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SUPERINTENDENT'S WELCOME

Dear Students and Parents/Guardians:

Community Consolidated School District 46 (CCSD 46) is proud of the many excellent educational opportunities available to the residents of our communities. This handbook was prepared as a basic guide describing various aspects of the operations of your school and district. Since, by necessity, the topics in this handbook are covered in a general way, I hope that you will contact your school principal should you have any questions which may require further explanation or to obtain guidance in areas unique to yourself or family.

I would like to strongly encourage the parents and guardians of our District 46 children to actively participate in their child's education. The issue of parent and community involvement in schools has been the subject of hundreds of research projects. Emerging from all of that research is a message that is remarkable in its consistency: "The closer the parent is to the education of the child, the greater the impact on child development and educational achievements." Said another way, and backed up by many research studies, "Students experience higher achievement, have better attendance, complete more homework, end up with fewer disciplinary issues, have more positive attitudes, and are more likely to continue their education when parental involvement in schooling is evident."

I trust that this school year will be productive and enriching for all of us. Nothing is more important for individual future success and the strength of our nation than obtaining the knowledge and skills necessary for living in the 21st century.

Ellen L. Correll, Superintendent

School Board Meetings

The community is encouraged to attend CCSD 46 Board of Education meetings. During the school year, meetings are held at 6:30 p.m. on the first and third Wednesdays of the month, unless otherwise announced. Meetings are rotated between Grayslake Middle School and Park Campus. Location and dates of meetings are available on our web site. The agenda for each meeting is posted on our web site the Friday before each meeting or at least 48 hours before, as well as at all schools and the district office. If it becomes necessary to change the time and/or location of a meeting, or to schedule a special meeting, public notices are posted and given to the local press. All meetings are streamed live on our website, www.d46.org.

Residents have the opportunity to address the Board during the public participation segment of the agenda. Questions will not be answered during Board meetings, but directed to the appropriate administrative representative, who will provide the individual with answers in a timely manner. Within ten days after approval, minutes of Board meetings are available on our web site. In addition, a video of each Board meeting is available on our web site after each meeting.

BOARD OF EDUCATION & DISTRICT OFFICE STAFF

Board of Education Members: Steven Strack, President
Jim Weidman, Vice-President
Stephen Mack, Secretary
Jason Lacroix, Member
Tom Meskel, Member
David A. Northern Sr., Member
Kathleen Parkinson, Member

District Office Staff: Ellen L. Correll, Superintendent of Schools
Paul Louis, Assistant Superintendent of Teaching, Learning & Assessment
Chris Bobek, Assistant Superintendent of Finance
Matt Berliner, Custodian/Driver
Jennifer Blum, Payroll Coordinator
John Canniff, District Technician
Jill Davis, Receptionist and Sub Coordinator
Stephanie Diaz, Director of ELL
Frank Giannosa, Maintenance
Keith Grinnell, Operations & Maintenance Coordinator
Nikki Holland, Data Base Administrator
Jim Johnson, Maintenance
Bambi Johnston, Food Svc Coord./Registrar/Transportation
Brian Kalisz, Communications Specialist
Jane Landers, Personnel Coordinator
Leslie McLeod, Webmaster/Media Relations Spec.
Joe Nowak, Director of Technology
Tracey Ogierman, Curriculum Assistant
Brandon Pacheco, District Technician
Betsy Perry, Benefits Coordinator
George Pierce, Finance Coordinator
Marlo Richardson, Operations & Maintenance Coord. Asst.
Chuck Shaer, Maintenance
Clayton Stockman, Night Custodian
Sue Walker, Administrative Assistant to the Superintendent
Linda Weisenberg, Secretary Floater
Matt Wenner, District Technician
Amanda Woodruff, Curriculum Coordinator
Barbara Zarras, Title I Coordinator
Mark Zottman, Network Administrator

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(Refer to district web site for a complete listing of all staff in each school or contact your home school office to receive a paper copy)

Avon School Staff: 847-223-3530	Chris Wolk, Principal Vicki Kennedy, Administrative Assistant Veronica Carrasco, Health Clerk
Frederick School Staff: 847-543-5300	Eric Detweiler, Principal James Goschy, Assistant Principal Cheryl Tednes, Administrative Assistant Cindy Biederer, Secretary Maria Velasco, Health Clerk
Grayslake Middle School Staff: 847-223-3680	Marcus Smith, Principal Karen Wiesner, Assistant Principal Dan Diambri, Dean of Students Eileen Allenstein, Administrative Assistant Joni Lubrich, Administrative Assistant Rosemary Murphy, Health Clerk
Meadowview School Staff: 847-223-3656	Laura Morgan, Principal Christine Delahunty, Administrative Assistant Marie Hanrahan, Health Clerk
Park Campus Staff: 847-201-7010	Matt Melamed, Principal David Dinsmore, Assistant Principal Irena Braun, Administrative Assistant Kristi Sheehy, Secretary Suzanne Landsverk, Health Clerk
Prairieview School Staff: 847-543-4230	Vince Murray, Principal Rosa Tellez, Administrative Assistant Raeann Dorlack, Health Clerk
Pupil Services Staff: 847-543-4230 Fax: 847-543-4132	Heather Lorenzo, Director of Pupil Services Wendy Chiswick, Assistant Director of Pupil Service Jana Donahue, Pre-K Coordinator Leah Brown, Pupil Services Administrative Assistant Susan Hobson, Pupil Services Administrative Assistant Elisa Bundy, Health Services Coordinator Lori Isaacs, District Nurse
Woodview School Staff: 847-223-3668	Cathy Santelle, Principal Cyndi Murchison, Administrative Assistant Barbara Manuel, Health Clerk

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AUGUST 2017

- 21 No Student AttendanceTeacher Institute Day
- 22 No Student AttendanceTeacher Institute Day
- 23 First Day of School & Kindergarten Orientation
- 24 First Day of School for Kindergarten Students

SEPTEMBER 2017

- 4 Legal Holiday Labor Day
- 13 Late Start

OCTOBER 2017

- 6 Half-day* AM Kindergarten attends**
- 9 Legal Holiday Columbus Day
- 11 Late Start

NOVEMBER 2017

Conferences November 20 & 21

- 3 No Student AttendanceTeacher Institute Day
- 15 Late Start
- 20 No Student Attendance Conference Day
- 21 No Student Attendance Conference Day
- 22 School Closed
- 23 Legal Holiday Thanksgiving Day
- 24 School Closed

DECEMBER 2018

- 13 Late Start
- 18 Winter Break Begins

JANUARY 2018

- 3 School Resumes
- 10 Late Start
- 15 Legal Holiday.....M.L. King's Birthday

FEBRUARY 2018

- 7 Late Start
- 19 Legal Holiday..... Presidents' Day

MARCH 2018

Conference Week March 19-23

- 14 Late Start
- 22 Half-day* PM Kindergarten attends**
- 23 No Student Attendance
- 26 Spring Break Begins

APRIL 2018

- 2 School Resumes
- 11 Late Start
- 27 Half-day* AM Kindergarten attends**

MAY 2018

- 9 Late Start
- 25 Half-day* PM Kindergarten attends**
- 28 Legal Holiday..... Memorial Day

JUNE 2018

- 5 Earliest possible day for school to close (if no emergency days are used)
- 12 Last possible day for school to close (if all emergency days are used)

MISSION STATEMENT

Community Consolidated School District 46 will provide an educational environment that maximizes the potential of ALL students to be prepared for life's opportunities while developing a lasting appreciation for learning.

CCSD 46 Diversity Committee Beliefs

Preamble

We, the families, students, teachers, administrators, and staff of Community Consolidated School District #46 believe in the fundamental and inherent equality, dignity, and value of all who study, participate, and work in our school community. We believe, that we, the above listed stakeholders, have a collective responsibility to create a positive, inclusive, and equitable learning environment. We acknowledge the uniqueness of each individual, and are committed to understanding personal, cultural, and historical aspects of identity and how these contribute to and enrich our community. We believe in the freedom of speech and encourage the expression of diverse opinions and ideas. We reject words and actions of hate, intolerance, fear, and disrespect. We affirm that our district and our schools are safe places for learning, sharing, relationship building, and growth.

Supporting Beliefs, Values, and Guiding Principles

- 1) We reject hate, discrimination, and intolerance in all its forms.
- 2) We support academic excellence for all, and recognize our diverse community and the contributions that all make to successful learning.
- 3) We seek to build strategies and solutions to combat and eliminate all forms of discrimination in our school community.
- 4) We value, as teachers, administrators, Board members, staff, and volunteers our role in modeling culturally responsive and socially responsible practices for all students.
- 5) We encourage curiosity and inquiry in order to learn from diverse life experiences.
- 6) We support all of our students, and we provide safe environments for them to express ideas and concerns.

EDUCATIONAL PHILOSOPHY, GOALS AND RESPONSIBILITIES

The Board of Education and employees of CCSD 46 are obligated to the youth of our District to ensure that their educational needs are met in the best possible manner. We will exhibit leadership in all endeavors to improve the District's educational program and facilities. We believe that the educational program should provide each student with the opportunity to develop to his/her fullest capacity in the areas of mental, physical and emotional needs.

We feel that the following statements should be the goals of a well-rounded education.

I. Goals

- **Goal 1: Reading.** Every student will learn to read well, read often, and enjoy reading through a focused alliance of family support and powerful classroom instruction.

- **Goal 2: Homework & Studying.** Every student will become a self-directed learner through teaching that incorporates study skills, homework practices that build study habits, and parental guidance.
- **Goal 3: Respect & Responsibility.** Every student will develop a sense of responsibility and respect for self and others through consistent direction and support from the family and the school.
- **Goal 4: Community.** The school will function as a community of its constituents – parents, students, teachers, and other school personnel.

II. Responsibilities

A. Parent's and Family's Responsibilities

Goal 1: Reading

- Know what skills your child is learning in reading each day.
- Complete activities at home that reinforce your child's classroom learning.
- Read with, or to, your child for 15 minutes each day, five days a week (Pre-K & 1st grade).
- Read with, or to, your child for 30 minutes each day, five days a week (grades 2-3).
- Provide a quiet place for your child to read.
- Encourage your child to read for pleasure and to learn.
- Get a library card for your child, and encourage your child to bring reading materials from the library into the home.
- Visit the library with your child.
- Talk about reading with your child – what your child is reading and what you are reading.
- Establish family reading time as a family activity.

Goal 2: Homework & Studying

- Spend a few minutes each day with interactive learning activities (activities parents and children do together) with your pre-school child.
- See that your school-age child spends at least 10 minutes per grade level per day, studying and completing homework (example: 4th grader = 40 minutes).
- Establish a study place at home that is quiet, well lit, and where your child can sit to study.
- Monitor your child's study time, offering praise and encouragement.
- If applicable, check your child's assignment notebook daily.
- Assist your child with study resources by providing books and taking him/her to the library.

Goal 3: Respect & Responsibility

- Make sure that your child attends school regularly, is on time, and is prepared to learn, with necessary supplies and homework completed.
- Expect your child to behave responsibly and treat other people with respect.
- Teach your child to help other people.
- Teach and reinforce table manners and telephone manners.
- Teach your child to make proper introductions and greet people warmly and respectfully.
- Teach and encourage your child to look for the good in other people and to pay and receive sincere compliments.
- Listen attentively to your child each day.

