

# Central Community Unit School District 301 Elementary Handbook 2011-2012

Country Trails Grade School	Carie Walter, Principal
Howard B. Thomas Grade School	Jan Harnish, Principal
Lily Lake Grade School	Trent Lange, Principal
Prairie View Grade School	Daniel Schuth, Principal
Central District #301 Office	Dr. Todd Stirn, Superintendent

August, 2011

**TO:** Parents and Guardians of Elementary School Children  
**FROM:** Jan Harnish, Trent Lange, Daniel Schuth, and Carie Walter  
**SUBJECT:** The 2011-2012 school year

Dear Parents:

It is a pleasure to help provide the children of our school district with an excellent education. Since the elementary grades form the foundation of our system, we are particularly proud of the teachers, curricula, and programs we are able to offer the youngest members of our school community. All of our elementary schools continue to expand horizons of opportunity with dedicated teachers and support personnel investing considerable time and talent developing exciting programs and activities for the children of our district. The numerous ways we continue to respond to the ever-changing, dynamic needs within the public school setting are visible throughout each grade school building.

The handbook is one key resource for you to use in learning about our schools' policies, practices, procedures, and guidelines. It has been organized to help answer your inquiries. This format was designed with the help of many parents, teachers, and school office personnel. We do hope you will invest some time in reading and using this book.

Our goal is to meet the needs of our students. As parents, you are our foremost partners in achieving that goal. Together, we can forge learning opportunities for each and every child attending our classes and programs. Communication is essential for our success. We ask that you work with your school's personnel to insure that information is exchanged in a positive and purposeful manner. We pledge to do the same. We look forward to working with each of you during the coming year.

Sincerely,

Jan Harnish	Trent Lange	Daniel Schuth	Carie Walter
Principal	Principal	Principal	Principal
Howard B. Thomas	Lily Lake	Prairie View	Country Trails
Grade School	Grade School	Grade School	Grade School

## **ABOUT THE HANDBOOK**

This handbook is not a contract with students; it is a general description of the schools' policies, practices, rules, and expectations. The board reserves the right for school administrators to exercise professional discretion when enforcing these policies, allowing for situational differences that may arise.

### Central Community Unit School District 301 - Mission Statement

To provide quality education within a nurturing environment which enables all students to become life-long learners who strive for excellence and who are responsible contributors to our changing global society.

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Jan Harnish, Principal  
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Burlington, IL 60109  
(847) 464-6008

Prairie View Grade School  
Daniel Schuth, Principal  
10N630 Nesler Road  
Elgin, IL 60123  
(847) 464-6014

Lily Lake Grade School  
Trent Lange, Principal  
5N720 Route 47  
Maple Park, IL 60151  
(847) 464-6011

Central District #301 Office  
Todd Stirn, Superintendent  
Box 396 - 275 South Street  
Burlington, IL 60109  
(847) 464-6005

Country Trails Grade School  
Carie Walter, Principal  
3701 Highland Woods  
Elgin, IL 60124  
(847) 717-8000

The district office is open from 7:30 a.m. to 4:00 p.m. All four grade schools' student attendance hours are 9:00 a.m. to 3:15 p.m. Morning kindergarten is 9:00 to 11:40 a.m. while afternoon is 12:35 to 3:15 p.m. Buses arrive at school approximately 10 minutes prior to the school start times. At this time the building is open for students. Please be sure your child does not arrive at school more than 10 minutes before classes are scheduled to begin.

# The 2010-2011 Elementary School Parent Handbook

Central Community Unit School District 301

## Requirements for entering school

Kindergarten admission age	6
Medical and dental requirements	6

## Parents and our schools

Contacting teachers	7
Visiting classrooms	7
Picking up children from school	7
Your child's permanent records	8
The Parent/Teacher Organization	8

## Absences

Reporting absences	8
Excessive absence	8
Returning to school after a contagious illness	9
Injuries at school	10
Administration of medication	10
Policy on during-school vacations	11
Appointments during school	12

## General Information

Dress code	12
Outside Playground	12
Emergency weather procedures	13
Insurance	13
Lost and found	13
Lunches	14
Items brought to school	14
Vehicles on school grounds	14
Bicycles, Skateboards, In-line Skates	14
Student services	15
Suspected child abuse	15
Transferring schools	15

