Publishing Rules - Copyright law and District policy prohibits the republishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission. All users are expected to abide by the following requirements with respect to publications:

- a. 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.
- b. 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.
- c. 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.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Electronic Mail – The District's E-mail system is owned and controlled by the school and district. E-mail is provided to aid students in fulfilling their duties and responsibilities, and as an educational tool. No user of district e-mail has an expectation of privacy in the e-mail account, and the account may be searched by the District at any time without warning to the user. The following guidelines govern use of the email system:

- a. The school and district reserve 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 or staff member to an electronic mail account is strictly prohibited.
- b. 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.
- c. 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.
- d. 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 message's authenticity and the nature of the file so transmitted.
- e. Use of the electronic mail system constitutes consent to these regulations, and to all policies, procedures, and guidelines governing the use of the District's electronic resources.

Internet Safety

The District has implemented filtering devices for each District computer with Internet access as required by law. If a user wishes to request that a filter be disabled for bona fide research or other lawful purposes, he or she should complete a form available at [insert name of office or department or online – need to determine a method for doing this anonymously]. Options to make such a request anonymously are available.

In addition to the filtering requirements discussed above, staff members shall reasonably supervise students while students are using District Internet access to determine that the students abide by these procedures, the AUP, and other policies, procedures, and guidelines governing the use of technology. The system administrator and Building Principals shall also regularly monitor student Internet access.

Non-School-Sponsored Publications/Websites

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

1. Will cause or could reasonably be foreseen to cause a substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds.

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

SECTION II: BRING YOUR OWN TECHNOLOGY PROGRAM

The District has established a Bring Your Own Technology (BYOT) program pursuant to Board Policy. Under this program, teachers and other staff may authorize students to use personal technology for educational and/or extracurricular purposes, including for classroom instruction and extracurricular activities, including use of personal social media websites of students. For social media accounts, students must meet qualifications for holding an account from the social media website and must be authorized by a parent/guardian to utilize a particular social media website before using that website for educational purposes.

Students may use BYOT technology on District property or at related events and activities only at times, at places, and for purposes expressly permitted by school personnel. When a student uses personal technology at a time, at a place, in a manner, or for a purpose authorized by the BYOT program, the student's use of the personal technology is governed by District policies, administrative procedures, handbooks and guidelines governing use of the District's electronic resources, and the District's *Student Discipline* policy. At all other times while on District property or at related events and activities, students must comply with requirements for the use of personal technology on District property or at related events and activities outlined in policies, procedures, and guidelines governing use of personal technology on District property and at school related events and activities, even if the personal technology device used is one that is authorized for use in a BYOT program.

A student may not participate in the BYOT program unless his/her parent/guardian has signed and returned an Authorization form for participation in the BYOT program to the student's school.

The following are additional guidelines regarding student participation in a Bring Your Own Technology (BYOT) Program.

What is "Bring Your Own Technology"?

Bring your own technology (BYOT) refers to a program in which students are authorized to bring personally owned technology devices to school for approved educational and extra-curricular uses. The District's BYOT program for students is governed by numerous Board of Education Policies, including Policies 6:220, BYOT Program, Responsible Use and Conduct; 4:140, Waiver of Student Fees; 5:125, Personal Technology and Social Media, Usage and Conduct; 5:170, Copyright; 6:120, Education of Children with Disabilities; 6:235, Access to Electronic Networks; 7:140, Search and Seizure; 7:180, Preventing Bullying, Intimidation, and Harassment; 7:190, Student Discipline; and 7:340, Student Records. It is the responsibility of students who participate in the BYOT program, and their parents, to review, understand, and abide by all relevant policies. These procedures and guidelines provide additional specifics that students and their parents must review, understand, and abide by, as well.

What Devices Are Permitted in the BYOT Program?

The following devices are permitted in the District's BYOT program: Laptops, Netbooks, Macbooks, Chromebooks, Ultrabooks, Tablets (iPad, Nexus, Galaxy, etc.), iPod Touches, smartphones, eReader devices/Tablets – Kindle, Nook, Kuno, etc. Social media accounts may also be authorized to be used as BYOT devices. Items may be added or deleted at the discretion of the school administration.

Where and When May BYOT Devices Be Used?

- Students may only use a BYOT device in the classroom for educational purposes when instructed to do so by their teacher.
- Students may only use a BYOT device outside of the classroom for educational or extra-curricular purposes when instructed to do so by their teacher or another supervising school employee.
- At other times and places, student use of a BYOT device is considered to be use of a personal device on school property and school-related events and activities. Such use is governed by policies, procedures, and guidelines that govern student use of personal devices and misconduct prohibited by such policies, procedures, and guidelines will not be excused simply because the device is at other times used as part of the BYOT program.
- Students may not use a BYOT device to update a personal social media site/account during school hours.
- Students may not call, text message, or electronically communicate with others, including other students, parents, guardians, friends, and family, from a BYOT device during the school day unless instructed by their supervising teacher or another supervising school employee.
- Students may not use their device at all while on school buses or other school-provided transportation during school day without permission from the supervising teacher or another supervising school employee.
- Students may not use headphones/earbuds without permission from the supervising teacher or another supervising school employee.
- The use of any electronic devices, including BYOT devices, is strictly prohibited in locker rooms, bathrooms, study halls, and common areas such as cafeteria and hallways.

What Rules Apply Regarding Internet Access and Charging of Devices?

- Students must always use the school's wireless network, not personal data plans, to access the web when using a BYOT device at school, regardless of whether the device is being used for a BYOT purpose or a personal purpose. BYOT privileges will be revoked for students found to be visiting or attempting to visit websites which are blocked by the District's content filter, whether the student's access is through the school's wireless network or a personal data plan.
- Instructions on how to connect to the school's wireless network will be provided at Student Registration and available on the school's website.
- Students should bring devices fully charged to school. At this time, opportunities for students to recharge their devices will not be provided.

Who is Responsible for Charges, Theft, Loss, Damage, or Other Problems With a Device?

- The District is not responsible for any charges incurred on a student's BYOT device and its associated voice or data plan if and when used at school for any purpose, including as part of the BYOT program.
- The District does not provide liability protection for BYOT devices, and it is not responsible for any damages, including loss or theft, to them. This includes physical damage or data loss resulting from connecting a device to the school's wireless network or power outlets.
- The District's staff, including Technology staff, will not configure, troubleshoot, or repair student devices.

Who May Access the BYOT Device?

A student's right to privacy in his or her BYOT device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to Board Policy.

What Can Happen if a Student Uses a BYOT Device Inappropriately?

Violation of these procedures and guidelines, or any other policy, procedure, guideline, or rule governing student use of technology, can lead to discipline and other consequences, including: (a) the loss of access to the District's electronic network and/or the student's BYOT privileges; (b) disciplinary action pursuant to Board Policies 7:190, Student Discipline; 7:200, Suspension Procedures; or 7:210, Expulsion Procedures; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

Student Use of Personal Technology on District Property and at School Related Events and Activities

Students may bring personal technology on District property and to school related events and activities, but must keep such technology powered off at all times except when using the technology in an approved BYOT program or during an emergency.

Student use of technology, including District electronic resources and personal technology, on District property and at school related events and activities must comply with policies, procedures, handbook provisions, and other guidelines governing use of the District's electronic resources, as well as the District's *Student Discipline* policy.

Internet Publications and District School Media Pages

In some circumstances, students may be authorized to create and/or operate Internet publications and/or social media webpages for educational, extra-curricular, or other purposes related to District business. Such publications and webpages must comply with relevant District policies and procedures governing such use. Contact Nick Simov, Director of Technology, 708-467-5527 or nsimov@argohs.net for more information.

Social Networking Passwords

The District may not request or require a student to provide a password or other account information in order to gain access to the student's social media account or demand access to the student's account. The District may, however, 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 so that the District may make a factual determination.

ADMINISTRATIVE SUPPORT SERVICES

BOOKSTORE

The bookstore hours are posted outside the Bookstore. Textbooks, physical education uniforms and miscellaneous items are sold in the bookstore. The "lost and found" is located in the bookstore.

SCHOOL FEES AND FEE WAIVERS

The Superintendent will recommend to the Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for loss of school books or other school-owned materials.

The first bill or notice of each school year sent to parents who owe fees will state: (i) that the District waives fees for persons unable to afford them in accordance with District policy; and (ii) the procedure for applying for a fee waiver, or the name, address and telephone number of the person to contact for information concerning a fee waiver.

Fees for textbooks, other instructional materials, and driver education are waived for students who (1) live in a household that meets the free lunch or breakfast eligibility guidelines under the National School Lunch Act or (2) receives or lives in a household that receives aid under Article IV of the Illinois Public Aid Code. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment. A fee waiver may also be granted, at the discretion of the Superintendent or designee, for (1) illness in the family; (2) unusual expenses such as fire, flood, storm damage, etc.; seasonal unemployment; emergency situations; or when one or more of the parents/guardians are involved in a work stoppage. Verification of eligibility for a fee waiver may be required as allowed under state and federal law. Parents/guardians whose application for a fee waiver is denied will be notified by the Superintendent or designee promptly, and the denial may be appealed by a request in writing to the Superintendent within 14 days of the denial.

Questions or requests for more information regarding the fee waiver request process should be addressed to Dr. Chris Covino, Principal, at 708-467-5503 or ccovino@argohs.net.

FOOD SERVICES

Argo Community High School offers, through outside contractual food services, a hot lunch program every regular school day. In the morning, breakfast items are available. If a family is applying for a free or reduced lunch, an application should be picked up and returned to the Main Office West. An evaluation of that application will be made and the results mailed home. Various ala carte items may also be purchased. Menus are posted in the cafeteria and the Main Office West one week in advance of serving.

TRANSPORTATION

Students may only ride the bus to which they are assigned. Students who live more than one and one half miles from school are eligible to be assigned to a school bus provided by outside contractual bus services. Students who live less than one and one half miles from school may request to be assigned to a school bus for a fee, and may obtain information on making such a request in the Attendance Office. Bus routes are established before the school year begins based on student schedules. Transportation is also provided for after-school activities. Schedules and number of buses varies with the different sport and activities seasons. If there is a question regarding a bus route, please contact the Deans' Office. If there is a problem with the transportation itself, please contact Mrs. Denise Ghaawi, Dean of Students, at 708-467-5805 or dghaawi@argohs.net.

ADMINISTRATION OF MEDICATION

It is the primary responsibility of a student's parent/guardian to administer prescription and non-prescription (or "over-the-counter") medications to the student. Whenever possible, prescription and non-prescription medications are to be administered by parents/guardians prior to or after the conclusion of the school day. A student will only be administered prescription or non-prescription medication during the school day if the student's parent/guardian and prescribing physician have completed and submitted to the District the required forms, which are available in the school office. All prescription and non-prescription medications must be in their original container and will be kept in the school office. Students may not carry prescription or non-prescription medication on their person, other than with prior approval pursuant to the procedures for self-administration of medication, below. For medications that must be taken for more than one school year, new forms must be completed at the beginning of each school year before medication will be administered.