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- Teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior.
- Teach and model responsible decision-making.
- Model good citizenship and encourage your child to demonstrate good citizenship in the classroom, school, home, and community.

Goal 4: Community

- Attend parent-teacher-student conferences and open houses and communicate frequently with your child's teacher, through notes and conversation, about how well your child is doing and what we can do to help. Participate in programs offered by the school for parents. Refer to the district's web site for up-to-date information on your school's programs and events.

B. Student's Responsibilities

Goal 1: Reading

- Ask your family to read to you or with you for 15 minutes each day, five days a week (Pre-K & 1st grade).
- Ask your family to read to you or with you for 30 minutes each day, five days a week (grades 2-3).
- Read regularly for pleasure as well as to learn.
- Talk about reading with family members, friends, and teachers.
- Write about your reading by keeping a reading journal.

Goal 2: Homework & Studying

- Pre-school children: Spend a few minutes each day with your parents with an interactive learning activity (something you do together).
- Study at home in a quiet place at least 10 minutes per grade level per day, five days a week (example: 4th grade = 40 minutes; 8th grade = 80 minutes).
- Complete your homework on time in a thorough and legible way.
- Welcome help from your family on your homework and papers.
- Study while sitting up in a quiet, well lit place.
- Plan study time to avoid conflicts with other activities.
- Complete and turn in all assignments.
- If applicable, keep an assignment notebook to record assignments, due dates, work completed, and grades.

Goal 3: Respect and Responsibility

- Arrive at school on time and ready to learn.
- Pay attention to your teachers, family, and tutors, and ask questions when you need help.
- Help other people (family members, teachers, friends) each day.
- Exhibit good table manners and telephone manners.
- Make proper introductions and greet people warmly and respectfully.
- Look for the good in other people and pay a sincere compliment to someone (family members, teacher, friend) each day.
- Listen attentively to someone (family member, teacher, friend) each day.

- Behave responsibly and treat other people with respect.
- Recognize and accept the positive and negative outcomes of my behavior.
- Accept responsibility for your learning and persist until you get the job done.
- Demonstrate good citizenship in the classroom, school, home, and community.

Goal 4: Community

- Attend parent-teacher-student conferences as appropriate, and keep your parents informed about what you are doing in school.
- Keep your parents informed about what you are learning and doing at school.

Student Rights

- To attend school subject to compliance.
- To express his or her opinion verbally or in writing at appropriate times.
- To expect that the school be a safe place for all students to gain an education, and to assist with the other students in keeping it safe.

AN OVERVIEW OF DISTRICT 46 PROGRAMS

In addition to the regular education program offered by CCSD 46, supplemental and additional programs and activities are offered to our students. The following is a brief description of some of these programs.

English Language Learners & Bilingual Programs

Students with limited proficiency in the English language will have the opportunity to work with a teacher specialist to develop needed verbal and written skills deemed necessary to be successful in regular education program. ELL classes providing support services take place during the school day in each of our attendance centers. Bilingual program(s) may be offered at some of the district's school(s). Parents wishing additional information may contact the building administrator.

Title I, Part A

The [No Child Left Behind Act \(NCLB\) of 2001](#) authorizes two distinct program structures under Title I, Part A. They are **targeted assistance school programs** and **school-wide programs**. Schools with targeted assistance programs use Title I funds to provide supplemental instructional services for specific students who have been identified as failing, or most at risk of failing, to achieve academic proficiency. Eligible students are students who are failing, or most at risk of failing, to meet the Illinois Learning Standards on the basis of multiple, educationally related, objective criteria. Schools with school-wide programs use Title I funds to implement comprehensive strategies for improving the educational program of the whole school to increase the achievement of all students, particularly at-risk students.

Extracurricular Programs 5-8 There are numerous athletic and academic extracurricular activities and organizations for the students' participation such as: girls softball, boys and girls soccer, boys and girls basketball, boys and girls volleyball, boys wrestling, track, cheerleading, pom poms, cross country, yearbook committee, student council, dramatic performances, drama club, spelling bee, intramural activities, chorus, band, art, scholastic bowl, math counts, speech team, illuminations, science Olympiad, and others. A current sport physical exam (within the last

year) and tryouts are required for participation in any sport's extracurricular program. There are limited programs at K-4 schools. Contact your building administration for additional information.

Admission fees may be charged for spectators viewing indoor activities. Prices will vary depending on the activity and there will be separate rates for students versus adults. Activity fees may be assessed for each sport.

Physical Education Program

All students in grades K-4 are expected to participate in, physical education or physical education activity several times weekly at their assigned time. A certified P.E. Teacher will provide instruction. All students in grades 5-8 are expected to participate in daily physical education classes provided by a certified P.E. teacher. Except when in a Health rotation. Uniforms are not necessary for grade K-6 students, but are required for 7th and 8th grade students.

Physical Education Excused - Full participation is required in physical education classes. Students are to report to class even though they have an excuse. **If your child is not to participate in gym class a dated note from you giving the reason for non-participation will be required. A doctor's excuse will be necessary for three or more consecutive days of non-participation. Excessive and/or patterned non-participation will also require a doctor's excuse.**

Health and Safety *Grayslake Middle School, Frederick School & Park West ONLY*

In addition to the health and safety instruction students receive in their physical education classes, students will also receive instruction in health and safety from a certified teacher. Areas such as hygiene, family life, consumer education, avoidance of abduction, sexual abuse, communicable diseases, honesty, kindness, justice, discipline, respect for others, and moral courage are also presented (School Code Sec. 27.7). Parents may notify the school in writing if they do not wish their child to participate in all or part of these programs.

In addition to classroom instruction, the District's schools participate in the following Substance Abuse Programs: Skills for Adolescence and Red Ribbon Week. Frederick and Grayslake Middle School and Park West also have formal programs for Health, Sex, and Drug Education as part of the curriculum.

Erin's Law

Erin's Law was passed in January 2013 requiring all public schools to implement age-appropriate, prevention-oriented child sexual abuse program for pre-kindergarten through 12th grade. Previously, this information was only required for 9th through 12th grades.

Districts must provide training for school personnel on child sexual abuse. CCSD 46 is using the GCN (Global Compliance Network) to provide training on:

- The dynamics of child sexual abuse.
- How to handle a disclosure of child sexual abuse.
- Questions to ask or not to ask a child who discloses sexual abuse.
- The requirements of the Abused and Neglected Child Reporting Act.

The law calls for the adoption and implementation of a District policy addressing sexual abuse of children.

Districts must provide information to parents and guardians, located in the school handbook, on the warning signs of abuse, along with any needed assistance, referral or resource information.

Districts are required to offer counseling and resources for children affected by sexual abuse and provide educational support for the child.

Admission Ages for School Attendance

Children who will be five years old on or before September 1st of the current school year may be admitted to kindergarten. Children entering first grade must be six on or before September 1st. Children six years of age and under, entering school for the first time will be enrolled in kindergarten. An official birth certificate or certified copy thereof must be presented to verify date of birth of beginning pupils. A certificate of live birth (or certified copy) must be presented for **all** new students.

AN OVERVIEW OF DISTRICT 46 POLICIES

The following is a brief description of some of the policies utilized by CCSD 46 Administrators and staff.

PBIS (Positive Behavior Interventions and Supports)

What is PBIS?

- Clear behavior expectations that are taught, modeled, and reinforced in all settings
- A research based program
- Provides effective academic and social/emotional instruction

PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

Data based decision making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behaviors that are taught, modeled, and reinforced across all settings and by all staff members. This provides an environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an evidence based practice.

The principles and practices of PBIS are consistent with federal education mandates such as the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act of 2004 (IDEA). PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention to assist schools in meeting Illinois' educational goals and mandates.

What is a behavior matrix? A behavior matrix is a grid that identifies specific positive behaviors for each behavioral expectation within specific settings and contexts. The matrix is generally assembled with the expectations down the left-hand side and the locations, routines or contexts across the top of the page. The positive behavioral expectations allow all faculty members to be on the same line of thinking with expectations and allow students to gain a clearer understanding of what behaviors are expected and what behaviors are not allowed in school. Expected behaviors and consequences for misbehavior will become universal to the faculty as well as the students. The students in each building were taught the expected behaviors for the specific locations listed on the matrix.

What are cool tools? Specific lesson plans educators can use in the classroom to teach targeted behaviors that are listed on the behavior matrix.

What are the benefits of PBIS? By designing and implementing positive interventions in specific areas, teachers and children maximize instructional opportunities and achieve academic success.

Bullying Policy

A safe and civil school environment is necessary for students to learn and achieve. Bullying causes physical, psychological, and emotional harm to students and interferes with students' ability to learn and participate in school activities. It is necessary for students to promote the concept that caring for and respecting others is a valid quality, one that is accepting and encouraged.

“Bullying” means any **severe or pervasive physical or verbal act or conduct**, including communications made in writing or electronically (Internet, texting, social networking sites, email, IM, etc.), directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a student in fear of harm to person or property;
- B. Causing a substantially detrimental effect on a student's physical or mental health;
- C. Substantially interfering with a student's academic performance; or
- D. Substantially interfering with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may be based on actual or perceived characteristics of a student or students, including, but not limited to: race, color, religion, sex, national origin, ancestry, age, physical or mental ability, sexual orientation, gender-related identity or expression, economic status, association with persons or groups without one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Bullying also includes one or more individuals repeatedly taking negative actions against another, including without limitation to one or more of the following: harassment, threats, verbal taunts, name-calling and put-downs, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, social exclusion, social isolation, damage or destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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Bullying, harassment, menacing or abuse of students will not be tolerated. Any student who engages in bullying behavior will be subject to disciplinary action.

Student Discipline

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

The primary objective of CCSD 46's student discipline policy is to continue a responsible and orderly environment in which learning can be maximized. Any disciplinary action taken must have as its aim correction, protection of other students and school property, and take into consideration the seriousness of the offense and past cooperation and indication of future cooperation by the student rather than punishment.

Teachers and other certificated employees will maintain discipline in the schools. In all matters relating to the discipline in and conduct of the schools and the children, they stand in the role of parents and guardians to the pupils. This relationship and authority will extend to all activities connected with the school program and discipline may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.

In taking disciplinary action, staff members will exercise their best professional judgment and will observe all applicable laws and regulations. Disciplinary action will be applied in a consistent and nondiscriminatory manner. The classroom teacher should handle minor behavioral problems. Major behavioral problems should be referred to the building administrator. A teacher may temporarily remove a student from class for disruptive behavior generally only after first using less severe disciplinary measures to correct the behavior problem. The length of the removal from class will be determined in consultation with the administrator.

Restraint may be administered as a last resort when other methods have failed to produce the desired results or as needed for the safety of individuals. Corporal punishment will not be utilized as a disciplinary measure.

Except in emergencies, a student must be advised of the misconduct, which may result in removal from class, suspension, or other severe disciplinary action, and given an opportunity to respond to the charges of misconduct and the proposed disciplinary action before a final decision is made. If the student denies the misconduct he or she will be advised of the basis for the Teacher's or administrator's belief that the misconduct occurred and given an additional opportunity to respond.