## Academic policies

Expectations	16
Field trips	16

Homework	16
Reporting to parents	16
Retention policy	16
Discipline policies	
Goals	17
General student discipline guidelines	17
Behavioral Interventions	17
Students' rights and responsibilities	18
Parents' rights and responsibilities	18
Staff rights and responsibilities	19
Example behaviors requiring discipline	20
Bullying and aggressive behavior	23
Transportation Handbook	
Instructions to parents	28
Instructions to riders	28

## **REQUIREMENTS FOR ENTERING SCHOOL**

### Kindergarten Enrollment

If your child is five years old on or before September 1, he or she may be admitted to kindergarten. We require an official birth certificate or a certified copy of a county record of live birth presented for all new students, including transfer students. Hospital certificates are commemorative and cannot be used for school registration.

### Illinois State Health Requirements

#### Medical

Children entering school for the first time in early education, kindergarten, sixth and ninth grades are required to have a physical examination. Per state law, documented proof of completion of the exam is required in the school health office by **October 15<sup>th</sup>** of the current school year.

The state requires immunizations to prevent Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis and Varicella. In addition, the state also requires HIB immunization for three and four year old students.

New students to Illinois Schools require the following:

- A new complete physical exam (performed within one year prior to the first day of the school year) including immunizations, diabetes and lead screening.
- Parent to complete and sign health history on page 2 of the physical exam form.
- Complete vision exam

#### Vision

All kindergarten and other students who have not been enrolled in an Illinois school before must have an eye exam by a qualified eye doctor. Per state law, documented proof of completion of the exam is required in the school health office by **October 15<sup>th</sup>** of the current school year. The examination must have occurred within one year prior to the student starting school.

#### Dental

In addition all kindergarten, second and sixth grade students are required to submit proof of an oral health examination. The exam must be performed by a licensed dentist and he/she must sign the proof of examination form. These forms are available from either the Illinois Department of Public Health (IDPH) or Illinois State Board of Education (ISBE) websites ([www.IDPH.gov/](http://www.IDPH.gov/) and [www.ISBE.gov/](http://www.ISBE.gov/)). Each child must present proof of examination by a dentist prior to **May 15<sup>th</sup>** of the school year. The exam must have taken place within 18 months of the date it is required by the school. This exam is to be

waived only if careful compliance with the ISBE is made; the waiver information is also available on the ISBE website. Failure to submit the dental report may result in the withholding of grade reports for the child (ren). Please be sure to contact your dentist and make certain that an appointment is made and the appropriate forms are signed and submitted to the school health office in a timely fashion for all kindergarten, second and sixth grade students. The report(s) of examination need to be given to the school either at registration or on the first day of school. Forms for these reports are available from the school or at most medical and dental offices.

## **PARENTS AND OUR SCHOOLS**

### Contacting Your Child's Teacher

If you would like to speak to a teacher, call the office. If you leave your name, number, and a brief message, we will have the teacher call you back as soon as possible. You may also contact the teacher by school email. **Most** teachers' emails follow this format: first initial last name [jsmith@burlington.k12.il.us](mailto:jsmith@burlington.k12.il.us). Keep in mind that our district spam filter may interrupt the delivery of some messages. We encourage you to contact the faculty if you have any questions about your child or our program.

### Visiting the School

You are welcome to visit school any time after the first few days. We feel this gives the children and teachers a chance to settle into their routine. Please contact the teacher ahead to prevent schedule conflicts which might arise.

The district is committed to providing a safe environment for all students and staff. When you do visit, please stop by the office to ***sign in and secure a visitor's pass***. This identifies you to school personnel and all students as a visitor in the building. This also gives us the chance to check your child's schedule. Then we can advise you as to where your child is (gym, lunch, art, classroom) and alert you about special programs, such as testing, that should not be disrupted.

If you would like to have a conference with your child's teacher, please call ahead so that a time can be arranged that will be convenient to you and the teacher.

### Student Dismissal

We will release students only to their legal parent/guardian unless we have written permission from one or both of them to release the student to someone else. In cases of an early dismissal, we require that the person checking the student out of school come to the office and sign for them. Please notify the office in writing if there is a change in your child's dismissal. Parents are encouraged to communicate these changes by 2:15 p.m.