District rules governing self-administration of medications (including asthma medications and epipens (designated and undesignated)) will be substantially based on the Recommended Guidelines for Medication Administration in the Schools published by the Illinois Department of Public Health and the State Board of Education and Section 5/22-30 of the Illinois School Code. Before a student may carry medication for self-administration at school, the student's parent/guardian and prescribing physician must complete the required form, which is available in the Nurse's Office.

NO CHILD LEFT BEHIND

In accordance with the ESEA Section 1111(h) (6) PARENTS RIGHT-TO-KNOW, you have the right and may request information regarding the professional qualifications of your child's classroom teacher. Such information will include, at a minimum:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you.

Students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law may request to transfer to another school. The Superintendent or designee, to the extent practicable, will establish a cooperative agreement with other districts in the area for such a transfer. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District will provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

Students from low-income families will be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring. The District will maintain programs, activities, and procedures for the involvement of parents/guardians of students receiving Title I services.

Please contact Dr. Jill Kingsfield, Superintendent, at 708-467-5510 or jkingsfield@argohs.net for more information about any of this information or the District's policies under No Child Left Behind.

STUDENT RECORDS

School student records are confidential and personally identifiable information from them will not be released without consent of the parent or guardian of the student, or the student if he or she has reached the age of majority, other than as provided by law. Any record concerning a student that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the District, except: (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal, and are not accessible or revealed to any other person except a temporary substitute teacher; (2) records kept by law enforcement officials working in the school; 3) video or other electronic recordings created and maintained for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes; and 4) electronic recordings made on school buses. Pupil records are divided into two categories: (a) the student permanent record, which consists of basic identifying information, academic transcript, attendance record, health record, record of release of permanent information, and scores received on all State assessment tests administered at the high school level and other basic information and which will be kept for sixty years after graduation or permanent withdrawal; and (b) the student temporary record, which consists of all information not required to be in the student permanent record including a record of release of temporary record information, health-related information, accident reports, family background information, completed home language survey form, test scores, psychological evaluations, special education records, teacher anecdotal records, and disciplinary information and which will be destroyed entirely five years after graduation or permanent withdrawal.

State and federal law grant students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. A non-custodial parent has the right to inspect, copy, and challenge student records unless there is a specific court order to the contrary. A request to review records must be in writing to the official records custodian, Dr. Jill Kingsfield, Superintendent, at 708-467-5510 or jkingsfield@argohs.net.

Parent(s)/guardian(s) also have the right to challenge the contents of records by notifying the principal or records custodian in writing of an objection to information contained in the record. An informational conference will be scheduled to discuss the matter within fifteen (15) school days. If the dispute is not resolved at this informal meeting, a formal hearing will be scheduled with an impartial hearing officer who will be selected by the school district but who may not be employed in the attendance center in which the student is enrolled. Challenges are not allowed concerning (1) academic grades, or (2) references to expulsions or suspensions if the challenge is made at the time the student's records are being forwarded to another school district. A parent may only challenge records on the basis that the record is inaccurate, misleading, irrelevant, improper or otherwise violates the student's privacy rights. After an informal conference, if the District agrees with the challenge, it may remove the challenged material from the student record. If the District rejects the parent's challenge, the parent may request a hearing. The hearing officer will conduct the hearing within a reasonable time, but no later than fifteen (15) school days after the informal conference unless the parties agree to an extension of time. The hearing officer will issue a written decision within ten (10) school days after the conclusion of the hearing. The decision of the hearing officer may be appealed to the Regional Superintendent of Education within twenty (20) school days after the decision is transmitted. A final decision by the Regional Superintendent may be appealed to the circuit court of the county in which the school is located. Parents/guardians also have the right to insert a written statement of reasonable length into their child's school student record describing their position on disputed information. The District will include a copy of the statement in any release of the information in dispute.

School student records can and will be released, with or without parental consent, as allowed by law. One situation in which records may be released without parental consent is where the records are disclosed to other school officials, including teachers, within the District who have a legitimate educational interest in the student, which means that they need to review the record to fulfill their professional responsibilities, as reasonably determined by the person releasing the record. The District will also comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian.

Disclosure is also permitted with or without consent to any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) 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.

District personnel may release "directory information" concerning students to members of the general public at various times throughout the school year and summer without parental consent. The following

information regarding the student is directory information: name; address; gender; grade level; birth date and place; parents'/guardians' names, mailing addresses, electronic mail addresses, and telephone numbers; academic awards, degrees, and honors; information in relation to school-sponsored activities, organizations, and athletics; period of attendance in the school; and photographs, videos, or digital images used for informational or news-related purposes 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 of fine arts programs. In accordance with the provisions of the *No Child Left Behind Act of 2001* and Section 10-20.5a of the Illinois School Code, the District will also release student directory information, consisting of student names, addresses and phone numbers, to military recruiters and institutions of higher education upon their request. Information received by official recruiting representatives shall be used only for the purpose of providing information to students about career and educational opportunities available.

Photographs or videotapes that do not feature your student but where your student appears in the background may be released or published without parent authorization. In addition, videotapes, audiotapes, or photographs of students participating in extracurricular activities (e.g., athletic events, theatrical productions), which by their very nature involve exposure to the public, may also be released or published without authorization from parents. With respect to all other photographs, audio and/or video recordings, or works of your child, including those considered directory information, the District may use those photographs, audio and/or video recordings, and works in District or District-related publications, including without limitation school and District publications and the District website, and may also release them for other authorized non-District uses.

If a parent objects to the release of any directory information, military recruitment information, higher education information, or photographs, videotapes or works of a student, he or she should contact Dr. Chris Covino, Principal, at 708-467-5503 or ccovino@argohs.net in writing to request that such information not be released within fifteen (15) days after the start of the school year, or within fifteen (15) days of initial registration in the District.

ACCESS TO DISTRICT RECORDS

Pursuant to the Illinois Freedom of Information Act (FOIA), the District will respond to all written requests to copy and/or inspect public records to the extent required by law. The District expects such written requests to be addressed to the District's FOIA Officer Dr. Jill Kingsfield, Superintendent, at 708-467-5510 or jkingsfield@argohs.net. More information, including copies of the District's policy and procedures governing responses to FOIA requests, may be obtained by request from the FOIA Officer.

VISITORS

Parents/guardians are welcomed and are encouraged to visit the school. All visitors must present a valid driver's license, state identification card or marricula to obtain approval to enter the school. All visitors photo identification cards are scanned through our Raptor system. Each visitor will receive a photo sticker to be displayed on the front of their clothing and is to be worn at all times while in the building.

The District will afford a parent/guardian reasonable access to educational facilities, personnel, classrooms, and buildings to observe his or her child in the school setting or to visit an educational placement or program proposed for his or her child. The School District will also provide an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child, reasonable access to the District's educational facilities, personnel, classrooms, and buildings and to the student in order to conduct an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services or environment proposed for the child. All individuals who visit a District school for these purposes must abide by administrative procedures governing such visits.

SEX OFFENDERS

The Board of Education has adopted a policy and a set of procedures designed to safeguard students with regard to the issue of convicted child sex offenders.

Information about sex offenders is available to the public. The Illinois Sex Offender Registry is available through a link on the Illinois State Police website, at <http://www.isp.state.il.us/>. Individuals may search the database by name, zip code or county. Access is free.

A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. In addition, individuals being hired to work in the District have a fingerprint background check. All completed Volunteer Information and Liability Forms are checked against this registry.

Please contact Dr. Chris Covino, Principal, at 708-467-5501 or ccovino@argohs.net with questions about the laws or procedures being implemented in your child's school.

CONCEALED CARRY LAW (430 ILCS 66/1 ET SEQ.)

Under the Illinois Firearm Concealed Carry Act, individuals with concealed carry licenses are prohibited from knowingly carrying firearms on or into any building, real property, and parking area under the control of Argo Community High School District 217, except that the Act permits a concealed carry license holder to carry a concealed firearm within a vehicle into a parking area controlled by a school or District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area.

SCHOOL PEST MANAGEMENT POLICY STATEMENT

Structural and landscape pests can pose significant problems to people, property, and the environment. Pesticides can also pose risks to people, property, and the environment. It is therefore the policy of Argo Community High School District 217 to incorporate Integrated Pest Management (IPM) procedures for control of structural and landscape pests.

STUDENT ACTIVITIES

Director of Student Activities and Public Relations

James Rodriguez (708) 467-5524

Dana Kral, Secretary (708) 467-5525

INTRODUCTION

In maintaining a "home away from home" atmosphere, ACHS provides an array of activities tailored to the talents, interests and needs of its students. ACHS adheres to the belief that Academics + Activities = Excellence. Since involvement, fun, and excitement are the keys to spirit at Argo, all students are encouraged to be involved in at least one activity. Any student interested in joining a club or activity should see the activity sponsor or stop in the Student Activities Office. All students in activities must be eligible according to IHSA, SSC and school guidelines.

ACADEMICS

AMBASSADORS

Argo Ambassadors is an organization for students who are interested in working with students with special needs. Members are given the opportunity to work with students with special needs as well as learning about career opportunities in this field.

CHESS

This group competes in IHSA and SSC Chess meets during the winter months.

CULINARY CLUB

Culinary Club is an after school activity where students will be able to learn first-hand what it takes to be a professional caterer producing food in large quantities with cost control in mind. Competitive students will have a safe place to practice for various competitions leading to scholarship and networking opportunities.

ENVIRONMENTAL CLUB

The focus of this club is to raise community awareness about sustainable living. The club will focus on educating the students and staff about reducing consumption, and recycling and reusing materials. The club will be involved with community clean ups, and promoting the school's recycling program. This will be done through videos, announcements, signs and more. The club will work with the school's recycling program to work toward the goal of a "Green School".

FOREIGN LANGUAGE CLUB

Foreign Language Club participates in activities relative to Spanish and French. This group takes local field trips and holds social events related to the language membership. Membership is open to all students interested in foreign language.

GAY STRAIGHT ALLIANCE

The GSA works toward a more accepting environment for all people, regardless of sexual orientation or gender identity, through education, support, social action and advocacy

INTERNATIONAL STUDENTS CLUB

This club is intended to provide international students with opportunities to meet with students from other countries, to have activities increasing American cultural awareness and to aid international students enter mainstream activities at ACHS.

MATHLETES

This group competes with other schools within the SSC Organization in mathematics competition. Each year five tournaments are held.

NATIONAL HONOR SOCIETY

Membership in NHS is one of the highest honors that can be awarded to a high school student. This is a national organization of students proven to have a high academic ability, to be highly respected and to be involved in the school activities. Members are inducted annually. To be eligible members must have a 3.5 grade point average and be evaluated for service, leadership and character.