The Superintendent has established these procedures: (1) to furnish a summary of the Board's policies on student discipline to the parent or guardian of each student within fifteen days after the beginning of the school term or within fifteen days after a transfer student starts school during the school term; and (2) to inform students of the contents of the Board's student discipline policies.

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This handbook is only a summary of Board Policies governing the District. Board Policies can be accessed on the School District's website at www.d46.org. If you have trouble accessing any policy, or otherwise would like a printed copy of a policy, please contact the District Office. The District reserves the right to amend the handbook during the year without notice, but shall provide for prompt circulation of the change.

The Superintendent will appoint a parent-teacher advisory committee composed of at least one parent representative from each school, one teacher representative from each school, a building administrator, and the superintendent or designee who will chair the committee. The committee will meet at least annually and submit recommendations with respect to policy guidelines on student discipline to the Board on or before the close of each school term.

Discipline Rules

Students are subject to disciplinary action for exhibiting inappropriate behavior.

Examples of Gross Disobedience or Misconduct

According to the School Code of Illinois, students can be suspended and/or expelled for acts of gross misconduct. Listed below are some of the types of behavioral problems that are to be considered gross misconduct:

1. Excessive tardiness to school and/or classes
2. Possession, use or sale of alcohol, non-prescribed and illegal drugs or drug paraphernalia
3. Fighting, harassment or bullying of others
4. Leaving the school grounds during the school day without permission
5. Destruction of school property or personal belongings of others
6. Vulgar or profane language
7. Theft of school property or personal belongings of others
8. Initiating or hazing other students
9. Continuous misbehaving
10. Cheating
11. Possession of a firearm or other weapon, or any item threatened, attempted or used as a weapon
12. Insubordination towards teachers or administrators
13. Gang activity
14. Truancy*

*According to the Illinois School Code (26-2a):

A "truant" is defined as a child subject to mandatory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. "Chronic or habitual truant" shall be defined as a child subject to mandatory school attendance and who is absent without valid cause from such attendance for 10% or more of the previous 180 regular attendance days.

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of

the student as determined by the board of education in each district, or such other circumstances, which cause reasonable concern to the parent for the safety or health of the student.

Administrative Procedure – Agency and Police Interviews

These procedures should be used in conjunction with the Ill. Council of School Attorneys' *Guidelines for Interview of Students*, which is available at:

<http://www.iasb.com/law/icsaguidelines.cfm>.

Interviews by Police

These procedures apply where a request to interview a student is made by a law enforcement authority.

1. The School Principal or other administrator will check and make a copy of the police officer's credentials and any legal papers, such as, warrants for arrest, search warrants, or subpoenas to be served.
2. No minor student will be interviewed by the police officer without the consent of a parent/guardian except in emergency situations.
 - a. The School Principal or other administrator will attempt to contact the student's parent/guardian, and inform him or her that the student is subject to an interview by police. The School Principal/administrator will document the date and time(s) of the attempt(s).
 - b. An emergency situation includes, but is not limited to, when DCFS employees or law enforcement personnel are affecting temporary protective custody of the minor student. If a request is made to delay notifying the parent/guardian until the child's safety is ensured, the School Principal or other administrator will ask that such a request be made in writing.
 - c. Except in cases of emergencies, the parent/guardian will be given the opportunity to be present for the interview and be represented by legal counsel at his or her own expense.
3. Interviews will be conducted in a private setting. If the parent/guardian is absent, the School Principal or other administrator and/or one other staff member, selected by the School Principal/administrator, will be present during the interview.
4. Interview proceedings will be documented in writing for inclusion in the student's temporary records.
5. No minor student shall be removed from the school by the police officer without the consent of a parent/guardian, except upon service of a valid warrant of arrest or in cases of warrantless temporary protective custody, or when probable cause for arrest exists. When a police officer has no warrant and asserts that a probable cause exists, the School Principal shall inform the police officer that removal of the student from the school will occur in the least disruptive manner as determined by the School Principal. If a parent/guardian is absent, the School Principal and/or one other staff member, selected by the School Principal, will be present during the removal of the student from the school building.

Interviews by the Illinois Department of Children and Family Services (DCFS)

DCFS agents'/designees' authority to interview a child derives from the authority to investigate reports of suspected abuse or neglect and/or to remove the student from school grounds into temporary protective custody. However, DCFS agents'/designees do not have the authority to interview students on school grounds in the absence of school personnel or parents.

1. The School Principal or other administrator will check and make a copy of the DCFS agent's credentials and any papers pertaining to a legal process.
2. The School Principal or other administrator will ask the DCFS agent to provide the reason for the interview. The School Principal or other administrator will decide whether to allow the interview based upon the disruption to the student's instructional time and the school environment, as determined by the School Principal/administrator, except where (a) a court order authorizes the interview at school, (b) a District employee is the subject of the DCFS investigation, (c) the DCFS agent is interviewing a report of suspected abuse or neglect made by a District employee, (d) the DCFS agent is taking or retaining temporary protective custody, or (e) other extreme emergencies.
3. The School Principal or other administrator will attempt to contact the student's parent/guardian and inform him or her that the student is subject to an interview by a DCFS agents, except in circumstances stated in 2(c) – (e) above. The School Principal/administrator will document the date and time(s) of the attempt(s).
4. If the DCFS agent requests that the parent/guardian not be notified or present during the interview, the School Principal or other administrator will require the request to be in writing and signed by the DCFS agent.
5. Interviews will be conducted in a private setting and in the least disruptive manner, as determined by the School Principal or other administrator. If a parent/guardian is absent, the School Principal or other administrator and/or one other staff member will be present during the interview.
6. The student may be removed from school by the DCFS agent when taking or retaining temporary protective custody or in case of an emergency. A local law enforcement agency officer or designated DCFS employee, or a physician treating a child may take or retain temporary protective custody of the child without the consent of the person responsible for the child's welfare, if: (a) he or she has reason to believe that the child's circumstances or conditions are such that continuing in his or her place of residence or in the care and custody of the person responsible for the child's welfare, presents an imminent danger to the child's life or health; (b) the person responsible for the child's welfare is unavailable or has been asked and does not consent to the child's removal from his or her custody; or (c) there is not time to apply for a court order under the Juvenile Court Act for temporary custody of the child. The person taking or retaining a child in temporary protective custody shall immediately make every reasonable effort to notify the person responsible for the child's welfare and shall immediately notify the Department.
7. No District employee may act as a DCFS agent.

Student Equity

Equal Educational Opportunities - Equity Policy - No student shall, on the basis of his or her sex, race, color, national origin, religion, or handicap be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the Coordinator to whom such complaints shall be directed.

Within seven calendar days of receiving a grievance or complaint of illegal discrimination, the Coordinator shall send a copy of the district's written grievance procedure to the complainant. The Coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited in the complaint. The Coordinator may seek advice from related state agencies or legal counsel.

PROCEDURES:

- **First Step:** An attempt shall be made to resolve any grievance in informal, verbal discussion between complainant and his/her building administrator.
- **Second Step:** If the grievance cannot be resolved informally, the aggrieved student shall file the grievance in writing and at a mutually agreeable time, discuss the matter with the building administrator. The written grievance should state the nature of the grievance, should note the specific clause or clauses of the agreement allegedly violated, and should state the remedy requested. The building administrator or other administrator who has authority to make a decision on the grievance shall make such decision and communicate it in writing to the student, teacher, and the Coordinator within fifteen (15) school days.
- **Third Step:** In the event a grievance has not been satisfactorily resolved at the second step, the aggrieved student shall file, within five (5) school days of the building administrator's written decision a copy of the grievance to the Coordinator or his/her designee. Within ten (10) school days after such written grievance is filed, the aggrieved, representative of the aggrieved as desired, the building administrator and the Coordinator or his/her designee shall meet to resolve the grievance. The Coordinator or his/her designee shall file an answer within ten (10) school days of the third step grievance meeting and communicate it in writing to the student and the building administrator.
- **Fourth Step:** The decision of the Coordinator or his/her designee may be appealed in writing to the Board of Education within (5) five school days of the Coordinator or his/her designee's written decision. Additional appeal(s) may be made to the Regional Superintendent of schools pursuant to section 3-10 of The School Code and, thereafter, to the State Board of Education pursuant to section 2-3.8 of The School Code, as provided in Sec. 200.90(b) of the Sex Equity Rules.

Notice: The grievant is entitled to confidentiality and respect and will not be subjected to harassment or retaliation as a result of having filed a grievance or appealed a decision.

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The Coordinator will be available to provide assistance to the grievant as needed in the preparation and processing of the grievance and the appeal of decisions. The Coordinator for Nondiscrimination for CCSD 46 is the Superintendent and may be contacted at the district office at 565 Frederick Road, Grayslake.

Parent-Teacher Conferences

CCSD 46 schools have two scheduled conferences each year. However, you are welcome to request a conference at any other time. The School office is open from 7:30 a.m. to 4:00 p.m. on school days. It is wise to call during those hours to make arrangements for a conference or to discuss your questions or concerns on the telephone. If a teacher is out of the building or in class, we will make arrangements for a return call as soon as possible. Conferences should be held at a time convenient to both the parent and the teacher. In order to insure proper communication with the school, parents and guardians may request an interpreter or sign language interpreter when meeting with school staff.

Due to the time that may be needed to schedule an interpreter, please make this request to the building administration as soon as possible.

Occasionally, misunderstandings between the home and school can occur. The following suggestions are offered to clear up these misunderstandings:

- Maintain a calm, rational manner - hostility often creates a barrier to understanding
- The student or parent should discuss the matter with the person directly involved. Third parties are limited by the information they do not have
- If this meeting fails to resolve the misunderstanding, direct your concern to a building administrator. He/she may be able to shed some light on the matter from a different perspective
- If this doesn't resolve the problem, direct your concern to the Superintendent
- If the matter is still unresolved, you may request the permission of the school board president to address the Board of Education at its next meeting

Testing Program

The Partnership for Assessment of Readiness for College and Careers (PARCC) will be administered to students across Illinois. Students in grades 3 - 8 will take the PARCC test one time per year.

Measures of Academic Progress (NWEA/MAP), computerized adaptive reading and mathematics tests for achievement, will be administered to students in grades 1-8 three times during the school year (September, February and May).

The Illinois State Board of Education will administer a statewide Science Assessment for grades 5 & 8 one time per year.

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Starting with school year 2017-18, per the Illinois State Board of Education, schools must administer the FitnessGram Assessment to all students in grades 3-8 during the second semester of school.

Various tests such as may be administered to students to assist with placement.

Academic Achievement - Promotion and Retention

The Superintendent or his/her nominee will direct and aid teachers in their evaluation of students and review grade assignments in order to ensure uniformity of evaluation standards.

A student's achievement of the skills for the grade to which he or she is assigned and his or her readiness for work at the next grade level will be assessed and evaluated before he or she is promoted. Summer school may be required to remediate gaps in learning.

Report Cards

Students in grades K - 8 receive report cards three times a year. Any questions regarding these report cards should first be addressed to your child's teacher and can be addressed to your building administrator.