## Student Records

A cumulative record folder is started when your child enters school. It contains basic identification facts, standardized test scores (when available), and other information which might be helpful to teachers (for example, reading test scores). At your request, your child's folder will be made available for your examination. Please phone ahead so we can arrange to have a teacher or principal present to help you interpret the records.

## Parent-Teacher Organization / Committee (PTO/PTC)

Each of the elementary schools has a Parent-Teacher Organization / Committee. These organizations involve staff and parents in a partnership which betters the education of the children. The PTO's/PTC's donate time and money which are used to enhance the students' academic environment. All parents are welcome; we encourage you to join and participate.

## **ABSENCES**

### Reporting Absences

When a student is absent, the parents are asked to call the school office between 7:45 a.m. and 9:00 a.m. each morning that the student will be absent. If the parents do not call the school office, school personnel will call the home or, if necessary, the parent's work place. If no contact is made between the school and parents on the day of the absence, a note should be sent with the child upon returning to school. If a student has been absent from school due to illness/injury for 5 or more consecutive school days, a doctor's note must be presented upon returning to school.

### Excessive Absences

Regular, on time and consistent school attendance is one critically important factor in a student's academic progress and success. Parents/guardians may be notified following 5, 12, and 20 days of absence or tardies within a school year, and a school intervention will be initiated. Generally, after 10 days of unexcused absences a report may be filed with the Kane County Truancy Office.

## Contagious Diseases

All children suffering from contagious diseases, such as ringworm, scabies or impetigo, as well as head lice must be excluded from school **UNTIL NO LONGER CONTAGIOUS**. In the case of head lice, please contact the nurse or principal immediately so that we can take proper measures in the classroom and elsewhere within the school. Please instruct your child NOT to share combs, brushes, hats, scarves and other “communicable” items. Please notify the school health office immediately for all contagious illnesses so we can take proper measures to prevent further transmission of the illness.

Examples of communicable diseases and the procedures for re-admittance are as follows.

<b>Communicable disease:</b>	<b>Time out of school</b>	<b>Return to school...</b>
Chicken pox	a minimum of 6 days after eruption	Once all lesions have dried and crusted over
Head lice		After initial dose of medication
Hepatitis		with doctor's permission
Impetigo		24 hours after initial dose of medication
Measles	a minimum of 7 days after rash appears	
Mononucleosis		with doctor's permission
Mumps	a minimum of 9 days after onset of swelling	
Pink eye (Conjunctivitis)		24 hours after initial dose of medication
Pinworms		24 hours after initial dose of medication
Ringworm		24 hours after initial dose of medication
Rubella		24 hours after initial dose of medication
Scabies		24 hours after initial dose of medication
Strep Throat/Scarlatina		24 hours after initial dose of medication
TB		With doctors permission

If your child has had a temperature of 100 degrees or above; for the health, safety, and well-being of your child as well as the other children and adults in the school community, your child must be fever-free for a full **24 HOURS** before returning to school. If your child has been vomiting, s/he must not return to school until at least **24 HOURS** after last experiencing vomiting. Also, if your child is experiencing diarrhea, with three or more loose stools in the past 24 hours, or having stools that contain blood, they need to be **24 HOURS** without diarrhea episodes to return to school.

## Injury at School

Most accidents are of the band-aid or ice bag variety that are handled by school personnel. Parents will be notified in the case of more serious injury, and if necessary, paramedics will be called. In emergency situations school officials will be guided by the information provided by a parent/guardian on registration cards filled out annually.

## Medication

*Medication Policy – Whenever possible, the parent or guardian should make arrangements for medication to be administered at home – before or after school hours. In situations when a student’s health could be compromised by not receiving medication during school hours, school district guidelines must be followed in administering prescription and over-the-counter medications.*

The following personnel are the only staff members approved to administer/supervise students taking medications:

- School nurse
- Certified school staff member (i.e., principal and classroom teachers) who has been instructed by the school nurse
- Assigned ESP [Education Support Personnel] (i.e. office secretary, aide) who has been instructed by the school nurse

- A. Medication is defined as either prescription or over-the-counter drugs.
- B. Prescription and over-the-counter drugs will not be given without the completion and submission of a Meds-A Form signed by both the parent(s) and the medical doctor. The school district may reject a request for administration of medication.
- C. A completed Meds-A Form (available from the school office) must be on file at school before administering medications. The parent portion of the form must be completed for both prescription and over-the-counter medications. The physician’s portion is required to be completed for all prescription and “as needed” / over-the-counter medications. Short-term medications (i.e., antibiotics for a period of days) also require the submission of a completed Meds-A Form. The Meds-A Form must be completed annually or as prescriptions change.
- D. For safety, students may not transport medication to and/or from school. It is the parent’s responsibility to personally deliver the medication to school and to pick up any “left-over” medication at the close of the school year. Any medication left at the school at the end of the school year will be disposed of in a safe manner.