SCHOLASTIC BOWL

Scholastic Bowl is a competitive activity within the IHSA and SSC. Students compete in general knowledge areas in a round by round competition. This program is open to all students at ACHS.

SPEECH TEAM

Members compete in IHSA sanctioned competitions from November through February. Students choose from a variety of 13 different events that are offered. All students are welcome to try out.

SPORTS RELATED ORGANIZATIONS

A-CLUB

The A-Club is an activities organization of current athletic varsity letter winners. The purpose of this club is to promote school spirit and assist at athletic as well as other events.

SPECIAL OLYMPICS

Argo Special Olympics is a chapter of Special Olympics Illinois, which provides exercise and socialization opportunities through sports and competitions. In order to compete, students must receive instructional support services from the Educational Support Services Department. The basketball team in the fall focuses on team skills, and the track team in the spring focuses on individual skills. All students are welcome to volunteer in assisting the athletes and coaches.

STUDENT GOVERNMENT

FRESHMAN CLASS BOARD

The Freshman Class Board is designated to carry out the activities of the class. These include participation in the Homecoming Parade among other activities. This organization is open to all freshmen and officers are elected in the fall.

SOPHOMORE CLASS BOARD

The Sophomore Class Board is designated to carry out the activities of the sophomore class. This organization is open to all sophomores and officers are elected in the spring.

JUNIOR CLASS BOARD

The Junior Class Board is designated to carry out the activities of the junior class. These include participation and operation of prom, among other activities. This organization is open to all juniors and officers are elected in the spring.

SENIOR CLASS BOARD

The Senior Class Board is designated to carry out the activities of the senior class. This organization is open to all seniors and officers are elected in the spring. During the year, the Senior Class Board sponsors the Powder Puff Football Game, Float Building, Senior Shirt Sale, Senior Banquet and Graduation.

STUDENT COUNCIL

Student Council is an organization made up of elected officers, representatives and interested students. This organization promotes school spirit and activities, in addition to representing the student body in the school's decision-making process. All students are encouraged to attend Student Council meetings and participate in council activities.

STUDENT MEDIA

ARGOLITE (YEARBOOK)

The *Argolite* is published yearly. The group learns layout, photo selection and composition. Applicants must be interviewed by the faculty advisor.

ART CLUB

Art Club provides opportunities for students to practice, develop and learn various art techniques. Students will have opportunities to visit art museums, galleries and exhibits.

MAROON (NEWSPAPER)

The *Maroon* is the student newspaper. It is produced digitally throughout the school year. The staff is responsible for the writing, photography, artwork, and layout design. Membership is open to all students with an interest in journalism.

RADIO

WARG-FM is the student run radio station for Argo Community High School. Working with some of the newest broadcast technology available, students who are involved in WARG learn the basics of radio broadcast, production and programming. The format is primarily music driven and modeled after most college radio stations with an emphasis on more independent and alternative music artists. The request line is always open at 708-467-5589.

PERFORMING GROUPS

DRAMA CLUB/THESPIANS

The purpose of the Drama and Thespian Clubs is to provide student leadership for the theatre programs at ACHS. Membership is gained through accumulation of ten points earned by demonstrating dedication and by participating in various aspects of the productions during the year.

BAND PROGRAMS

The Band Program consists of five bands and the Jazz Band. These groups perform for athletic competitions, many community affairs, plus their own in-house concerts: Beginning Band, Wind Ensemble, Concert Band, Jazz Band, and Music Theory.

WINTER PERCUSSION

The percussion program performs with the marching band at athletic competition, community affairs, marching band competition, WGI competition, and percussion competitions.

GUARD/FLAGS

The guard/flags perform with the marching band at athletic competitions, community affairs, and marching band competitions, WGI competitions, and winter guard competitions.

VOCAL MUSIC PROGRAMS

The Vocal Music Program consists of three choral groups. These groups perform for community affairs, plus local in-house programs. 1) Beginning Choir, 2) Intermediate Choir, and 3) Ebullience.

FALL PLAY FESTIVAL

This production is held in early November. Auditions are open to all interested students and the production takes five or six weeks to prepare.

WINTER PLAY/CONTEST

This production is held at the end of February. Auditions are open to all interested students. Either a cutting of this show or a one-act play is entered into competition with other schools in our conference.

ALL SCHOOL MUSICAL

Annually the drama and music departments of ACHS combine their efforts and talents to produce a musical show. This production is open to all students.

ATHLETICS

Rebecca Moran, Athletic Director (708) 467-5520

Emily Croucher, Secretary (708) 467-5521

All students who participate in interscholastic athletics must maintain minimum scholastic standards established by the Illinois High School Athletic Association to remain eligible.

To be eligible for interscholastic competition, he/she must be doing passing work in five (5) academic subjects. Passing work is defined as work of such a grade that if on any given date the student should transfer to another school, work of a passing grade would immediately be certified to the school to which he/she transfers.

Eligibility lists of athletes are generated by PowerSchool. Eligibility reports are based on the cumulative grade of the student at the time the report is run. The teacher is the final judge of the student's scholastic standing and no make-up examinations or work will be given after the eligibility grades have been listed.

S.S.C. CONFERENCE

The conference is made up of 14 schools from the southwestern suburbs of Chicago. There are two divisions of the South Suburban Conference based on student population, geographic location, and activity participation.

SSC RED

Argo
Eisenhower
Evergreen Park
Oak Lawn
Reavis
Richards
Shepard

SSC BLUE

Bremen
Hillcrest
Lemont
Oak Forest
TF North
TF South
Tinley Park

The sports program at Argo Community High School offers students the opportunity to compete in 26 different sports, and on multiple levels for each sport. A quality coaching staff works with the young men and women, developing their interest and ability in the sport or sports of their choice.

Sports at ACHS have become a tradition as well as an honor. Good sportsmanship and spirit are a must. Over the years, teams have achieved more than their share of league and tournament championships. Individuals have also set records and won all-state and all-conference honors. ACHS athletes contribute much to the spirit of the school and the community through their efforts, hard work and dedication.

The sports offered are:

	BOYS	GIRLS
FALL	cross-county football golf soccer volleyball	cross-country golf swimming tennis
WINTER	basketball bowling swimming wrestling	basketball bowling cheerleading dance
SPRING	baseball tennis track volleyball water polo	badminton soccer softball track water polo

IHSA (ILLINOIS HIGH SCHOOL ASSOCIATION)

ATHLETIC/ACTIVITIES ELIGIBILITY RULES

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

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

Information contained here highlights only the most important features of the IHSA by-laws regarding interscholastic athletic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic athletics. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You will lose eligibility for interscholastic athletics if you violate IHSA by-laws. Therefore, it is extremely important that you review this material with your parents, your coaches, your athletic director and your principal to thoroughly understand the IHSA eligibility by-laws and how they relate to you.

IHSA STEROID TESTING POLICY

In January 2008, the Illinois High School Association's Board of Directors approved a plan developed by the IHSA's Sports Medicine Advisory Committee to implement random testing for steroids and performance-enhancing dietary supplements of teams and individuals qualifying for state finals competition.

Beginning with the 2008-2009 school term, any student-athlete who ingests or otherwise uses substance from the association's banned drug classes, without written permission by a licensed physician, to treat a medical condition, violates IHSA By-law 2.170 and its subsections, and is subject to IHSA penalties, including ineligibility from competition. The IHSA will test certain randomly selected individuals and teams that participate in state series competitions for banned substances. The results of all tests shall be considered confidential and shall only be disclosed to the student, his or her parents, and his or her school.

No student-athlete may participate in IHSA state series competition unless the student and the student's parent/guardian consent to random testing. A complete list of the current IHSA Banned Drug Classes can be accessed at (www.ihsa.org/initiatives/sportsMedicine/riies/IHSA_banned_list-2008-09.pdf.)

ATTENDANCE

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

SCHOLASTIC STANDING

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

RESIDENCE

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

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

1. You attend the public high school in the district in which you live full time with both of your parents; or
2. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, and you continue to pay tuition as a high school student in that same district; or
3. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents or court appointed legal guardian; or
4. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
5. You attend the private/parochial high school which one or both of your birth parents attended; or
6. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents.

TRANSFER

1. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. You cannot be eligible when you transfer until this form is fully executed and on file in the school office.
2. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after classes have started for the school term, you will be ineligible for cross country that entire school term at the new school.
3. If you transfer attendance from one high school to another high school, you will be ineligible unless:
 - a. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district.
 - b. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer.
 - c. Your transfer is from a private/parochial school to your home public high school, you are entering a public high school for the first time, and the principals of both your former and the new school concur with your transfer.
 - d. Your transfer is from one private/parochial school to another private/parochial school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian, you are changing high schools for the first time, and the principals of both your former and the new school concur with your transfer.
 - e. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer.
4. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA office.
5. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.
6. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
7. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal of the school into which you transfer before you participate in an interscholastic athletic contest.

PARTICIPATION LIMITATIONS

1. After you enroll in ninth grade, you may be eligible for no more than the first eight semesters you attend school. If you attend school for ten or more days in a semester, that counts as a semester of attendance. You are not guaranteed eight semesters of eligibility, but that is the maximum number of semesters of high school attendance during which you may have eligibility.
2. Your 7th and 8th semesters of high school attendance must be consecutive.
3. After you enroll in ninth grade, you will not be eligible for more than four years of competition in any sport. You are not guaranteed four years of competition, but that is the maximum amount of competition you may have.

AGE

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

USE OF PLAYERS

You may not appear at a contest in the uniform of your school while you are ineligible. This means that you may not dress or sit on the bench if you are not eligible to play. Also, you may not compete as an "exhibition" contestant if you are not eligible.

PARTICIPATING UNDER A FALSE NAME

If you compete under a name other than your own, your principal will immediately suspend you from further competition and you and any other person(s) who contributed to the violation of this by-law will be subject to penalties.

PHYSICAL EXAMINATION

You must annually have placed on file with your principal a certificate of physical fitness, signed by a licensed physician, in order to practice or participate. Your physical examination each year is good for only one year from the date of the exam. The physician's report must be on file with your high school principal.

CONCUSSION

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

<ul style="list-style-type: none">• Headaches• "Pressure in head"• Nausea or vomiting• Neck pain• Balance problems or dizziness• Blurred, double, or fuzzy vision• Sensitivity to light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns	<ul style="list-style-type: none">• Amnesia• "Don't feel right"• Fatigue or low energy• Sadness• Nervousness or anxiety• Irritability• More emotional• Confusion• Concentration or memory problems (forgetting game plays)• Repeating the same question/comment
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Signs observed by teammates, parents and coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays incoordination
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can't recall events prior to hit
- Can't recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

AMATEUR STATUS

1. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost.
2. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$20 fair market value. There is no limitation on the value of your school letter.
3. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest.
4. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

RECRUITING OF ATHLETES

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

5. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
6. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity which is not also provided or made available to all prospective students at that school. Note: If you are interested in finding out more information about a school, contact the principal or an administrator at the school, not a member of the coaching staff.