Student Records Policy

Students enrolled in CCSD 46 will have a permanent record and a temporary record on file at the main office of their attendance center unless they are attending classes outside of the District and their files are maintained in the Pupil Services Office. Both the temporary and the permanent record files will be maintained in fireproof, locked cabinets to insure their safekeeping and confidentiality. The information in each of these files consists of the following records:

- Student Permanent records will include the minimum personal information necessary to a school in the education of the student. This may include the student's name, birth date, address, grades and grade level, parents/guardians names and addresses, attendance records, and such other entries as required by the Illinois State Board of Education (ISBE).
- Student Temporary records will include all other information pertaining to a student. This may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, achievement test results, teacher evaluations and any other information of relevance to the education of the student. The school district maintains temporary records for five years after the student has transferred, graduated, or otherwise permanently withdrawn from the school.

The Family Educational Rights and Privacy Act (FERPA) and Illinois School Student Records Act (ISSRA) afford parents and students over 18 years of age certain rights with respect to the student's education records. In summary, they are:

1. The right to inspect, review and copy the student's education records within 15 school days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies

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the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and ISSRA authorize disclosure without consent. One exception, which permits disclosure without consent is disclosure to school employees and officials with educational or administrative interests. A school official may include a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate administrative or educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to copy any school student record or information contained therein proposed to be destroyed or deleted.
5. CCSD 46 distributes the following directory information, which may be released without parent consent unless the parent indicates on the student registration form that this information should not be included: Student's name, grade, homeroom teacher, home address and primary phone number.
6. No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the security by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right under ISSRA.
7. The right to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district.

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8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Dept. of Education
600 Independence Ave, SW
Washington, DC 20202-4605

Intimidation/Harassment

CCSD 46 does not tolerate intimidation or harassment. Intimidation is defined as inducing another to do what you want them to do by placing them in fear. Harassment is defined as any physical, verbal, or technological abuse of a person because of his/her race, religion, age, gender, disability or any other personal nature. A student commits intimidation/harassment when, with the intent to cause another student to do or not do something, a threat is communicated to:

1. Insure the person or property of another student.
2. Falsely accuse another student of any violation of this handbook or the law.
3. Commit any violation of this handbook or the law against the person, family or property of another student.
4. Expose another student to hatred, contempt, or ridicule.
5. Bullying or throwing a punch, kick or other violent gesture regardless of whether physical contact actually results.

If a student experiences or witness any such behavior, this should be reported immediately to the administrator or social worker. Appropriate action will be taken, which may include suspension or expulsion from school.

Student Dress

Students are expected to dress in a manner that is respectful to and will not disrupt the educational process, or will not constitute a threat to the health, safety, decency and/or cleanliness of all students. The wearing or the display of gang-related insignia, clothing, and/or colors is prohibited. District 46 students will not be permitted to wear clothing that is imprinted with obscene or suggestive sayings or symbols. Clothing cannot display items that a student cannot legally purchase and/or possess on school property. No coats, hats, headgear, sunglasses, etc. are to be worn or visible in school. Clothing or jewelry deemed a safety hazard will not be allowed. These rules apply from a student's arrival to school until the student leaves the premises of district buildings. This dress guide also applies to after school and Saturday detentions.

Any manner of dress that could cause a disruption to the educational atmosphere will not be allowed. Some examples of inappropriate dress are highlighted below. *This list is not to be considered all-inclusive.*

• Midriffs exposed	• See through clothing
• Visible undergarments	• Muscle shirts
• Excessively torn clothing	• Hats of any type

The administration reserves the right to require a letter from the student's doctor or religious leader to provide a waiver.

Money and Valuables

Students are discouraged from bringing cellular phones, wireless devices, electronic games, cameras, expensive technology equipment, expensive jewelry and large sums of money to school or on the bus. If it is absolutely necessary to do so, such items may be checked in the office for security. Never leave money or valuables in your locker.

Smoking, Drugs, Alcohol

Students are not allowed to smoke, use or possess tobacco products or e-cigarettes on the school premises during the school day or at any school activity. Students are not allowed to smoke on the school buses going to and from school, or on school sponsored field trips or other activities.

Possession, use, under influence of, or sale of drugs (including alcohol) or possession of drug paraphernalia (including beer cans, wine bottles, etc.) may result in the student being recommended for expulsion to the Board of Education and may result in a suspension.

Students carrying cigarettes e-cigarettes or tobacco products during the school day will be treated as though they were caught smoking.

Gang and Gang Related Activities

Although gangs and gang related activities involvement have not been a problem in our schools, we feel committed to take a pro-active approach as a means of prevention. Student involvement in gangs or gang related activities including the display of gang symbols or paraphernalia on school grounds, while school is in session or at school related events are strictly prohibited. Any student who violates these guidelines shall be subject to suspension or expulsion in accordance with the district's student discipline policy.

Appropriate Cell Phone Usage

Cellular and electronic device rules apply from a student's arrival to the building until they exit after the final dismissal bell on any school day. The cellular and electronic device policy applies to all after school activities, detentions, and Saturday detentions. Use of any device includes, but is not limited to, turning device on, checking messages, text messaging, instant messaging, playing or recording voice or video, listening to music, internet use, photography or video, etc.

The taking, sharing or possessing of lewd images on cell phones or other electronic devices may be a crime under Illinois and/or federal law. If the district learns of such activity, it will notify local law enforcement agencies, and these acts may result in an arrest, conviction and inclusion on sexual offender registries. Additionally, disciplinary action will be taken against any student whose participation in sexting leads to disruption at school.

Social Media Usage

Please use caution when posting on social networking sites. Remember, third parties can read posted information. Also, once information is posted, it is out of your hands. Issues will be addressed when interfering with any aspect of the school day.

Due Process Procedures

Students suspended or recommended for expulsion may have their parent(s) or guardian(s) request a review of the action taken by the building administrator as follows:

- 1) A written request for a review is made to the Superintendent of Schools, CCSD 46 at 565 Frederick Rd., Grayslake, IL 60030. If after this review, a satisfactory resolution is not forthcoming, the parent(s) or guardian may;
- 2) Make a written request, to the Superintendent, for a hearing by a Board of Education appointed hearing officer. The hearing officer will make a report of the hearing procedures to the board by providing a written summary of the evidence heard at the meeting. The Board of Education has the final say in all disciplinary action.

AN OVERVIEW OF STUDENT AND PARENT RESPONSIBILITIES

The following is a brief description of some of the expected responsibilities of CCSD 46 students and parents. Frederick, Grayslake Middle School and Park Campus have their own rights and responsibilities.

Student Rights and Responsibilities

The Board of Education, in support of the aims of public education, believes that behavior of students attending public schools shall reflect standards of good citizenship demanded of members of a democratic society. Self-discipline (responsibility for one's actions) is one of the important ultimate goals of education. The Board of Education believes, also that while education is a right of American youth, it is not an absolute right, and it is qualified first by eligibility requirements. Our courts speak of education as a limited right or a privilege. That is, students who fail to perform those duties required of them upon attendance in public school may be excluded from the school.

Attendance

The State mandates that students in grades 2-8 must have a minimum of five clock hours (**300 minutes**) of instruction. A full day of attendance in grades K-1 must have a minimum of four clock hours (**240 minutes**). On a regular day school day, students in grades 2-8 that receive less than 300 minutes of instruction but at least **150 minutes** of instruction can be claimed for a half-day of attendance. Student in grades K-1 that receive less than 240 minutes of instruction but at least **120 minutes** of instruction can be claimed for a half-day of attendance.

A recognized Kindergarten, which provides for only half-day of attendance for each student shall not have more than a half-day of attendance counted in any one day.

Early dismissal/Late arrival days require that students receive a minimum of **180 minutes** of instruction (3 clock hours). Students that receive less than 180 minutes of instruction can be reported for a half-day of attendance provided they have received at least 150 minutes of instruction on early dismissal days for grades 2-8 and at least 120 minutes of instruction for grades K-1.

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A student shall be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the Building Principal at least 5 calendar days before the student's anticipated absence(s). This notice shall satisfy the District's requirement for a written excuse when the student returns to school.

The Superintendent shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons and include a list of religious holidays on which a student shall be excused from school attendance, how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

Absences

Each day, or part of a day, that a student is absent, the parent is requested to call the school by 7:30 a.m. regarding the cause of absence. A call should be made each day of the child's absence. A message reporting a child's absence may be left on our voice mail. If we do not hear from you regarding an absence, we will place a call to home or work to reach a parent or guardian. To reach the attendance line, dial 847-223-3540 and follow the appropriate prompts for your home school.

Excused Absences

Should a child need to be excused during the school day for an appointment, written notification or verbal message of the appointment is required on the day of the absence. Only a parent or guardian's signature is accepted. The note should be brought to the office at the beginning of the school day (see web site for school hours).

Students who must be excused from physical education classes or have their activities restricted in some manner must have a written request, signed by the parent and the physician, which indicates the specific nature of the restriction. A parent may excuse a child from P. E. for a maximum of **two** days on a limited basis. An injury or condition requiring more than two days recovery requires a physician's excuse.

Excused Prearranged Absences

Prior to a student's lengthy absence (three days or more) parents/guardians should phone the school and speak with the school office to discuss the period of time the student will be absent.

Vacation and/or Extended Absences

If a student is on vacation for 10 school days or less:

- With prior written notification, the student shall be marked absent excused for the duration.
- Without prior written notification, the student shall be marked absent unexcused for the duration.
- No residency proof is needed upon return.

If a student is on vacation for more than 10 school days:

- With prior written notification, the student shall be marked absent excused for the first 10 school days, then dropped from enrollment in the school.

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- Without prior written notification, the student shall be marked absent unexcused for the first 10 school days, then dropped from enrollment in the school.
- With or without prior written notification, the student shall be re-admitted to school only provisionally. Proof of continued residency must be submitted to the district Registrar within 30 days after the student's re-admittance to school, otherwise the student will be charged tuition at the out-of-district rate. All proofs should be dated after the student's re-admittance to school and contain the name and address of the custodial parents or legal guardians.
- Returning to the same address within the district, parents/guardians shall show one current proof of residency from the following: Cable TV bill; credit card bill; gas or electric bill; water bill. No phone bills or other documentation are accepted.
- Returning to a different address within the district, parents/guardians shall show three proofs of residency as per new student registration.
- If the student's address is out of the district, the student will not be allowed to return to CCSD 46. They should register in the district of their new residency.

Tardy Policy

Students who are tardy to school are to report to the office. Tardy is any student who arrives one minute or more after the start of the school day (refer to district web site for school hours).

Truancy (Refer to page 13 for the definition of truancy)

The primary purpose of CCSD 46 is to provide all students residing within the district boundaries with a strong, basic education. Every effort will be made to prevent truancy, regardless of the duration. The district will also take the appropriate steps to keep chronically truant students in school, and no punitive action shall be taken against a chronic truant for that truancy unless support services and other school resources have been contacted.

At the discretion of the building administrator, excessive absences due to illnesses or other reasons may require a doctor's note or other professional validation.

Make-Up Work

Students in grades 5-8 who are absent for any reason may be required to make up work in each class. (Only in extreme cases of prolonged absence of more than one week will be allowed for work to be made up, unless the school office grants permission.) Failure to do so may result in the student receiving a "0" (zero) on that work. Normally, every excused day or absence allows the student to have one additional day to make up his/her work after returning to school. Each teacher may give additional time in extreme cases of prolonged absence. Students are responsible for asking for make-up work. Failure to ask for, or turn in make-up work could result in a "0" being given for that work.