- E. Medications must be in their original containers labeled with the student's name, dosing information and expiration date.
- F. Medicines at school will be stored in a locked cabinet or in the school nurse's refrigerator if required.
- G. When necessary, the school nurse will provide appropriate staff members with information concerning the medications being taken by students (i.e., side effects, other medical implications).
- H. The following medication administration guidelines include:
- Medication will be dispensed one student at a time.
  - The designated personnel will transfer the medication from the container and administer to the student according to the physician's order – Meds "A" form.
  - The designated personnel will initial the "Medication log form" at the time the medication is administered.
- I. Students who must take medications during school hours are expected to follow the above guidelines, but may discuss with the school nurse and/or building principal options for flexibility in the self-administration and carrying of medications on their persons. The procedures may be modified by the school nurse and/or building principal in consultation with parents and the student.
- J. Field Trip Medications: Only routine 'daily' medications and 'emergency' medications are sent on field trips. A Meds-A form must be on file in the health office to ensure those medications are taken on the field trip. Medications such as Tylenol/Advil/Pepto-Bismol are considered 'as needed' and are not taken unless pre-arranged by a parent or guardian and the school nurse.

### Family Vacations

Family travel during the school year does interrupt a student's regular progress; however, we recognize the educational value of these trips. Therefore, five (5) vacation days per school year will be allowed as excused. Any days after five (5) school days will be unexcused. Early notice of travel will help school personnel to accommodate parents and students during that period. It will be the student's responsibility to obtain all missing work from their teachers during their absence. Some assignments may not be available until the student returns to school. A folder containing all missed assignments will be prepared for the student upon his/her return. Work should be completed and returned to the teacher within three (3) days for the child to receive credit.

## Medical Appointments

If possible, dental and doctor appointments should be scheduled during non-school hours. We believe that school is your child's most important business. District 301 does not encourage early dismissal of students. Students must be excused by their teacher and principal if they leave before the regular dismissal time. Punctuality and regular attendance are important factors in future success. Please help your child to form these habits and enable the school to serve the educational needs of students more effectively.

## Physical Education & Recess Medical Excuses

Students healthy enough to attend school are considered healthy enough to attend PE and recess. If a student is unable to participate in PE class and/or recess, a parent's note can excuse the student for two consecutive days. The note should include the following:

- Student's name
- Student's grade and teacher
- Nature of illness or disability
- Length of time excuse is valid one or two days
- Nature of excuse and/or any restrictions

When a student is unable to participate beyond two consecutive days, he/she must present a medical excuse from his/her licensed physician stating the reason for the excuse, activities to be avoided, the length of time the student must not participate, and a return to class with no restrictions date. If a return to class date is not listed, a medical release from his/her licensed physician is required to return to physical activity.

## **GENERAL INFORMATION**

### Dress Code

We request your assistance in making sure that your child is dressed properly, particularly during the colder months. Students are encouraged to wear layers during the winter months; if the building temperature fluctuates during the day, it is easy to add or remove sweaters or sweatshirts. During the warm months students should wear cooler clothing. Please note: clothing which is considered revealing will not be allowed on any student. Short shorts/skirts, bare mid-driffs, halter tops, exposed undergarments, spaghetti straps and other clothing items determined by school personnel to pose a significant distraction of the learning environment are not considered appropriate attire. For safe movement within and out of the building please purchase appropriate footwear for your child. Messages/logos on clothing must be appropriate to the elementary school environment.

Outside Play

Please dress your child appropriately so that he or she may be outside when the weather permits. Snow and moderately cold weather do not keep the children inside. All children will participate in outdoor activities if the outside temperature with wind chill is 0 degrees or above unless a note from a doctor or parent is received. Snow pants and boots are required for children to play in the snow. Each school has playground rules to follow.