SCHOOL TEAM SPORTS SEASONS

1. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:
 - a. During the school year you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
 - b. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
2. Violation of the sport season by-laws will result in penalty to you and/or your school's coaching personnel.

PLAYING IN NON-SCHOOL COMPETITION

1. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
2. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
3. If you wish to participate in a competition sponsored and conducted by the National Governing Body for the sport, your principal must request approval in writing from the IHSA prior to any such participation.
4. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
5. You will become ineligible if you participate on, practice with, or compete against, any junior college, college, or university team during your high school career.

ALL-STAR PARTICIPATION

1. After you have completed your high school eligibility for football, basketball, soccer or volleyball, you may participate in one (1) all-star contest in any of these sports and still play for other school teams, provided:
 - a. The high school season in that sport has been completed;
 - b. The all-star contest has been approved by the IHSA.

You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
2. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.

COACHING SCHOOLS

1. A coaching school camp or clinic is defined as "any program sponsored by an organization or individual which provides instruction in sports theory and/or skills; which does not culminate in competition, and which is attended by more than 2 persons from the school which the student attends."
2. During the school year, you may not attend a coaching school or clinic for any interscholastic sport.
3. You may attend a coaching school, camp or clinic during the summer (that period between the close of school in the spring and the opening of school in the fall) within the following criteria:
 - a. You may not attend a coaching school, camp or clinic for any sport(s) after Saturday of week #4 in the IHSA standardized calendar.

MISBEHAVIOR DURING CONTESTS

1. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
2. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.
3. Any other person(s) found to be in violation of the ethics of competition or principles of good sportsmanship may also be barred from interscholastic athletic contests.

ACTIVITIES/ATHLETIC CODE OF CONDUCT PLEDGE

REQUIREMENTS FOR PARTICIPATION IN ATHLETICS/ACTIVITIES

1. Written consent of parent or guardian.
2. Compliance with all rules and regulations of the Illinois High School Association, SSC and Argo Community High School District #217.
3. School attendance is required on the day of an extra-curricular event in order for a student to participate in that event. Events include practices, games, meetings, dances, the prom, dinners, field trips and all school sponsored activities and athletic events. Under special circumstances the Activities Director and/or Athletic Director can waive this requirement.

CODE OF CONDUCT

- I. **PURPOSE** - Participating in student athletics/activities is considered an extension of but separate from the regular high school program. While the regular curricular program is a right afforded to each student, participation in the co-curricular program is a privilege and as such carries certain expectations beyond those found in the normal classroom situation. The important goals on the activities programs are to give students direction in developing healthful living habits, discipline, leadership, teamwork, and respect for rules and regulations. It is to these ends that a Code of Conduct is established for young people taking part in the student athletic/activity program.

School District #217 is proud of the young men and women who represent its school in interscholastic competition. They represent the district to other high schools and the community at large. Because of their unique position our students are always in the public eye and must constantly uphold the highest standards of behavior and decorum. For these reasons participating students must agree to abide by the following rules seven (7) days a week, twelve (12) months a year whether or not school is in session.

- II. **EXPECTATIONS** - Each athletic team/activity may establish approved additional expectations.
 - A. Attend school, practice and contests.
 - B. All athletic and SSC activities participants must pass at least 25 credit hours (5 classes) the semester prior to participation and maintain passing grades in 25 credit hours (5 classes) while an IHSA/SSC activity is in progress.
 - C. Travel on school arranged transportation for all away from school events.
 - D. Be responsible for all equipment and/or clothing issued for the athletic event/activity and the return of such at the end of the athletic event/activity.
 - E. Attend Awards Night if an award winner.
 - F. Carry the school ID card at all times.
 - G. Submit an annual physical exam for participation in athletic activities.
 - H. Adhere to all rules set forth in the student handbook and be aware of all possible consequences for inappropriate and unacceptable behavior.
 - I. Display conduct becoming a District 217 representative including respect of persons and property at all times.
 - J. Refrain from the use or possession of alcohol, other drugs and tobacco, at any time.

- K. Refrain from involvement with Civil or School Authorities.
- L. Refrain from Hazing. When any student, on or off campus, is subjected to electronic, written, verbal or physical harassment, mental or physical discomfort, intimidation, embarrassment, ridicule, bullying, or demeaning activity by an individual student or group of students for the purpose of initiation, maintaining membership, or holding office in any organization, club or athletic team, it will be deemed hazing. Hazing is a violation of District 217 policy and cannot be dismissed as simple initiations, traditions, or rites of passage. Any violation is subject to suspension or recommendation for expulsion.

The display of positive citizenship is expected of our students. If an athlete/activity person becomes involved with civil or school authorities concerning a controlled substance, theft, vandalism, or a premeditated or other significant act of violence, he/she will be suspended from competition for a period of time as specified by the District 217 Penalties for Athletic/Activity Code Violations.

III. Consequences for not meeting expectations on and/or off campus

If a problem occurs with Expectations A-I the Athletic/Activities Director is responsible to see that the appropriate action is taken. If a problem occurs with J, K or L the following action will result:

First Offense: Suspension from all activities for 25% of the interscholastic competition or activities. If drugs or alcohol are involved, the student will be screened by the Substance Abuse Counselor and will be subject to other consequences including probation, or suspension from participation as deemed appropriate. Failure to cooperate with the drug or alcohol screening or with related subsequent administrative directives may result in additional consequences.

Second Offense: After confirmation of a second violation, the student shall lose eligibility for the next (6) weeks or (6) consecutive interscholastic events, whichever is greater, in which the student is participating. This suspension does not end with the season or the academic year. If drugs or alcohol are involved, the student shall lose interscholastic eligibility for one full calendar year. If drugs or alcohol are involved on campus, the student may be recommended for expulsion from school.

When a student is involved in a disciplinary incident which requires action, a single decision will be made by the appropriate school authority. If this student is involved in a co-curricular activity, the school official who is administering the discipline will consult the appropriate co-curricular administrator. The decision will include both the regular school discipline and co-curricular discipline if appropriate.

INSTRUCTIONAL TECHNOLOGY/A-V CENTER

Nikolai Simov, Director of Technology
Robert Wilkerson, Computer Systems Specialist
Ricardo Gonzalez, Computer Technician
Michael McPhail, PowerSchool Administrator
Nick Berrios, A/V Specialist
Lindsae Baldes, Graphic Designer

Computer Lab Usage

Faculty sign up online through their email access application software programs, PowerSchool, or Power Grade.

Parent and Community Access to All School Information

Website Address: www.argohs.net

AUDIO-VISUAL CENTER

The audio-visual production and equipment center is located on the first floor in Room 140. The wide range of services available to students and school staff includes provision of audio-visual equipment and instruction in its use, and video taping of curriculum-related television programs. Classroom learning is further assisted by the production of posters, flyers, video programs, photographs, and other instructional aids.

Individual help with design and production techniques is available to students, as well as to teachers. Student inquiries about alternatives to traditional reports are welcome. Students are charged only for the cost of materials they use.

USE OF TECHNOLOGY

PURPOSE OF TECHNOLOGY USE

Through technology, District 217 provides access to resources from around the world for students and staff. Expanding technologies take students and staff beyond the confines of the classroom, provide tremendous opportunities for enhancing, extending, and rethinking the learning process and assist in preparing each student to be a productive citizen. This new capability requires guidance for students and staff.

THE OPPORTUNITIES AND RISKS OF TECHNOLOGY USE

The Board believes that the value of information and interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that some consider controversial or inappropriate. Because information on networks is transitory and so diverse, District 217 cannot completely predict or control what users may or may not locate. Technology provides a conduit to information; the users must be wary of the sources and content and be responsible in choosing information to be accessed.

No technology is guaranteed to be error-free or totally dependable. Among other matters, the District is not liable or responsible for: 1) any information that may be lost, damaged, or unavailable due to technical, or other, difficulties; 2) the accuracy or suitability of any information that is retrieved through technology; 3) breaches of confidentiality; or 4) defamatory material.

ADMINISTRATIVE REGULATIONS

PRIVILEGES AND RESPONSIBILITIES

Users may access technology only for educational purposes. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their sources when appropriate.

The actions of users accessing networks through the District reflect on the School District; therefore, users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Users will:

- Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain").
- Adhere to the licensing agreements governing the use of shareware.
- Note that E-mail is not guaranteed to be private. People who operate the system do have authorized access to mail; others may have access.
- Be responsible at all times for the proper use of their access privileges and for avoiding impersonations, anonymity, or unauthorized sharing of security measures.
- Take responsibility for any activities using technology that is borrowed by them or under their account or password.
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or viruses.
- Respect the right of others to use equipment and therefore not use it for non-school activities.
- Abide by the policies and procedures of networks and systems linked by technology.
- Protect the privacy of other users and the integrity of the system by avoiding misuse of passwords, others' files, equipment, and programs.

Users will not:

- Use offensive, obscene, inflammatory or defamatory speech.
- Harass other users.
- Use the account of another user.
- Misrepresent themselves or others.
- Violate the rights of others, including their privacy.
- Access, download, and/or create pornographic or obscene material.
- Use the network for personal business or financial gain.
- Vandalize data, programs, and/or networks.
- Degrade or disrupt systems and/or equipment.
- Damage technology hardware and/or software.
- Spread computer viruses.
- Gain unauthorized access to resources or entities.
- Violate copyright laws.
- Use technology for illegal activities.
- Reveal their personal address or phone number, or those of other users.

DISCIPLINARY ACTIONS

Failure to comply with this policy and any administrative regulations and guidelines governing the use of technology will result in disciplinary action by administration and/or the Board of Education.

Students:

Minimum Action:

- Administrative conference or reprimand.

Additional Actions as Deemed Appropriate:

- Staff/parent contact (for student misuse).
- Referral to the administrator for student discipline (for student misuse).
- Loss of access to specific technology and/or designated area for a minimum of three school days up to 10 school days. Note: Multiple infractions or egregious misuse may result in extended or permanent loss of privileges.

CONFIDENTIALITY

Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside, the District. Also, the District reserves the right to log technology use, to monitor fileserver space utilization by users, and to examine users' files and materials as needed; therefore, users cannot expect absolute privacy from District personnel as to their use of technology.