Student in grades K-4 who are absent for any reason should consult with their teacher to determine if there is class work to be made up.

AN OVERVIEW OF PUPIL SERVICES POLICIES

The following is a brief description of some of the Pupil Services policies utilized by CCSD 46 administrators and staff.

Pupil Services Mission Statement

The mission of Pupil Services is to enable all students to benefit from a free and appropriate education in the least restrictive environment.

As mandated by federal and state legislation, Pupil Services provides a continuum of services including special education, 504 accommodations, home and hospital education, related education services, augmentative equipment and special transportation to qualified students living within the Community Consolidated School District 46 boundaries.

Pupil Services is also responsible for community outreach of children ages birth to three who may be at risk for development delays and service interventions of those children ages three to five.

Request for Evaluation

If you believe your child is experiencing education related problems and alternative intervention strategies have not been successful, you should request a meeting to discuss the need for further evaluation. To do so, you should contact your child's building principal, school psychologist or social worker.

The Problem Solving Team (PST) is a multidisciplinary team of staff specialists (i.e. psychologist, social worker, speech therapist, occupational therapist, hearing itinerant, health services coordinator, special education teacher and general education teacher) who review the student's educational concerns and develop positive alternative intervention strategies that will address student needs. Parents requesting a meeting are invited to the PST meeting and are notified of any recommendations.

It is important to note: A request for an evaluation does not necessarily mean that your child has a disability, which interferes with educational performance. It may signal that your child is having educationally related difficulties and that the person making the referral is concerned that the problem may be due to a disability. Not all requests result in an evaluation being conducted.

Guidelines for the Use of Behavior Interventions for Students with Disabilities

With regard to students with disabilities, CCSD 46 discipline procedures are designed to comply with Public Act 89-191. The intent of the Illinois General Assembly in passing this law was "that when behavioral interventions are used, they be used in consideration of the pupil's physical freedom and social interaction and be administered in a manner that respects human dignity and personal privacy and that ensures a pupil's right to placement in the least restrictive educational environment."

A committee comprised of parents, teachers, and administrators from CCSD 46 developed the guidelines outlined in this document. A fundamental principle of these guidelines is that positive behavior interventions are the most effective way to strengthen positive student behavior, and

that these approaches are preferable to the use of more restrictive procedures. When a student requires a behavior management plan, the goals of that plan should clearly reflect a balance between learning and expected positive behavior.

Behavioral Interventions by Level of Restrictiveness - School staff may employ behavior interventions that may be nonrestrictive, restrictive, or highly restrictive. Staff will use nonrestrictive procedures as a first choice for promoting and strengthening desirable behaviors. If nonrestrictive measures are ineffective in addressing the student's behavior, restrictive measures may be employed. Highly restrictive measures are employed only if nonrestrictive and restrictive measures are ineffective. Under no circumstances will staff utilize measures that are prohibited by law or this policy. Nonrestrictive interventions may be used without the development of a written behavior management plan or inclusion in the IEP (Individual Evaluation Plan).

Provided below is a list of some of the behavioral interventions that may be used as part of a behavior management plan:

Nonrestrictive Interventions (low risk of negative side effects; priority on behavior change rather than behavior control)

- Allowing student to escape task
- Calling/notifying parent
- Direct instruction of behavior expected
- Modeling of positive behavior
- Peer involvement
- Positive reinforcement
- Proximity control
- Redirecting student (physically)
- Redirecting student (verbally, signal)
- Self-management programs
- Teaching alternative behavior
- Time-out from reinforcing activity
- Social work counseling
- Planned ignoring
- Prompting
- Response cost
- Verbal feedback
- Shaping behavior
- Teaching self-reinforcement
- Token Economy
- Verbal reprimand
- Removal from the classroom
- Grade reduction for work not completed during unexcused absences

Note: Depending on the student's needs, IEP, etc., the underlined interventions may be restrictive in nature.

Restrictive Interventions (higher risk of negative side effects; may be used in emergencies, or when less restrictive interventions have been attempted and failed)

- Detention
- Forced physical guidance
- Exclusion from extracurricular activities
- Suspension (in school)
- Suspension (out of school)
- Seizure of contraband
- Time-out (isolation/quiet area)
- Withholding of privileges
- Bus suspension
- Late for lunch if intervention requires it
- Manual restraint

Highly Restrictive Interventions (inappropriate in most circumstances)

- Physical restraint
- Expulsion (as per district policy)
- Notification of juvenile authorities

Prohibited Interventions

- Corporal Punishment
- Expulsion with cessation of services
- Physical manipulation or aversive procedures that cause pain

Procedures for Developing Behavioral Management Plans

Any student receiving special education services that require the use of a restrictive behavioral intervention must have a written behavior management plan developed by the IEP team and included in the student's IEP. For a student with disabilities, an individual plan will be developed when: 1) the student exhibits a pattern of behavior which interferes significantly with his/her own learning or that of classmates; 2) the student's behavior places himself or herself at risk of harm; or 3) the student's inappropriate behaviors are not changed by the use of the regular school discipline plan. A functional analysis should be conducted to gain a valid understanding of:

1. The target behavior
2. The settings in which the behavior occurs
3. Environmental variables that may affect the student
4. The intent of the behavior
5. Appropriate alternatives to the target behavior

The behavior intervention plan must be developed by the IEP team and included in the student's IEP. Each behavior management plan includes:

1. A description of the interventions to increase positive behavior
2. A description of restrictive interventions used
3. Measurable behavior changes expected and evaluation methods
4. A schedule for review of effectiveness

5. Provisions for coordinating with home

Procedures for Emergency Use of Restrictive Interventions

In an emergency, the immediate use of restrictive interventions may be necessary to protect students and staff from physical injury, severe emotional abuse, severe property damage, or serious and continued classroom disruption. When confronted with an emergency, school personnel should utilize interventions that are the least intrusive possible to reasonably respond to the situation. If restrictive interventions are needed, they should be based on the following considerations:

1. If restrictive interventions are used more than two days in a thirty-day period, or a pattern of behavior significantly interferes with learning, then an IEP meeting is convened.
2. The student's IEP team should meet no later than 10 days after any emergency procedure is used.
3. A functional analysis of behavior should be completed, and a behavior plan written.
4. The parents or guardian should be notified within 24 hours when a restrictive procedure is used in an emergency situation.

Involvement of Parents and Assurance of Due Process Rights

Parents and/or guardians have the right to be involved actively in the development of any behavioral management plan utilizing restrictive procedures.

The student's parent or guardian shall be informed fully of the rationale, procedures and possible outcomes of behavior management plan developed at an IEP meeting. In addition, the parents will receive written notification. Under no circumstances shall a behavioral management plan be implemented without its inclusion in the child's IEP. For a student who already has an IEP established, an IEP meeting will be reconvened for the purpose of modifying the existing IEP.

All procedural safeguards, including rights to conflict resolution, mediation, and an impartial due process hearing, as required through the Individuals with Disabilities Education Act and the School Code, shall be applicable to the resolution of disputes involving behavioral intervention plans. If the parent or guardian disagrees with a proposed restrictive behavioral intervention or any aspect of the resolution of the dispute, the parents may request a Level I due process hearing as provided by Administrative Code. CCSD 46 shall ensure that parents are fully informed of their due process rights.

Staff Training and Professional Development

CCSD 46 shall provide staff with ongoing professional training in the use of behavioral interventions. Such training will give priority to school personnel who have the most contact with students who exhibit behavioral intervention needs. Training activities may include school-based in-service given by external consultants, workshops conducted by district personnel, professional conferences, and university training and course work.

Free and Appropriate Education for all Students

It is the policy of the Board of Education to provide a free and appropriate public education to students with disabilities within its jurisdiction, regardless of the nature or severity of the disability.

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

For additional information, please contact Heather Lorenzo, Director of Pupil Services for the School District, at (847) 223-3540 extension 6203.

Medicaid Data Release – Special Education Students Only

If your child receives special education services and is also Medicaid eligible, District 46 can seek partial reimbursement from Medicaid for health services documented in your child's Individualized Education Program (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students.

The reimbursement process requires the school district to provide Medicaid with your child's name, birth date and Medicaid number. Federal law requires annual notification of our intent to pursue this reimbursement opportunity.

If you approve of the release of information to Medicaid, do nothing.

If you object to the release of information to Medicaid, now or at any time in the future, please state your objection in writing and forward it to the Director of Pupil Services.

Regardless of your decision the district must continue to provide, at no cost to you, the services listed in your child's IEP.

This program has no impact on your child or your family's current or future Medicaid benefits. Under federal law, participation in this program CANNOT:

- a) Decrease lifetime coverage or any other public insurance benefit,
- b) Result in the family paying for services that would otherwise be covered by Medicaid,
- c) Increase your premiums or lead to discontinuation of benefits or insurance, or
- d) Result in the loss of eligibility for home and community-based waivers.

Your continued consent allows the district to recover a portion of the costs associated with providing health services to your child.

Health Topics

Please take a moment to review the following health-related topics and/or requirements.

1. Physical & Dental Exams and Immunizations: The State of Illinois requires that all students entering school for the first time have a physical examination by a licensed physician. This exam must be conducted within one year prior to the date of entering school. The state also requires a physical exam for entry into kindergarten and sixth grade. Beginning with the school year **2016-2017**, children entering school at any grade level (kindergarten through 12) shall show proof of

having received the Basic Immunizations requirements listed in the chart below. The State also requires that students in kindergarten, second and sixth grade have a dental examination on file.

YOUR CHILD’S COMPLETED ILLINOIS DEPARTMENT OF PUBLIC HEALTH EXAMINATION FORM MUST BE ON FILE AT THE SCHOOL NO LATER THAN OCTOBER 15TH. THE SUPERINTENDENT IS AUTHORIZED TO PROHIBIT ANY CHILD FROM ATTENDING SCHOOL UNTIL REQUIREMENTS HAVE BEEN MET. Parents must complete, sign and date the “Health History” section located on the form. It is highly recommended that parents keep a copy of the physical/dental forms and immunization record.

Child Health Examination Code, Section 665.240 Basic Immunizations

Rubella	Entering any grade level - 2 doses of live rubella virus vaccine, the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose.	For students attending school programs where grade levels (kindergarten through 12) are not assigned, including special education programs, proof of 2 doses of live rubella virus vaccine shall be submitted prior to the school years in which the child reaches the ages of 5, 11 and 15.
Mumps	Entering any grade level - 2 doses of live mumps virus vaccine (MMR), the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose.	For students attending school programs where grade levels (kindergarten through 12) are not assigned, including special education programs, proof of having received 2 doses of live mumps virus vaccine shall be submitted prior to the school years in which the child reaches the ages of 5, 11 and 15.
Hepatitis B	Entering 6 th grade – 3 doses of hepatitis B vaccine. The first two doses shall have been received no less than four-week (28) days apart. The interval between the second and third doses shall be at least two months. The interval between the first and third doses shall be at least four months.	Proof of prior or current infection, if verified by laboratory evidence, may be substituted for proof of vaccination.
Tdap	All students entering or transferring into 6 th , 7 th , 8 th and 9 th grades are required to show proof of receipt of one dose of the Tdap vaccine regardless of the interval since the last Dtap, DT or TD (tetanus).	
Varicella	Entering kindergarten, 6 th grade, or 9 th	For student attending school programs

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	grade for the first time shall show proof of having received 2 doses of varicella vaccine, the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose, or proof of prior varicella disease or laboratory evidence of varicella immunity.	where grade levels (kindergarten through 12) are not assigned, proof of having received at least 2 doses of varicella vaccine or other proof of immunity shall be submitted prior to the school year in which the child reaches the ages of 5, 11 and 15.
Invasive Pneumococcal Disease	Any child under 2 years of age entering a child care facility or school program below the kindergarten level shall show proof of immunization that complies with the pneumococcal vaccination schedule. Any child who has reached his/her 5 th birthday shall not be required to provide proof of immunization with pneumococcal conjugate vaccine.	