TITLE 1 SCHOOL PARENT COMPACT (Included in Curriculum Guide & Student Handbook)

SCHOOL-PARENT COMPACT

Argo Community High School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and their students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Argo Community High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Curriculum will be reviewed on a yearly basis and guides will be developed and shared with students and parents. Instruction is provided in a variety of forms (team taught and direct taught) and at a variety of levels, based on student achievement levels.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at least once during the year (in the fall).**
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: At six week intervals and more frequently by teachers and counselors.**
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: via email, PowerSchool access, Open House and Parent-Teacher conferences, phones.**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: upon request.**

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

Monitoring attendance.

Making sure that homework is completed.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on advisory groups.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

Argo Community H.S. will:

- 1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- 2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**

3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SERVICES AVAILABLE TO CHILDREN AGES BIRTH TO 3 YEARS

FAMILY RIGHTS

All families with a child age birth to 3 years who is eligible for early intervention services in Illinois are guaranteed rights by federal law.

1. Families Have the Right to an Evaluation.

Eligibility is decided by an evaluation of the child within 45 days of referral, unless the family requests more time. The evaluation is done by a multidisciplinary team of professionals who examines the child's medical history, development and current abilities. If the child is eligible for services, the child and family also have the right to ongoing assessments of the child's strengths, skill levels, progress and needs.

2. Eligible Families Have the Right to a Coordinated Plan.

Also within 45 days of being determined eligible for services, each eligible child and family should have a written Individualized Family Service Plan for providing early intervention services that include the family's resources, priorities and concerns for their child. The Individualized Family Service Plan is written and then reviewed every six months.

3. Families Have the Right to Consent.

Consent or permission must be obtained in writing from the family before conducting an evaluation, assessment, or beginning or ending an early intervention service. Parents can choose to refuse a particular service without jeopardizing any other services. Parents may also refuse a service at any time, even after accepting it, without it affecting other early intervention services.

4. Families Have the Right to Prior Notice.

Parents must receive written notice ten (10) working days prior to any changes in their child's early intervention services. This notice, which must also inform parents of their rights, must give details of the decision and any reasons for the action. The notice must be in plain language and easily understood by the parents. Parents must indicate that they have received and understand this prior written notice.

5. Families Have the Right to Privacy.

The law provides for your protection at all times. Any information that personally identifies you, your child or your family cannot be shared with any other agency without first receiving your permission. If the early intervention services providers feel it would be beneficial to share information, they must contact you, explain the situation and ask for your written permission. You don't have to give your permission, and refusing will not affect your services.

6. Families Have the Right to Review Records.

Parents may inspect, review and amend records relating to their child and family. They may also request a copy of any records.

7. Families Have the Right to Understand.

All families have the right to receive early intervention information in a manner they can understand. Notices must be written in a way that is understandable to the general public. If English is not the primary language of the family, that family has the right to receive information in their primary language, unless it is clearly impossible to do so. If a family uses another method of communication, such as sign language or Braille, they have the right to receive information that way.

8. Families Have the Right to Disagree.

You have the right to file a complaint and have it resolved. If parents and the early intervention service providers disagree, the law provides for a timely resolution with three methods: file a complaint; request mediation at no cost to participants; or request an impartial due process hearing. While the disagreement is being resolved, the child must continue to receive early intervention services unless the parents and services providers agree otherwise.

STUDY SKILLS INDEX

Study Skills.....	65
Social Science.....	67
Presidents of the United States.....	68
Career & Technical Education (CTE).....	69
Recommended Reading List.....	70
Science.....	71
Physical Education.....	75

Homework Help sessions will be held every Wednesday except during finals and vacation. The sessions will begin the first Wednesday in September and run through the first week in June. Sessions will meet in the LRC.

STUDY SKILLS

BE AN ACTIVE ARGONAUT

1. Set goals for your class. Ask yourself "What are my strengths and weaknesses?"
2. Be prepared with materials for class (example: pen, pencil, notebook and calculator, etc.)
3. Participate in class discussion and ask questions if you need clarification of material you do not understand.
4. Know and understand attendance and tardy rules.
5. Demonstrate good behavior and respect for others.
6. Be aware of resources to use in time of need (example: counselor, social worker, Homework Help Program).
7. Take time to prepare for tests and quizzes.
8. Develop a good time to study.

ARGO HIGH SCHOOL PLAN FOR SUCCESS

All students are encouraged to have a clear plan in mind when they try to learn new things, recall what they have already learned, or apply both old and new knowledge to a task at school or later in life.

Below are listed some techniques which ACHS endorses. All of these plans can be used in all academic, athletic and social activities in which you may participate. These plans for learning are part of the ongoing plan to improve Argo High School. Our ongoing plan to improve Argo High School is referred to as the North Central Plan, or you may hear referred to as NCA.

1. Reading

A very good way to be a better reader is to **MAKE READING PUBLIC**.

You can **make reading public** by:

- Drawing a picture
- Sketch a diagram that shows how the story or chapter fits together
- Talk about your picture/sketch to someone else
- Read out loud
- **SHOW** what you **KNOW**

If reading a textbook or a handout:

- **Look at the charts, pictures and graphs first.** Make sure you can explain what these graphics mean.
- If there are check-up questions for a reading passage, **read the questions first**, before you read.
- **Underline** what you are reading. **Sketch in the margins, make arrows and stars.**
- If you find a word you don't know, **look at the words around that word**, it may help you to make a guess about what you are reading
- Not every paragraph in a passage is the most important to read. Skim a set of paragraphs by **reading the first three words of each paragraph** to decide which paragraphs are most important.
- If you are reading a math, science or technology problem, be sure to read to **the end of the sentence**. The most important information is **often at the end**.
- To remember what you read later, **talk to yourself while you read**. Ask yourself, what do I **already know** about this topic. **What is my opinion** about what I am reading. **Make a prediction** about what will happen next.

Find something you like to read, a magazine, on-line, or a novel and **read a little everyday** for fun.

2. Oral Communication

Listening, communicating and speaking well are essential skills. At ACHS you will be trained in all your classes so that you can improve these communication skills. On the next page are some skills that you can focus on to improve the effectiveness of your oral communication. Please become familiar with what makes an effective communicator, especially as you will be regularly evaluated in all your classes regarding your growth as a communicator.

3. Problem Solving Through Technology

It is the mission of ACHS to prepare students to be effective citizens able to function in a changing world. At ACHS we believe that in order to prepare students to live and work in the 21st century it is the task of ACHS to prepare them for a work place and a home place through the use of technology. It is our goal to teach students to:

- communicate with and utilize technology in home and work environments
- acquire skills in computer mechanics and problem-solving diagnostics
- acquire skills in information access using the internet as a resource tool

4. Writing

Writing clearly is another essential skill for high school. ACHS endorses that all good writing follows some basic steps:

- **prewriting** (brainstorm, narrow topic, organize points)
- **writing** (rough draft, revise order of sentences, phrases)
- **revising** (check grammar, spelling, do sentences make sense)

These steps can be repeated numerous times before a piece of writing is truly complete.

Writing may take at least 3 forms:

- **expository** (explain, describe)
- **persuasive** (take a position and support it)
- **narrative** (tell a story)

You will receive training in all your classes on techniques to write well. You will be expected to express your ideas clearly in these three forms. The Argo High School Writing manual will be issued to you. Please refer to it often for writing tips and rules.

SOCIAL SCIENCE STUDY SKILLS

Students in the social science courses can expect the following:

LISTENING

To understand what good listening involves in the context of instruction, the internet or audio materials.

SPEAKING

To use appropriate language in conversational settings

To ask effective questions

READING

To read efficiently with increased understanding

WRITING

To take effective notes

To organize concepts and ideas prior to writing assignments

To communicate appropriately via email

TECHNOLOGY

To appropriately use the internet to conduct scholarly research

To access eBooks (when available)

To create effective power point presentations

To submit electronic assignments

PRESIDENTS OF THE UNITED STATES

PRESIDENT	PARTY	VICE-PRES.	BIRTHPLACE/BORN-DIED
George Washington 1789-1797	none	John Adams	Westmoreland Co., VA/1732-1799
John Adams 1797-1801	Fed	Thomas Jefferson	Braintree, MA/1735-1826
Thomas Jefferson 1801-1809	Rep	Aaron Burr	Albemarle Co., VA/1743-1826
James Madison 1809-1817	Rep	George Clinton	Port Conway, VA/1751-1836
James Monroe 1817-1825	Rep	Daniel D. Tompkins	Westmoreland Co., VA/1758-1831
John Quincy Adams 1825-1829	Rep	John C. Calhoun	Braintree, MA/1767-1848
Andrew Jackson 1829-1837	Dem	John C. Calhoun Martin Van Buren	Waxhaw Settlement, SC 1767-1845
Martin Van Buren 1837-1841	Dem	Richard M. Johnson	Kinderhook, NY/1782-1862
William H. Harrison 1841	Whig	John Tyler	Berkeley, VA/1773-1841
John Tyler 1841-1845	Whig	-	Greenway, VA/1790-1862
James K. Polk 1845-1849	Dem	George M. Dallas	Pineville, NC/1795-1849
Zachary Taylor 1849-1850	Whig	Millard Fillmore	Orange County, VA/1784-1850
Millard Fillmore 1850-1853	Whig	-	Locke, NY/1800-1874
Franklin Pierce 1853-1857	Dem	William R. King	Hillsboro, NH/1804-1869
James Buchanan 1857-1861	Dem	John C. Breckinridge	Mercersburg, PA/1791-1868
Abraham Lincoln 1861-1865	Rep	Hannibal Hamlin Andrew Johnson	Hogdenville, KY/1809-1865
Andrew Johnson 1865-1869	Rep	-	Raleigh, NC/1808-1875
Ulysses S. Grant 1869-1877	Rep	Schuyler Colfax Henry Wilson	Point Pleasant, OH/1822-1885
Rutherford B. Hayes 1877-1881	Rep	William A. Wheeler	Delaware, OH/1822-1893
James A. Garfield 1881	Rep	Chester A. Arthur	Orange, OH/1831-1881
Chester A. Arthur 1881-1885	Rep	-	Fairfield, VT/1830-1886
Grover Cleveland 1885-1889	Dem	Thomas A. Hendricks	Caldwell, NJ/1837-1908
Benjamin Harrison 1889-1893	Rep	Levi P. Morton	North Bend, OH/1833-1901
Grover Cleveland 1893-1897	Dem	Adlai E. Stevenson	Caldwell, NJ/1837-1908
William McKinley 1897-1901	Rep	Garret A. Hobart Theodore Roosevelt	Niles, OH/1843-1901
Theodore Roosevelt 1901-1909	Rep	Charles W. Fairbanks	New York, NY/1858-1919
William H. Taft 1909-1913	Rep	James S. Sherman	Cincinnati, OH/1857-1930

Woodrow Wilson 1913-1921	Dem	Thomas R. Marshall	Staunton, VA/1856-1924
Warren G. Harding 1921-1923	Rep	Calvin Coolidge	Blooming Grove, OH/1865-1923
Calvin Coolidge 1923-1929	Rep	Charles G. Dawes	Plymouth Notch, VT/1872-1933
Herbert C. Hoover 1929-1933	Rep	Charles Curtis	West Branch, IA/1874-1964
Franklin Roosevelt 1933-1945	Dem	John N. Garner Henry A. Wallace Harry S. Truman	Hyde Park, NY/1882-1945
Harry S. Truman 1945-1953	Dem	Alben W. Barkley	Lamar, MO/1884-1972
Dwight D. Eisenhower 1953-1961	Rep	Richard M. Nixon	Denison, TX/1890-1969
John F. Kennedy 1961-1963	Dem	Lyndon B. Johnson	Brookline, MA/1917-1963
Lyndon B. Johnson 1963-1969	Dem	Hubert Humphrey	Stonewall, TX/1908-1973
Richard M. Nixon 1969-1974	Rep	Spiro T. Agnew Gerald R. Ford	Yorba Linda, CA/1913-1995
Gerald R. Ford 1974-1977	Rep	Nelson Rockefeller	Omaha, NE/1913-2006
Jimmy Carter 1977-1981	Dem	Walter F. Mondale	Plaines, GA/1924
Ronald Reagan 1981-1989	Rep	George Bush	Tampico, IL/1911-2004
George Bush 1989-1993	Rep	J. Danforth Quayle	Milton, MA/1924
William J.B. Clinton 1993-2001	Dem	Albert Gore, Jr.	Hope, AR/1946
George W. Bush 2001-2009	Rep	Dick Cheney	New Haven, CT/1946
Barack Obama 2009-2017	Dem	Joseph Biden	Honolulu, HI/1961
Donald Trump 2017	Rep	Mike Pence	New York City, NY/1946

CAREER & TECHNICAL EDUCATION (CTE) DEPARTMENT

Student Expectations

1. Come to class with a “ready to work” attitude.
2. Be organized with:
 - Pen/pencil/eraser
 - Folder
 - Notebook
 - Safety glasses
 - Ruler
 - Calculator
 - Student planner
3. Always practice good safety habits
4. Your grade is based on preparedness, participation and safety.
5. Completion of assignments.

RECOMMENDED READING LIST

Literary works for both assigned and independent reading.

FRESHMAN

A Day in the Life of Ivan Denisovich
A Tree Grows in Brooklyn
A Wrinkle in Time
Animal Farm
Bless the Beasts and Children
Call of the Wild
Diary of Anne Frank
Hiroshima
Of Mice and Men
Old Man and the Sea
Robinson Crusoe
Romeo and Juliet
The Count of Monte Cristo
The Giver
The Good Earth
The Hobbit
The Hound of the Baskervilles

JUNIORS

A Streetcar Named Desire
As I Lay Dying
Billy Budd
Ethan Frome
Farewell to Arms
For Whom the Bell Tolls
Grapes of Wrath
Huckleberry Finn
I Know Why the Caged Bird Sings
Moby Dick
My Antonia
Native Son
Our Town
Red Badge of Courage
The Color Purple
The Crucible
The Day They Came to Arrest the Book
The Great Gatsby
The Jungle
The Last of the Mohicans
The Scarlet Letter
The Sun Also Rises
The Stranger

SOPHOMORE

12 Angry Men
1984
A Tale of Two Cities
Brave New World
Great Expectations
Inherit the Wind
Julius Caesar
Lord of the Flies
Master and Man
Merchant of Venice
Of Mice and Men
Separate Peace
The Devil's Arithmetic
The Pearl
The Romancers
The Taming of the Shrew

SENIORS

A Doll's House
A Raisin in the Sun
Alice in Wonderland
Beowulf
Canterbury Tales
Dracula
Frankenstein
Gulliver's Travels
Hamlet
Heart of Darkness
Jane Eyre
Macbeth
Native Son
Oedipus
Ordinary People
Paradise Lost
Pride and Prejudice
Pygmalion
The Good Earth
The Inferno
The Jungle
The Power and the Glory

SCIENCE STUDY SKILLS

Students will learn the following study skills in their introductory science classes.

A. Organizational Skills

Organizing materials

B. Reading

Pre-reading activities

Preview textbook chapters

KWL per paragraph/sections

Underlining

Writing in margins

KWL per handout



C. Writing

Note taking

Paraphrasing articles

5 sentence paragraph responses

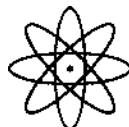
D. Oral Communication

Listening skills

Asking effective questions

All students are required to bring the following:

1. textbook
2. pen/pencil
3. paper
4. 3-ring binder
5. planner
6. calculator



<p>COMMON IONS</p> <table border="0"> <tr> <th>Name</th> <th>Symbol</th> </tr> <tr> <td>Acetate</td> <td>CH₃CO₂⁻</td> </tr> <tr> <td>Bicarbonate</td> <td>HCO₃⁻</td> </tr> <tr> <td>Bisulfate</td> <td>HSO₄⁻</td> </tr> <tr> <td>Carbonate</td> <td>CO₃²⁻</td> </tr> <tr> <td>Chlorate</td> <td>ClO₃⁻</td> </tr> <tr> <td>Chromate</td> <td>CrO₄²⁻</td> </tr> <tr> <td>Ferricyanide</td> <td>Fe(CN)₆³⁻</td> </tr> <tr> <td>Ferrocyanide</td> <td>Fe(CN)₆⁴⁻</td> </tr> <tr> <td>Hypochlorite</td> <td>ClO⁻</td> </tr> <tr> <td>Nitrate</td> <td>NO₃⁻</td> </tr> <tr> <td>Nitrite</td> <td>NO₂⁻</td> </tr> <tr> <td>Perranganate</td> <td>MnO₄⁻</td> </tr> <tr> <td>Phosphate</td> <td>PO₄³⁻</td> </tr> <tr> <td>Sulfate</td> <td>SO₄²⁻</td> </tr> <tr> <td>Sulfite</td> <td>SO₃²⁻</td> </tr> </table>	Name	Symbol	Acetate	CH ₃ CO ₂ ⁻	Bicarbonate	HCO ₃ ⁻	Bisulfate	HSO ₄ ⁻	Carbonate	CO ₃ ²⁻	Chlorate	ClO ₃ ⁻	Chromate	CrO ₄ ²⁻	Ferricyanide	Fe(CN) ₆ ³⁻	Ferrocyanide	Fe(CN) ₆ ⁴⁻	Hypochlorite	ClO ⁻	Nitrate	NO ₃ ⁻	Nitrite	NO ₂ ⁻	Perranganate	MnO ₄ ⁻	Phosphate	PO ₄ ³⁻	Sulfate	SO ₄ ²⁻	Sulfite	SO ₃ ²⁻	<p>Density = $\frac{\text{Mass}}{\text{Volume}}$</p> <p>Pressure = depth x density, or force per unit area. An increase in pressure is transmitted equally through the liquid.</p> <p>Specific Gravity = number of times a substance is as heavy as an equal body of water, or Specific gravity (liquid) = $\frac{\text{Weight of Liquid}}{\text{weight of equal volume of water}}$</p> <p>Specific Gravity (Solid) = $\frac{\text{Weight of Body}}{\text{loss of weight in water}}$</p> <p>OR Specific Gravity (Solid) = $\frac{\text{Weight of Body}}{\text{weight of equal volume of water}}$</p> <p>One cubic yard of air weighs about 2 pounds. Atmospheric pressure at sea level = about 15 pounds per square inch.</p>	<p>Comparison of Various Temperature Scales</p> <table border="0"> <tr> <td>212°</td> <td>373.15</td> <td>100°</td> <td>BP</td> </tr> <tr> <td>32°</td> <td>273.15</td> <td>0°</td> <td>FP</td> </tr> <tr> <td>-59°</td> <td>0</td> <td>-273.15°</td> <td>ABSOLUTE ZERO</td> </tr> </table> <p>(°F) Fahrenheit (K) Kelvin (°C) Celsius Zero degrees Kelvin is the lowest possible temp.</p> <p>In Kelvin absolute temperature scale: water boils at 373K, freezes at 273K</p> <p>Fahrenheit - Celsius: Conversions C = 5/9(F - 32) F = 9/5C + 32</p> <p>BASIC LAWS AND DEFINITIONS</p> <p>Boyle's Law: $p_1 \times V_1 = p_2 \times V_2$ at constant temperature.</p> <p>Charles Law: $\frac{V_1}{T_1} = \frac{V_2}{T_2}$ at constant pressure.</p> <p>Ideal Gas Law: $PV = nRT$</p>	212°	373.15	100°	BP	32°	273.15	0°	FP	-59°	0	-273.15°	ABSOLUTE ZERO
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32°	273.15	0°	FP																																											
-59°	0	-273.15°	ABSOLUTE ZERO																																											
<p>EXPONENTIAL NUMBERS</p> <p>Multiplication by a positive power of 10 corresponds to moving the decimal point to the right; multiplication by a negative power of 10 corresponds to moving the decimal point to the left.</p> <p>1.33×10^4 is 13,300 1.33×10^{-4} is 0.000133</p> <p>Numbers expressed with powers of 10 cannot be added or subtracted directly unless the powers of 10 are the same.</p> <p>$1.23 \times 10^4 + 1.23 \times 10^4 = 2.46 \times 10^4$ $1.23 \times 10^4 + 12.3 \times 10^4 = 13.5 \times 10^4$ $1.23 \times 10^4 - 1.23 \times 10^4 = 0$ $1.23 \times 10^4 - 0.123 \times 10^4 = 1.11 \times 10^4$</p>	<p>DEFINITIONS: CONCENTRATION OF SOLUTIONS</p> <ol style="list-style-type: none"> 1) Mole Fraction: The number of moles of solute per total moles of solution. 2) Molarity: The number of moles of solute per liter of solution. 3) Molality: The number of moles of solute per 1,000 g. of solvent. 4) Formality: The number of formula weights of solute per liter of solution. 5) Normality: The number of equivalents of solute per liter of solution. 	<p>The number of moles of a gas is directly related to the pressure, volume and temperature of the gas.</p> <p>Mechanical Equivalent of Heat is the work required to produce a unit quantity of heat. 0.427 kilogram-meter (kg-m) = 1 calorie</p> <p>$\frac{\text{Work}}{\text{mechanical equivalent of heat}} = \text{heat}$</p> <p>One Btu is the heat required to raise the temperature of 1 pound of water through 1 degree Fahrenheit.</p>																																												
<p>When the powers of 10 are multiplied, exponents are added; when divided, exponents are subtracted.</p> <p>$(1.23 \times 10^4) \times (1.23 \times 10^4) = 1.51 \times 10^8$ $(1.23 \times 1.23) \times (10^4 \times 10^4) = 1.51 \times 10^8$ $\frac{1.23 \times 10^4}{1.23} = \frac{1.23}{1.23} \times \left(\frac{10^4}{10^0}\right) = 1.00 \times 10^4$</p>	<p>UNITS OF MEASUREMENT</p> <p>Kilo - means one thousand (10³) Centi - means one-hundredth (10⁻²) Milli - means one-thousandth (10⁻³) Micro - means one-millionth (10⁻⁶)</p> <p>1 Kilometer (km) = 1,000 meters = 0.621 mile 1 Meter (m) = 100 centimeters = 39.4 inches 1 Centimeter (cm) = 10 millimeters (mm) = 0.394 inches</p> <p>1 Kilogram (kg) = 1,000 grams = 2.20 pounds 1 Gram (g) = 1,000 milligrams (mg) = 0.0353 ounce.</p> <p>1 Liter (l) = 1,000 milliliters = 1.06 quarts 1 Milliliter (ml) = 1 cubic centimeter (cc) 1 Atomic Mass Unit = 1.66 x 10⁻²⁴g Avogadro's Number = 6.0235 x 10²³</p>	<p>One calorie is the heat required to raise the temperature of 1 gram of water through 1 degree Celsius.</p> <p>Specific Heat: heat required to raise the temperature of a unit mass of that substance through 1 degree. If q is total heat and m is mass,</p> <p>$q = m \times s \times (t_2 - t_1)$</p>																																												
<p>SOME ACID-BASE INDICATORS</p> <table border="0"> <tr> <th>Indicator</th> <th>Color Change</th> <th>Basic</th> </tr> <tr> <td>Alicain Yellow</td> <td>Acid Red</td> <td>Red</td> </tr> <tr> <td>Bromocresol Green</td> <td>Yellow</td> <td>Blue</td> </tr> <tr> <td>Litmus</td> <td>Red</td> <td>Blue</td> </tr> <tr> <td>Methyl Orange</td> <td>Red</td> <td>Yellow</td> </tr> <tr> <td>Methyl Red</td> <td>Red</td> <td>Yellow</td> </tr> <tr> <td>Phenolphthalein</td> <td>Colorless</td> <td>Pink</td> </tr> <tr> <td>Thymol Blue</td> <td>Red</td> <td>Yellow</td> </tr> </table>	Indicator	Color Change	Basic	Alicain Yellow	Acid Red	Red	Bromocresol Green	Yellow	Blue	Litmus	Red	Blue	Methyl Orange	Red	Yellow	Methyl Red	Red	Yellow	Phenolphthalein	Colorless	Pink	Thymol Blue	Red	Yellow	<p>TEMPERATURE MEASUREMENTS</p> <p>In scientific work, the Celsius or Centigrade (°C) and Kelvin (K) scales are most commonly used. The Kelvin scale is an absolute temperature scale, in which zero degrees ideally represents the lowest attainable temperature.</p>	<p>Heat of melting, or heat of fusion, L, is the quantity of heat needed to melt one unit weight of a substance without changing its temperature, or $q = m \times L$</p>																				
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<p>PRESSURES AND DENSITIES</p> <p>Pressure = $\frac{\text{Force}}{\text{Area}}$</p> <p>1 column of water 1 foot deep = 62.4 pounds per square foot, or 0.433 pounds per square inch. 1 column of water 1 centimeter deep = 1 gram per square centimeter.</p>		<p>80 calories of heat is required to melt 1 gram of ice without raising its temperature.</p> <p>Boiling Point of Liquid: that temperature at which the vapor pressure is equal to the pressure above the liquid.</p>																																												