The requirements of this Section also apply to child who transfer into Illinois child care facilities, school program, and schools from other states, regardless of the age or grade level at which the child transfers.

2. Health Office: The health office provides basic first aid for injuries and illness during the school day. However, it is not a clinic or a substitute for your own physician or health care provider. If you do not have a doctor or are having financial difficulties (no health insurance or can't afford medical care), your children are eligible for medical care under the State of Illinois All Kids Program. For more information, call 1-866-255-5437 or online at: <http://www.allkidscovered.com>. The Lake County Health Dept. offers two clinics in our area that offer care on a sliding fee scale, as well as Walk-In Immunization Clinics and Mobile Health Services.

For further information, contact the Lake County Health Department at (847) 360-6700. **If your child becomes ill while at school, please pick up your child in a timely manner.**

3. Illness or Injury: PLEASE KEEP YOUR CHILD HOME IF he/she has a fever, vomiting, diarrhea, unexplained rash or red eyes the night before or the morning of school. Diarrhea is defined as 3 loose stools in 24 hours or a change in bowel habit. A fever is defined as a temperature of 100°F. Most fevers subside in the morning, but go up again during the day. **Your child can return to school when he/she has been symptom free for 24 hours.** If your child will be absent from school, you need to call the attendance line (847-223-3540), by 9 a.m. This is a 24-hour line so you can call anytime--even during the night if necessary.

If your child has a contagious disease, he/she must stay home for at least 24 hours on appropriate medication/treatment. Please call the school to notify us of your child's illness

(strep throat, scarlet fever, pink eye, chicken pox, measles, rubella or any other contagious disease). Notes will need to be sent home to your child's classmates' stating the contagious illness was identified. This will help to prevent the spread of illness.

All students suffering from contagious skin diseases, such as ringworm, scabies or impetigo, as well as head lice, must be excluded from school until pronounced non-contagious.

This is especially important in the case of head lice. Please do not be embarrassed to report this, as head lice can happen to anyone. **After your child has been diagnosed with head lice, he/she must be accompanied by a parent/guardian when returning to school.** Please call the school to make sure a health clerk is available before bringing your child in for a recheck. Your child is not allowed to take the bus to school until the nurse/health clerk has examined him. Your child may return to school only when they are lice/nit free.

In the event of serious illness or injury, emergency medical service (911) will be contacted.

4. PLEASE MAKE SURE YOU HAVE ARRANGEMENTS FOR DAYCARE OR BABY SITTERS IN THE EVENT YOUR CHILD BECOMES ILL AT SCHOOL. We realize that many parents need to work to support their families; however, we cannot care for a sick child because you cannot leave work or have no one to care for them while you are at work. Students who get sick at school are to be picked up within 30 minutes after their parents are notified.

5. Injury or Severe Illness Outside Of School: If your child sustains an injury or illness outside of school that we need to be aware of (i.e. fracture, sprain, stitches, head injury or surgery), please send a written note or call the school health clerk. When your child's injury/illness requires activity restrictions with regard to recess/physical education, we will need a note from the doctor specifying this and when they may return to normal activities. Your child may be excused from recess/physical education for **ONLY 1 DAY** upon returning to school **WITHOUT A DOCTOR'S NOTE**. All absences of 3 days or more requires a doctor's note to return to school.

6. Student Allergies: It is our goal to provide a safe educational environment and remain aware of the special needs of students with food related allergies. We believe that the risk of accidental exposure to foods can be reduced in the school setting if administration, school nurses and parents work together. With that in mind, the following recommendations are provided for parents:

- a. Notify the school of your child's allergy
- b. Arrange a meeting with teacher and district nurse at the start of the school year
- c. Provide written medical documentation, instructions and medications as directed by a physician
- d. Provide properly labeled medications with a physician's prescription and replace promptly as needed
- e. Maintain current emergency contact information in the school office
- f. Continue educating your child in allergy awareness and self-management

7. Medications: We cannot dispense any medication during the school day unless we have a School Medical Authorization Form completed and signed by the doctor and parent (forms are available on the district web site or in school offices). This includes both PRESCRIPTION and NONPRESCRIPTION (over-the-counter) medications. Your child is not allowed to carry and self-administer any medications--including inhaler, Tylenol, Motrin, etc.--without a physician's order and signed parent permission slip. **Medications or antibiotics that are administered three times a day, usually do not need to be given during the school day.** If no Medical Authorization Form is available, you must provide us with signed, written permission allowing us to administer medication to your child AND the doctor must sign and include the following information on his/her office stationery:

- a. Child's name
- b. Name of medication
- c. Type of medication (liquid, tablet, inhaler, etc.)
- d. Dosage of medication (how much, what time; or if "as needed" - how often (every __ hours)
- e. Duration of medication (days, weeks, entire school year)
- f. Diagnosis of illness
- g. Major side effects of this medication
- h. If inhaler or Epi-pen, is your child able to carry and self-administer on a field trip?

All medications to be administered at school must be brought to the school in the original container. The label must be on the container or prescription bottle and show the name of the doctor and the pharmacy. Your pharmacist will usually be willing to give two containers; dividing the medication for home and school.

It is extremely helpful to ask your pharmacist to label your child's inhaler, as well as the box.

The purpose of administering medications in schools is to help each child maintain an optimal state of health that may enhance his/her educational plan. Medication shall be administered by the Superintendent's designee and stored in a locked cabinet. Only those medications, which are absolutely necessary to maintain the child in school and must be given during school hours shall be administered.

All medications must be brought to school in its original prescribed container with a label by a parent/guardian or designated adult.

8. Emergency Contacts: Emergency contacts to be notified in case your child becomes ill or injured and we cannot reach you are listed on the student registration form. These contacts should be known to your children and live in the area. We will only release your child to the persons listed as an emergency contact and only after making **every effort** to contact you. **IT IS IMPERATIVE THAT THE SCHOOL OFFICE HAVE CURRENT HOME AND WORK NUMBERS ON FILE AT ALL TIMES.** Cellular phone numbers for parent/guardians and emergency contacts are helpful if available.

9. Health Screenings: Vision and hearing screenings are mandated by State law and are done annually at specified grade levels. Parents/teachers may also request a screening. Please notify the health clerk if you DO NOT WISH your child to be screened.

10. Health Problem: Please inform the school office at the beginning of each school year about any health problem your child may have such as allergies, asthma, medication for ADD hyperactivity, diabetes, or epilepsy. Be sure that the office has an up-to-date number where you can be reached in case of an emergency.

11. Student Insurance: CCSD 46 provides student accident insurance to all resident children attending CCSD 46 schools including eligible district elementary students that attend district sponsored off campus instructional sites. The insurance covers the child while attending school, going to and from school, and at any school activity. It is the parent and child's responsibility to contact the school or health office immediately following an accident. This will ensure that the family receives the proper instructions to proceed with the claim. Failure to inform the school or health office of a possible claim could impede a satisfactory resolution.

AN OVERVIEW OF STUDENT TRANSPORTATION POLICIES

The following is a brief description of some of the transportation policies utilized in CCSD 46.

Student Transportation

CCSD 46 provides a safe, efficient system of transportation for students in the district. Durham School Services provides all of our busing. Buses transport students to the same location each day. Special transportation to a different location is the responsibility of the parent/guardian. Detailed information was included in your August packet.

In order to ensure the safety of the students, the following instructions for school bus riders are in force:

School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local Board of Education designates an adult to supervise the riders. It is recommended that all riders, parents of riders, and teachers become thoroughly familiar with the regulations governing school bus riders.

1. Be on time
2. Never run to or from the bus
3. Stand back from the curb
4. Don't push or shove
5. Stay in your seat
6. Don't yell or shout
7. Always obey the driver
8. Wait for the driver's signal before crossing
9. Always cross at least 10 feet in front of the bus

10. Never crawl under the bus
11. Appropriate use of cell phone

Bus Discipline

Upon receiving a written conduct report from a bus driver, an administrator will conduct an interview with the student and, depending on the severity of the offense, will either issue a warning to the student or call the student's parents. For multiple offenses or severe infractions, the administrator will suspend transportation privileges. Regular suspension from school procedures applies to conduct while traveling on the school bus. Appropriate cell phone use must be adhered to on buses.

The school district reserves the right to videotape students while on any bus route or trip for the purpose of resolving behavior issues, and to improve safety. All videotaping will be used for administrative purposes only, and will be erased after the review is complete. For serious offenses, the administrator reserves the right to recommend permanent suspension from bus riding privileges at any time.

Transportation Reimbursement and Dispute Resolution

A custodian of a qualifying student shall be entitled to reimbursement in accordance with procedures established by the State Board of Education for qualified transportation expenses paid by such custodian during the school year. For further information on the qualification procedures and how to resolve disputes on reimbursement, contact the district Transportation Director at 847-223-3540 extension 5809.

Parking Lot

Students are to move safely through the parking lot areas during arrival and dismissal. Early morning automobile and bus traffic present a hazard for play in the parking lots. Students must walk their bikes to the designated paths before mounting the bike to ride home.

CCSD 46 Network User Agreement and Internet Safety Policy
Acceptable Use Policy

CCSD 46 provides employees and students with access to the district's electronic communication system, which includes Internet access, as a means to enhance communication within the district, enhance productivity, and assist employees and students in improving their skills. Access is also provided to assist in the sharing of information with the local community, including parents. The CCSD 46 Board of Education (BOE) has established an Acceptable Use Policy (AUP) to ensure appropriate use of these resources. Access to the district's computer and electronic communication systems by staff, students, and others, requires adherence to this AUP and other district policies. Violation of these policies may result in loss of the privilege of accessing these systems.

The district's electronic communication system shall be used primarily for educational and administrative purposes and may not be used for commercial purposes, defined as offering or providing goods or services. District employees and students may use the system to communicate with their elected representatives and field experts. Users are responsible for complying with federal and state regulations, and other district policies, in their use of the district's computer and electronic communication systems. Employees of the district must recognize that electronic files and communications may be electronic records subject to state open records requirements and they must take appropriate actions to maintain such records in compliance with state statutes. Excerpts of the District's **Network User Agreement and Internet Safety Policy** are included in each student handbook and the complete student handbook is posted on the district's web page. **If parents object to having their child access the Internet, they must submit a written request that denies Internet access to their child (children). Parents must submit this form on a yearly basis.**

Administrative procedures clarify acceptable use of the electronic communication system in the following areas:

1. Personal safety
2. Illegal activities
3. System security
4. Inappropriate language
5. Respect for privacy
6. Respecting resource limits
7. Plagiarism and copyright infringement
8. Inappropriate access to material

The Information Technology Department oversees the district's electronic communication system. The Information Technology Staff and building administrator at each site is responsible for interpreting the district's AUP. This includes ensuring that students and staff receive proper training in the use of the system and the requirements of this policy, establishing a system to ensure adequate supervision of students using the system, and maintaining active user rights.