OPERATIONS WITH INTEGERS

Add, multiply and divide positive (+) and negative (-) numbers

Addition

$$(+)+(+)=(+)\text{ sum}$$

$$(-)+(-)=(-)\text{ sum}$$

$$(+)+(-)=(+)\text{ or }(-)\text{ difference}$$

$$(-)+(+)=(+)\text{ or }(-)\text{ difference}$$

Multiplication

$$(+)\times(+)=(+)$$

$$(-)\times(-)=(+)$$

$$(+)\times(-)=(-)$$

$$(-)\times(+)=(-)$$

Division

$$(+)\div(+)=(+)$$

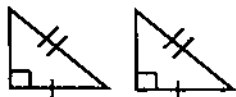
$$(-)\div(-)=(+)$$

$$(+)\div(-)=(-)$$

$$(-)\div(+)=(-)$$

GEOMETRY

Congruency Cases:



hypotenuse, leg
 $HL \cong$ Theorem



side, angle, side
 $SAS \cong$ Theorem



angle, angle, side
 $AAS \cong$ Theorem

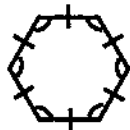


side, side, side
 $SSS \cong$ Theorem



angle, side, angle
 $ASA \cong$ Theorem

Regular
Polygon



all sides and angles are \cong

Distance Formula

between 2 points (x_1, y_1) and (x_2, y_2) $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$

MEASUREMENT

U.S. System

1 mile (mi) = 5280 feet (ft)

1 pound (lb) = 16 ounces (oz)

1 ton (T) = 2000 pounds (lb)

1 quart (qt) = 2 pints (pt)

1 gallon (gal) = 4 quarts (qt)

Between Systems

1 inch (in) \approx 2.54 centimeters (cm)

1 meter (m) \approx 39.37 inches (in)

1 kilometer (km) \approx .62 miles

1 kilogram (kg) \approx 2.2 pounds (lb)

1 liter (L) \approx 1.06 quarts (qt)

FRACTIONS

Addition

Like Denominators $\frac{1}{7} + \frac{3}{7} = \frac{4}{7}$

add numerators and keep the denominators the same.

Unlike Denominators $\frac{1}{5} + \frac{2}{3}$

Find least common denominator (LCD) $\frac{3}{15} + \frac{10}{15} = \frac{13}{15}$

Multiplication $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$

Division $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c} = \frac{ad}{bc}$

ALGEBRA

Order of Operations

1. Work from the inside out.
2. Exponents: work from the inside first.
3. Multiplication or division: work left to right.
4. Addition or subtraction: work left to right.

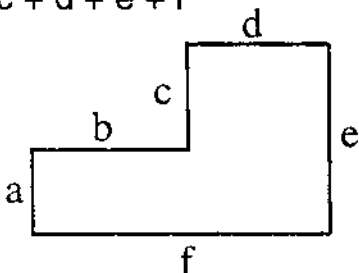
Midpoint Formula

Between 2 points (x_1, y_1) and (x_2, y_2) $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

Perimeter of a polygon

The sum of the lengths of its sides.

$$P = a + b + c + d + e + f$$



Sum of the interior angle measures of a polygon of n sides is $(n-2) \cdot 180^\circ$

Sum of exterior angle measures is 360°

The number of diagonals d of a polygon with n sides is

$$d = \frac{n(n-3)}{2}$$

ARGO PHYSICAL EDUCATION GUIDELINES

P.E. UNIFORMS

All students are required to wear official Argo P.E. shirt and shorts. Students can also wear official Argo P.E. sweatpants and/or sweatshirt in place of shirt and shorts. All students should have their last name on both the top and bottom. Any other writing or designs on the uniform is inappropriate and unacceptable. Students are not allowed to wear uniforms that do not have the proper name. Students are not allowed to wear any shorts over their P.E. uniform. Students also may not wear any street clothes under the uniforms. The P.E. uniform also consists of athletic footwear with laces. Flip flops, sandals, clogs, slippers, heels, flats, boots, etc. will not be accepted. A student cannot earn credit if they are not dressed for class properly, since proper dress is required for participation due to safety concerns.

LOST OR STOLEN P.E. UNIFORMS

A student that has his or her P.E. uniform stolen or lost must report it to their teacher. Teachers will check the designated areas for uniforms that have been found. Every effort will be made to return suits to the proper owners. If the uniform is not found, it is the responsibility of the student to obtain a new one.

A student may rent a P.E. uniform for the class period in the event they lose or forget their personal uniform. A rental uniform can be obtained in the locker room by presenting their current student ID and \$1. Any student that abuses the rental policy (i.e. gives his ID or the rental suit to someone else, fails to return it at the end of the period, etc.) may be denied future renting privileges and/or dealt with by the Dean's office.

LOCKER ROOM

All students are required to have their own school issued lock. Each student will be assigned their own personal locker. It is the responsibility of the student to ensure their belongings are locked up at all times. It is imperative that students do not share lockers or combinations with other students. It is advised that book bags be left in hallway lockers if they do not fit in P.E. locker. Items of value such as jewelry, cell phones, iPods, cash, etc. should not be brought into the locker room. Coats, food, and drinks are also prohibited in the locker room and in P.E. areas. Any student throwing an object over the top of the lockers will be referred to the dean's office. The locker room should be kept clean at all times.

MAKE-UP P.E.

All absences, nurse excuses, etc. must be made up during Make Up P.E.. Students can make up all absences and medical excuses in Make Up PE which is held in Room 111/Wellness Room. Make Up PE will be offered after the second week of each semester on regular attendance Tuesdays and Thursdays from 3-4 p.m. All students attending Make Up PE must have a current school ID and gym shoes. A P.E. uniform is not required, but athletic clothing is recommended. All students attending Make Up PE must be in Room 111 by 3:05 p.m. Make Up PE will also be offered on various Saturdays throughout the school year. Refusal to participate in PE class cannot be made up in Make Up PE. Access to the locker room will not be available for Make Up PE.

MEDICAL EXCUSES

Parents may medically excuse their child from physical education for only two (2) consecutive days. The excused day starts the day the note is brought and cannot be counted for prior dates. These excused days must be made up during Make Up P.E. A doctor must write medical excuses from P.E. for a longer period of time. If a student receives a doctor's excuse for over two (2) weeks, every effort will be made to modify the student's P.E. program. It is important that the doctor clearly note what the student can or cannot do. The department chair will assign written work if appropriate. Those students excused by a doctor for less than two (2) weeks will be given the option of making up missed classes during Make Up P.E. or with written work. All notes from the nurse excusing a student from P.E. must be made up in Make Up PE. Prior to obtaining a Nurse excusal, the student must check in with their P.E. teacher. Any injury that occurs during class must be reported to the P.E. teacher by the end of the class period, this includes incidents in the locker room.

During SWIMMING, students that are excused must have their note before or on the first day of swimming. Delay in providing the note could result in No-Dresses, make-up sessions, or written work. Students that are excused from swimming are required to do alternate activities.

Students with asthma are strongly encouraged to have their inhalers present during P.E. activity classes. Students with asthma that do not have inhalers present during activity may participate in an alternate activity. P.E. teachers may exclude asthmatic students without inhalers from certain activities. Non-participation days may need to be made up in Make Up PE.

P.E. AREAS

Students should meet in their assigned areas; they will stay with their class at all times. All students should be seated in their assigned area for attendance directly after leaving the locker room. All students must report to the locker room before and after class. The first floor is the ONLY level that students may be on. This means to and from class, as well as the dean's office.

ACHS P.E. GRADING

The semester grade of each student will be an accumulation of points based on daily participation, wearing of proper P.E. uniform, and attendance. The points will be based primarily on the number of school days in the semester. (i.e. 83 days in the semester x 6 points/day = 498 participation points)

*Written tests, fitness testing, and any other assignments graded may be dependent upon the specific P.E. teacher

In accordance with the No Dress Policy, described below grading is as follows:

-6 for a parent, nurse's note but can be made up *Regardless of the excusal note, all students are expected to properly dress

-3 for wearing a P.E. uniform with other people's names or not properly dressed. No shoes = No Dress

*Lack of participation = no opportunity to make up in Make Up P.E.

NO DRESS POLICY

A student receives a no dress (ND) when they fail to dress for P.E. without a proper note.

2nd ND = A phone call home is made by the P.E. teacher & a letter is sent home explaining the policy. A referral is also submitted to the student's counselor.

4th ND = A phone call home is made by the P.E. teacher alerting of a potential semester failure & a letter is sent home explaining the policy. Parents are encouraged to contact the P.E. teacher immediately. A referral is also submitted to the student's counselor.

6th ND = Physical Education department chair is notified and student may be removed from the P.E. class, and may receive a failing grade for the semester. The student may be placed in a study hall.

If a student is in the Driver Education classroom during the semester, the No Dress Policy will be modified. The steps above will be taken for the 2nd, 3rd, & 4th No Dress. A student that gets a 4th No Dress in the same semester as Driver Education will automatically receive a failing grade for the semester.

ABSENCE/ZERO GRADING POLICY

ND	Points lost	Able to earn back	# of Make Up P.E.	Abs	Points lost	Able to earn back	# of Make Up P.E.
1	12	0	0	1	6	6	1
2	18	6	1	2	6	6	1
3	24	12	2	3	6	6	1
4	36	18	3	4	12	12	1
5	48	24	4	5	12	12	1
6	72	30	5	6	12	12	1
				7	18	18	1
				8	18	18	1
				9	18	18	1
				10	36	36	1
				11	36	36	1
				12	36	36	1

IN SCHOOL SUSPENSION (ISS)

Students in P.E. activity classes scheduled into ISS should complete a written report/article review obtained from the ISS supervisor. This must be completed the day the student is assigned to ISS and turned into the ISS supervisor. No late work will be accepted by the student's teacher.

GENERAL P.E. AREA SAFETY REMINDERS

- * All students should sit in their assigned attendance spot upon entrance to attendance area (alphabetically) – not seated in proper spot results in student being marked tardy
- * When class is being dismissed, all students should wait for teacher to allow them to leave area, this should be done once all equipment has been returned to proper area
- * If whistle blows, teacher says "time to go" EVERYONE stops what they are doing and either lines up at exit area and/or collects/returns equipment
- * Take care of equipment – no pulling on nets, no kicking of balls that should not be kicked (volleyballs/basketballs), no throwing/slammng of rackets, no reason for any ball to get close to the ceiling (Swanson gym, field house), no reason any equipment should be in the Swanson bleachers, if for some unseen reason, this does in fact occur, make sure it is immediately retrieved.

Just wearing a uniform everyday will not guarantee students a passing grade in physical education. Students are graded at all times through effort, participation, attitude, and interaction with other students.

PACER RUBRIC		
GRADE	BOYS	GIRLS
10	90+	70+
9	80-89	60-69
8	70-79	50-59
7	60-69	40-49
6	50-59	30-39
5	40-49	20-29
4	30-39	13-19
3	15-29	9-12
2	14-11	4-8
1	<10	2-3
0	No attempt	No attempt

IMPROVEMENT	
SCORE DIFFERENCE	POINTS
>6	10
5	9
3-4	8
1-2	7
<0	0

If score is above 80 for males 10 points

If score is above 60 for females 10 points

TMILE RUBRIC		
GRADE	BOYS	GIRLS
10	<6:20	<7:00
9	6:21 - 6:45	7:01 - 7:45
8	6:46 - 7:00	7:46 - 8:20
7	7:01 - 7:45	8:21 - 9:00
6	7:46 - 8:20	9:01 - 10:00
5	8:21 - 9:00	10:01 - 11:00
4	9:01 - 10:00	11:01 - 12:00
3	10:01 - 11:00	12:01 - 12:30
2	11:01 - 12:00	12:31 - 13:00
1	>12:00	>13:00
0	No attempt	No attempt

IMPROVEMENT	
SCORE DIFFERENCE	POINTS
-20 seconds	10
-15 seconds	9
-10 seconds	8
-5 seconds	7
<5 seconds	0

If score is above 80 for males 10 points

If score is above 60 for females 10 points

CURL UP RUBRIC		
GRADE	BOYS	GIRLS
10	60+	50+
9	50-59	46-50
8	40-49	39-45
7	30-39	31-38
6	25-29	25-30
5	21-24	21-24
4	16-20	16-20
3	11-15	11-15
2	6-10	6-10
1	1-5	1-5
0	No attempt	No attempt

IMPROVEMENT	
SCORE DIFFERENCE	POINTS
>6	10
5	9
3-4	8
1-2	7
<0	0

If score is above 50 for males 10 points

If score is above 46 for females 10 points

PUSH UP RUBRIC		
GRADE	BOYS	GIRLS
10	45+	35+
9	40-44	30-34
8	35-39	26-29
7	31-34	21-25
6	26-30	16-20
5	21-24	12-15
4	16-20	8-11
3	11-15	5-7
2	6-10	3-4
1	1-5	1-2
0	No attempt	No attempt

IMPROVEMENT	
SCORE DIFFERENCE	POINTS
>5	10
4	9
3	8
1-2	7
<0	0

If score is above 40 for males 10 points
If score is above 30 for females 10 points

SIT & REACH RUBRIC		
GRADE	BOYS	GIRLS
10	40+	45+
9	35-39	40-44
8	30-34	35-39
7	25-29	30-34
6	20-24	25-29
5	16-20	20-24
4	15-19	15-19
3	6-10	10-14
2	1-5	5-9
1	attempt	attempt
0	No attempt	No attempt

IMPROVEMENT	
SCORE DIFFERENCE	POINTS
>4	10
3	9
2	8
1	7
<0	0

If score is above 40 for males 10 points
If score is above 45 for females 10 points

AWAY SCHOOL DIRECTORY

Bremen	Take Harlem Ave. south to Route 83. Turn left on Rt. 83 to Cicero Ave. Turn right to 141st Street. Turn left and go to Pulaski Rd., turn right to school
Bull Frog Lake	(Argo Home Cross Country Course) Take Archer Ave. south to LaGrange Rd. Go south to 95th Street. Turn right and go to first right after Wolf Rd. Turn right into Bull Frog Lake parking.
Cog Hill Golf Course	(Argo Home Golf Course) Take Archer Ave. south to course.
Eisenhower	Take Harlem Ave. south to 127th Street. Turn left onto 127th Street, go east to Sacramento and school.
Evergreen Park	Take Harlem Ave. south to 95th Street. Go east on 95th Street to Kedzie Ave. Turn right on Kedzie to 99th Street to school.
Hillcrest	Take Harlem Ave. south to Route 83, turn left on Rt. 83 to Cicero Ave., turn right and take Cicero to 175th Street. Turn left on 175th and go east to Pulaski Rd. to school.
Lemont	Take Archer Ave. south to McCarthy Rd. (123rd St.). Turn right on McCarthy to Julia Street. Turn right to Porter Street and school.
Oak Forest	Take Harlem Ave. south to 151st Street. Turn left to Central Ave. Turn right on Central to school.
Oak Lawn	Take Harlem Ave. south to 95th Street east exit. Go east on 95th Street to South-west Highway and school.
Reavis	Take Harlem Ave. south to 79th Street, turn left on 79th to Austin Ave., left on Austin to school.
Richards	Take Harlem Ave. south to 95th Street east exit. Go east on 95th Street to Central Ave., turn right on Central to school.
Shepard	Take Harlem Ave. south to 127th Street, turn left to Ridgeland, right on Ridgeland, go south to school.
Tinley Park	Take Harlem Ave. south to 159th Street. Turn left on 159th and go east to Oak Park Ave. Turn right on Oak Park to 175th Street. Turn left onto 175th St. and go 1 mile to school.

WHERE TO GO FOR WHAT!

<p><i>I just want to talk to someone.</i> Counselor (146) or Social Worker (145)</p>	<p><i>I want information about summer or afternoon school.</i> Deans' Office (148)</p>
<p><i>I need information on colleges and trade schools.</i> Career Information Center (146) or LRC</p>	<p><i>I need information about school organizations and activities.</i> Student Activities Office (152)</p>
<p><i>I need to send out a copy of my transcript.</i> Student Records/Registrar (146)</p>	<p><i>I need help in selecting a major course of study in college and/or help with making future plans.</i> Counselor (146)</p>
<p><i>I want to know how many credits I have.</i> Counselor (146)</p>	<p><i>I want confidential counseling or information with personal questions about topics such as sex, drugs, family, friends, etc.</i> Counselor (146), Social Worker (145) or SIP Coordinator (146)</p>
<p><i>I need a work permit.</i> Student Activities Secretary (152) with a parent, social security card, birth certificate, and letter from employer.</p>	<p><i>I need information on athletic eligibility, parent consent or insurance forms.</i> Athletic Office (Swanson Gym)</p>
<p><i>I lost something.</i> Bookstore</p>	<p><i>I think I'm being ill-served or mistreated by the school rules.</i> Assistant Principal (Main Office East) or Deans' Office (148)</p>
<p><i>I think something was stolen.</i> Deans' Office (148)</p>	<p><i>I need information on financial aid and scholarships.</i> Counselor (146)</p>
<p><i>I want to withdraw from school.</i> Counselor or Attendance Office (146)</p>	<p><i>I need my car insurance "Good Student" Discount Form signed.</i> Counselor or Registrar (146)</p>
<p><i>I will be needing homebound instruction.</i> Counselor (146)</p>	<p><i>I feel sick or have been injured.</i> Ask your teacher for a pass to Health Services (142)</p>
<p><i>I am going to be out of school for three or more days and want my homework sent home.</i> Counselor (146)</p>	<p><i>I need to talk with someone about gangs.</i> Social Worker (145) or Dean (148)</p>
<p><i>I need to visit about graduation requirements.</i> Counselor (146)</p>	<p><i>I think I am being treated unfairly by a teacher.</i> Have parent call teacher.</p>
<p><i>I need to get a grade corrected.</i> Registrar or Counselor (146)</p>	<p><i>I have a question that's not on this list.</i> Ask anyone! We're always glad to help!</p>
<p><i>I need help with a locker problem.</i> Deans' Office (148)</p>	