Students who use their own device must adhere to all administrative procedures of the district Acceptable Use Policy. Failure to do so will lead to, but are not limited to consequences listed in Section K Sub Section 8 of the Acceptable Use Policy. Students that use their own electronic devices must first get permission from their teacher for each curricular subject or classroom use of the device. When the device is not being used for curricular purposes, the device is stored in the student's backpack or locker. The district is not liable for the device for any issue that may occur regarding a personal device.

Acceptable Use of District's Electronic Communication System

A. Purpose

1. CCSD 46 provides employees and students with access to the district's electronic communication system, which includes Internet access. Access to the CCSD 46's computer and electronic communication systems by employees, students, and others requires adherence to the district's Acceptable Use Policy and other district policies. Violation of these policies may result in loss of the privilege of accessing these systems.
2. The primary purpose of providing access is to enhance teaching and learning, thereby better preparing students for success in life and work. This access is provided to increase student learning and communication, enhance productivity, and assist users in improving their skills. Access is also provided to assist in the sharing of information with the local community, including parents.
3. The district's electronic communication system shall primarily be used for school-related administrative and educational purposes. The system shall not be used for personal purposes during work hours.
4. The district's computer and electronic communication systems may not be used for commercial purposes, defined as purchasing or offering/providing goods or services.
5. District employees and students may use the system to communicate with their elected representatives, curriculum specific teacher facilitated collaboration and field experts.
6. Users are responsible for complying with federal and state regulations, and other district policies, in their use of the district's technology, electronic communication systems and personal devices..
7. Employees of the district must recognize that electronic files and communications may be electronic records subject to state open records requirements, and they must take appropriate actions to maintain such records in compliance with state statutes.

B. District Responsibilities

1. The Information Technology Department oversees the district system.
2. The Information Technology Staff and building administration serves as the building level coordinator for the district system, approves building level activities, ensures staff and students receive proper training in the use of the system and the requirements of this policy, works with staff to ensure adequate supervision of students using the system, and is responsible for interpreting the district's Acceptable Use Policy at the building level.
3. Staff will actively monitor students who are engaged in online learning activities.

4. Staff will actively monitor students who are utilizing personal devices for specific curricular activities.
5. Staff at grades K-8 must preview and/or monitor web sites for student access prior to or during use.
6. The district shall maintain an Internet filtering measure that blocks access to the three categories of visual depictions specified by CIPA – obscene, child pornography, and material that is deemed harmful to minors.
7. The district's Internet filtering measure may be relaxed or disabled for bona fide research or other lawful purposes.

C. Access to the System

1. The district's Acceptable Use Policy, set forth in section K, governs all uses of the district network and personal device's used by students and staff.
2. All CCSD 46 staff must sign an Employee Network User Agreement form before access to the network is granted.
3. Long-term substitute accounts - A long-term substitute may receive an individual account with the approval of the Information Technology staff or the building administrator if there is a specific, district-related purpose requiring such access. Use of the system by a long-term substitute must be specifically limited to the district-related purpose.
4. All students will receive access to the network.

D. Parental Notification and Responsibility

1. The district will notify parents/guardians about the district network and the policies governing its use, as well as the use of personal devices.
2. Upon consultation with the building administration, parents/guardians have the right at any time to investigate the contents of their children's files. Parents/guardians have the right to request the termination of the children's individual accounts at any time.
3. There is a wide range of material available on the Internet, some of which may not fit with a particular family's values. Although the district has an Internet filtering measure in place, it is impossible to ensure complete protection from access to inappropriate material. It is not possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/guardians to specify to their children what material is and is not acceptable for their children to access through the district's system.
4. Sign an Internet Use form and return to school office.

E. Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-

appropriate; and (c) the student's parent/guardian has signed the *Responsible Use Agreement Form*.

A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.

F. District Limitation of Liability

The district makes no guarantees of any kind, either expressed or implied that the functions of the services provided by or through the district system will be error free or without defect. The district will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. In addition, the district will not be responsible for anything pertaining to devices not owned by the district. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

F. Due Process

1. The District will cooperate fully with local, state or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system.
2. In the event there is an allegation that a student has violated the district Acceptable Use Policy the Information Technology Staff will investigate and meet with building administration. The student and parents will be given an opportunity to be heard in the manner set forth by district policy.
3. Disciplinary actions are tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.
4. Employee violations of the District's Acceptable Use Policy are handled in accordance with the district policy and the collective bargaining agreements.
5. A long-term substitute user's account may be terminated at any time.

G. Search and Seizure

1. System users have a limited privacy expectation in the contents of their personal files on the District system.
2. Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District's Acceptable Use Policy or the law.
3. An individual search will be conducted if there is a reasonable suspicion that a user has violated the law or the District's Acceptable Use Policy. The nature of the investigation will be reasonable and in the context of the nature of the alleged violations.
4. District employees should be aware that their personal files are discoverable under state public open records laws.

H. Copyright and Plagiarism

1. District policies on copyright govern the use of material accessed through the district system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.
2. District policies on plagiarism will govern use of material accessed through the district system. Teachers will instruct student in appropriate research and citation practices.

I. Academic Freedom, Selection of Material, Student Rights to Free Speech

1. When using the Internet for class activities, teachers will select age-appropriate material that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

J. District Web Site

1. The district maintains a web site that presents information about the district. The Information Technology Department establishes a process and the criteria for the establishment and posting of material, including links to other sites, on these pages.
2. Schools and classes may establish web pages that present information about the school or class activities. The building Information Technology Department (or a designated staff member) is responsible for managing the school web site.

K. Community Consolidated School District 46's Acceptable Use Policy

1. Personal Safety
 - Students will **not** post personal contact information about themselves or other people. Personal contact information includes, but is not limited to, address, telephone, and work address.
 - Students will **not** agree to meet or communicate with someone they have met online without their parent(s)/guardian(s) approval and participation.
 - Users will promptly disclose to their teacher or other staff members present any messages they receive that are inappropriate or make them feel uncomfortable.
2. Unauthorized Activities
 - Users will **not** attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This

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includes attempting to log in through another person's account or access another person's files.

- Users will **not** use personal devices during school hours unless authorized by their teacher or staff member for curricular specific use.
- Users will **not** install software on the local hard drive nor will they download files without prior approval from the Information Technology Department. Users will not alter any software configuration that is stored on a workstation. Users may use media stored on data storage devices to transport data files that are being worked on at home and school.
- Users will **not** make deliberate attempts to disrupt the computer system performance or destroy data by intentionally spreading computer viruses or by any other means.
- Users will **not** use the district system to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, utilizing packet capture programs, or threatening the safety of another person.
- Users will **not** be engaged in activities that are not related to district educational purposes or which are contrary to the instructions from the supervising district employees as to the system's use.

3. System Security

- Users are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their personal accounts. Under no conditions should a user provide his/her password to another person.
- Users will immediately notify the building Information Technology staff if they have identified a possible security problem. Users will **not** search for security problems because this may be construed as an unauthorized attempt to gain access, i.e. computer hacking.

4. Inappropriate Language/Respect for Privacy

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- Users will **not** use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Users will **not** post information that, if acted upon, could cause damage, danger, or disruption.
- Users will **not** engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will **not** harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending him/her messages, he/she must stop.
- Users will **not** knowingly or recklessly post false or defamatory information about a person or organization.
- Users will use discretion when forwarding a message that was sent to them privately without permission of the person who sent them the message.

5. Respecting Resource Limits

- Staff will use the system primarily for educational, professional, or career development activities. Students will use the system for educational activities. CCSD 46 staff must approve any other student uses.
- Students may download files only with a staff member's permission.
- Users will **not** post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- Users are encouraged to check their email frequently and delete unwanted messages promptly. Further, users need to delete unnecessary files in their accounts and/or shared folders.
- Students may subscribe to group mail/lists/listservs that are relevant to their education with an instructor's consent. Students are responsible for unsubscribing to group mail/list- servs before leaving the district.

6. Plagiarism and Copyright Infringement

- Users will **not** plagiarize. Plagiarism is taking the works of others and presenting them as if they were original to the user.
- Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not he/she can use a work, he/she should request permission from the copyright owner and appropriately reference it.

7. Inappropriate Access to Material

- Users will **not** use the district system to access, retrieve, or view material that are *indecent, profane or *obscene that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). ["Indecent materials" are those materials, which in context, depict or describe sexual activities or organs in terms patently offensive, as measured by contemporary community standards. "Obscene materials" are those materials which, taken as a whole, appeal to the prurient interest in sex, which portray sexual conduct in a patently offensive way in which, taken as a whole, do not have any serious literary, artistic, political or scientific value.]
- If a user inadvertently accesses such information, he/she should immediately disclose the inadvertent access in a manner specified by his/her teacher. This will protect users against an allegation that they have intentionally violated the AUP.

8. Consequences of violations of the Acceptable Use Policy include but are not limited to:

- Suspension of network privileges
- Revocation of network privileges
- Suspension of Internet privileges
- Revocation of Internet privileges
- School expulsion
- Legal action and prosecution by the authorities

MISCELLANEOUS INFORMATION FOR STUDENTS AND PARENTS

Student Fees

The School Code of Illinois grants school districts the right to purchase textbooks and loan them to students. Accordingly, the district will charge student fees for all grades as the district furnishes many of the materials and supplies for children in each class. Textbooks and materials are partially offset by student fees. The Board of Education will determine this amount annually. This fee may be waived in a hardship case for families meeting the requirements. The fee schedule for CCSD 46 schools is \$100.00 for Pre-K, \$125.00 for Kindergarten, \$170.00 for grades 1-4, \$195.00 for grades 5-6, and \$215.00 for grades 7-8. Please remit school fees payable to CCSD 46 as soon as possible, if you have not already done so.

Book Loan

All textbooks are loaned to the student. It is assumed that the new texts will render five years of service. Students will be charged for undue wear and careless treatment of books. Books are returned by the student at the last meeting of the class at the end of the term or trimester. The teachers are responsible for the issuance and the collection of textbooks for the students they teach. This matter is taken care of at the beginning and end of the school year. The teacher and administrator will determine any cost due to wear.

Residency and Tuition

All students attending CCSD 46 schools must establish residency by their first day of attendance as required by the Board of Education Policy. Parents may contact the district's Registrar at 847-223-3540, extension 5809 for residency information.

Meal Program

District 46 has a lunch program available to the students in each of the buildings. Lunch will include a hot entree, and may be purchased for \$2.85 per day or 35¢ for milk only. Breakfast is served at all buildings at a cost of \$1.70. For those students who qualify, free or reduced price breakfasts/lunches are available. To make application for free or reduced price lunches, contact your building office. Menus are posted on the web site.

The cost of an IOU lunch is \$2.85. If your child has a food allergy, a current note from your physician must be on file in the school office.

Students should line up in order of their arrival and wait courteously for their turn to be served. Students are expected to clear the table when they have finished eating, throw paper items into the trashcans, and place recyclable containers in the proper bins before leaving the cafeteria. All lunches must be eaten in the cafeteria; the students are expected to leave the table, seats and floor clean.

School Telephone Use

Students should not ask to use the phone except in emergency circumstances. Students will not be called from classes to answer the phone, nor can they leave class to use the phone, unless in

an emergency. Students who are sick must allow the nurse, health clerk, administrator, or secretary to make all phone calls.

Lockers

A locker will be assigned to all students at the opening of school. Each student should use only his or her own assigned locker and keep it orderly, free of excess materials and always presentable. Lockers will be checked periodically throughout the year. Students should not mark them in any way. The school is not responsible for stolen items. Students are allowed in their lockers as per their teacher's directions. Students not following the above rules may lose his/her locker for one week. Repeated violations may result in the permanent loss of his/her locker. The locker is the property of the school, and may be reassigned or inspected when the administration feels there is a need for such action. If the administration believes that an inspection of a locker needs to be made, he/she may ask for a second adult witness to be present. The student does not have to be present during this time. Any contraband found would be taken to the office where the student, parent(s), and authorities (if warranted) will be contacted. The school also reserves the right to search for contraband anywhere on the school grounds. This includes, but is not limited to the following: classrooms, student bags or backpacks, and in any school or private property on school grounds.

Distribution of Non-Curricular Literature

Students may not distribute any non-curricular written or printed material on school grounds without the expressed consent and permission of the school administrator. Parents or organizations must have the Superintendent's permission for flyers to be posted on the district's web site. Please call the district office at 847-223-3540, extension 5322 for more information.

Bags and Backpacks

All Bags and Backpacks must fit (and be kept in) the school locker during the school day.

Volunteers and Visitors

AT ALL TIMES it is necessary to check in at the school office before going to any area of the building or playground when school is in session. We must at all times be aware of who is in the building. All classroom access for persons other than volunteers must be made by appointment with the administrator and must include intended purpose of the visit.

Parents/guardians are encouraged to come to school to observe the educational process (without interrupting the conduct of the program by a teacher) these visits are limited to 30 minutes. **All visitors must report to the building office** upon entering the school to secure limited entry permission to proceed into the school. First time visitors should bring a photo ID with them. To minimize the disruption of instruction, you must make prior arrangements with the school if you wish to observe classes.

Alumni and friends of students are asked to restrict their visits to teachers and students after school. Visitors who fail to check in at the office when entering the building may be considered a trespasser. For the safety of our children, the proper authorities will be called if the administrator feels it is warranted.

The district encourages individuals and groups to volunteer their time and services in the schools to perform appropriate tasks during and after school hours under the supervision of professional personnel. Volunteers may not teach but are valuable in reinforcing and developing the educational skills taught by the professional staff. At all times, volunteer services will be used to promote and insure maximum educational benefits to the students. Therefore, to allow you to completely focus on your task and to minimize distractions, please do not bring siblings. If you are interested in volunteering your time and services, please contact your child's teacher or the building administrator to make arrangements for you to participate in this rewarding program.

Student Birthday Parties

Children enjoy birthday parties whether they are theirs or a friend's. Often, parents are unable to invite the entire class to these activities. Problems occur within the classroom when invitations are handed out in school and only certain children are invited. We are asking your cooperation in following these guidelines. **Party invitations are not to be handed out in school unless all children in the classroom are invited.**

In an effort to help encourage and maintain a healthy lifestyle, we have implemented an alternate birthday treat plan. In lieu of treats such as cupcakes, brownies, or donuts we will celebrate with a non-food celebration. Celebration details will be provided to you through your child's teacher. Please watch for those details in their weekly newsletter.

Chaperone Responsibilities

Many parents volunteer to help teachers take their students on field trips and other outside activities. The help provided by the chaperones enables us to make these trips as productive as possible. The following guidelines have been prepared to help chaperones understand their responsibilities and school district expectations for this type of parent involvement:

- Familiarize yourself with the general instructions to the students and enforce those instructions.
- Learn the names and faces in your assigned group and frequently check in with them to be sure all are present
- Keep your assigned group with you throughout the field trip, including time on the bus.
- Schedule regular washroom breaks.
- Never allow individuals to leave the group, except in emergencies, and under no circumstances alone.
- Report major and/or continued infractions to the teacher as soon as possible.
Chaperones are not to punish students.
- Be on time for use of lunch facilities and at designated meeting places for departure.
- **Always be safety conscious.** The children in your group are your responsibility. You have the authority to enforce the rules for appropriate behavior.
- No alcoholic beverages may be purchased or consumed
- No tobacco may be used
- Chaperones must follow the student dress code

Safety

All students regularly participate in the training and practice of proper safety precautions and procedures. Each child practices:

1. Fire drills
2. Bus evacuation and safety
3. Tornado drills
4. Lockdown/Intruder drills

Fire Drills

The purpose of the fire drill is to perfect a system of evacuating the building in a quick and orderly fashion. This will be of great value in saving lives in case of fire or other emergencies.

When the fire alarm is sounded, all students, in a single file, will leave the building quickly and quietly, but without confusion, by the exit designated on the bulletin board in the room.

Classes should not congregate just outside the exit, but move well away from the building so that there will be no congestion. They should remain there in formation until the signal to return is given. The groups will return in reverse order of their departure.

All students are to leave the building regardless of where they are. Teachers will see that all are out of their respective rooms and adjoining corridor area, and will close the classroom windows and doors before leaving the building.

Severe Weather Alerts

An office runner or intercom announcement identifies a disaster drill. This would alert personnel to prepare themselves in case of tornadoes, severe storms, and other disasters. When this warning is given, all students will proceed quickly and quietly, but without confusion, to their designated safe area as identified on the bulletin board in their classroom. All students should stay in these protective areas until directed to go quietly back to class.

During a Tornado watch, an announcement will be made by means of a messenger or the intercom to alert personnel about conditions that exist. At this time teachers should review with their classes the procedures for "Take Cover".

When the warning system informs teachers that a disaster is imminent, all students should be moved to a shelter area.

- A. **End of school** If at dismissal a tornado siren sounds, the students will be kept at school until the threatening period is over.

During all severe weather warnings the following traffic patterns should be used:

1. Students should file out in single file
2. Students should sit as near as possible to the beginning of the shelter section.
3. After the back row against the wall is completely filled, a second row should be started in front of the first.
4. Students should:

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1. Not sit in front of doorways
2. Not block the middle of the corridor
3. Be as **quiet** as possible
5. Remain seated until the messenger from the office has notified the teacher to proceed back to class.

Lockdown/Intruder Drills

As required by the Illinois State Board of Education, all schools are required to perform one lockdown/intruder drill per year. This procedure is practiced to ensure the safety and well being of all students and staff members in the event a crisis was to occur.

During a lockdown/intruder drill, with staff assistance, students are required to move to a safe area within the classroom, stay quite and listen for directions until the drill is complete.

Snow Days and Emergency School Closing

CCSD 46 school closings will be posted on the web site and each school's web page, along with messages on the District's Facebook and Twitter accounts.

The School emergency calling system will be activated, notifying parents, substitutes and staff that school will be closed. If you've missed the message, please follow the procedures on the SchoolReach webpage.

Chicago area AM radio stations: WGN (720), WBBM (780)

Chicago area FM radio stations: WXLC (102.3), WIIL (95.1)

Local TV stations: CBS (2), NBC (5), ABC (7), WGN (9), FOX and CLTV

The above stations will be notified or our closing. You can also visit

www.EmergencyClosings.com website for information. We are listed as Dist 46 (GRAYSLAKE ELEMENTARY SCHOOLS).

Communications and Publications

CCSD 46 communicates our events and information by the District website www.d46.org. The website is updated frequently and contains our school pages, online calendars, news, and provides timely information about student accomplishments, activities, programs, and events. The district also relies heavily on social media to "spread the word" about events, activities, and school news. Feel free to like us on Facebook (facebook.com/CCSD46) or follow us on Twitter (@d46webmaster).

We encourage parents to sign up for our e-News program, which delivers school newsletters and other information right to your email. Parents can join, update or leave the system at any time by visiting ww2.d46.k12.il.us/district/gogreen.asp

School events are often reported and celebrated with photos and postings to the district's social media accounts, website, and with printed promotional materials. Student names are never associated with photos without written consent by parents/guardians. The district does not have control over the use of student names and images obtained in a public venue, such as Board of

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Education Meetings, extracurricular activities, outside programs, or other areas frequented by the general public.

CCSD 46 issues press releases and media alerts to external news organizations, who may request to interview, photograph or videotape students under the supervision of district personnel. Information we release is not sold or provided to commercial or outside organizations. Parents/guardians can withhold consent for release by sending a signed letter withholding consent for the news media, D46 website, and social media sites for the current school year within the first 30 days of school to: Community Consolidated School District 46, Attn: Media Relations, 565 Frederick Road, Grayslake, IL 60030.

Sex Offender Registration Act

The Sex Offender Registration Act requires school districts to notify parents that sex offender information is available to the public. To access the database, log onto <http://www.isp.state.il.us/sor> and click on the tab "I agree" to search for offenders in your area.

Weather and Recess

We watch the temperature and wind chill index carefully in winter and keep the children in when it is too cold to be out. Teachers, at times, find that students arrive at school without hats, gloves or boots. We know that parents provide the proper clothing, but periodic reminders are necessary for children that are usually in a hurry to leave for school. We will reinforce this by seeing that children do go outside for recess properly dressed. Teachers will inform you if they notice a problem is occurring. In case of recent illness or doctor's orders we must have a signed note from the parents to keep the child in.

Asbestos Management Plan

The Asbestos Management Plan for each building is available in each school's office for public review.

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August 2017

Dear Students and Parents or Guardians:

It is both the responsibility and the pleasure of Community Consolidated School District 46 to inform all families regarding district policies and practices. In an effort to both inform you and save money, we are making the 2017-2018 Student Handbook available on our web site at <http://www.d46.org>. You may access the handbook at any time by clicking on "Student Handbook" under "Schools" on the home page. We will continue to provide printed-paper copies of the handbook to families who request them. You have the option to view and/or download the handbook from the web or request a printed-paper copy of the handbook.

This handbook contains important information including the district mission statement, philosophy, goals and responsibilities, school calendar, school contact information, and an overview of programs, policies, and student and parent responsibilities.

Please read the 2017-2018 Community Consolidated School District 46 Student Handbook and sign/complete the following forms that were sent home the first day of school. These forms can also be found on our district web site or contact your school office for a copy:

- **Student Handbook form** (at the bottom of this page)
- **Internet Use Contract**

The following forms are also available if they are applicable to your child:

- **Integrated Pest Management Program form**
- **School Medication Authorization form**
- **Self-Administration of Asthma Medication form**

Return all signed forms to your child's school as soon as possible.

Student's Name

Teacher's Name/Grade

_____ I have read the CCSD 46 Student Handbook for 2017-2018 at www.d46.org and discussed it with my child. I will contact the principal at my child's school if I have any questions.

_____ I request a printed-paper copy of the CCSD 46 Student Handbook. I will sign and return the form at the back of the Student Handbook after reviewing.

Parent/Guardian Signature

Date