Emergency Weather Conditions

District #301 uses SchoolReach Instant Parent Contact Messaging Service. This one-call solution can simultaneously contact parents at home or work, via email or cell phone, to alert them of school closings or other emergencies that may interrupt the school’s regular day. Therefore it is very important that parents notify the school office with any contact information. You may also check the District #301 website for school closing information at [www.burlington.k12.il.us](http://www.burlington.k12.il.us) or listen to the radio. When we decide to close the school we will notify these radio stations.

WRMN	1410 AM / WJMK	94.3 FM	Elgin
WLBK	1360 AM / WDEK	92.5 FM	DeKalb
WGSB	1480 AM		St. Charles
WBBM	780 AM		Chicago
WGN	720 AM		Chicago
WLS	890 AM		Chicago

During School

In the event of an emergency early dismissal or delayed release, we will contact you through SchoolReach Messaging System. However, please tell your child what to do in the event that you are not home (e.g., where they should go, who should be called) to minimize their concerns and confusion.

Should an emergency occur during school hours, please do not call the school or go to the school to pick up your child. We will hold the children until it is safe and, if you normally pick up your child, until you arrive.

Student Insurance

If a student insurance program is offered, it will be the responsibility of the student’s parents, not that of the school, to file claims with the designated insurance representative in the event of injury. When an optional student insurance program is offered, claim forms will be available in the school office.

### Lost and Found

The lost and found is kept in a clearly marked container. Please label all items of clothing that a child removes during the course of a day (e.g., sweaters, mittens, hats, boots, gym shoes, etc.); proper labeling will help keep your child's things out of the lost and found. The schools donate all unclaimed lost and found items to charity after fall conferences and after the last day of school.

### Lunch

Your children may bring their lunch from home, or they may participate in our hot lunch program. All District #301 schools will be using the My Lunch Money system. This system works with each student having an ID card with a bar code. The bar code will be read with an infrared scanner at the beginning of the lunch line to deduct the meal or milk. The ID card will be kept for each student. When using the card each student's picture and name will come up on a computer for identification. Money can be sent to school in an envelope with the child's name, grade and teacher's name on it or by using the My Lunch Money website with a credit or debit card. There is a service fee of \$1.95 per transaction and a 24-hour delay before it will be on our computer when paying on the website. The website can also teach you more about this program:

[www.mylunchmoney.com](http://www.mylunchmoney.com).

Students who do not have a lunch or lunch money will be given a lunch or substitute sandwich and milk. Students will be billed for this lunch and a lunchroom staff member will contact parents regarding money owed.

### Items Brought to School

Due to student allergy and school safety issues pets are not allowed in the school building or outside of a vehicle while on school grounds. With regard to food, commercially prepackaged items that are clearly labeled with all ingredients are required. This includes birthday treats and classroom party snacks at any school sponsored events.

Students should not bring electronic games, trading cards and the like to school. While cell phones are discouraged, if you deem a cell phone necessary for your child it must be turned off and kept in a back pack while at school and on the bus. Music devices must be kept in the student's backpack before exiting the bus. We discourage children from bringing toys as they may become lost or damaged. The school is not responsible for items of this nature that are brought to school.

No gum is allowed at school.

### Vehicles on School Grounds

The use of un-licensed motorized vehicles on School District 301 property is prohibited. This includes but is not limited to all-terrain vehicles, motorcycles, snowmobiles, go-

carts, and any off-road vehicles. Consequences for this behavior may include suspension out of school as well as charges filed with local authorities.

### Bicycles, Skateboards, In-line Skates etc.

If you ride a bike to school it must be walked on school property and parked in the bike racks provided. All bicycles should be kept locked when you are in the school building. The school is not responsible for damage or theft of parts while bicycles are parked in the racks. Bicycles may be ridden to and from school provided good safety rules are followed. Bicycles cannot be housed in the school. Bicycle racks will be off limits during school hours.

Skateboards, in-line skates and wheelies are not allowed on school grounds. Any students found with such items will:

- 1) receive a verbal warning
- 2) have such item confiscated to be picked up by a parent/guardian
- 3) have such item confiscated for the remainder of the school year

### Student Services

Central District 301 is a member of the Mid-Valley Special Education Cooperative. All districts are required to inform residents that special education services are available to children, ages 3 to 21, who reside within the school district boundaries. The team of professionals combines their diagnostic tools and resources and, with the parents of the child, determines whether that child can best be helped by academic assistance and/or attention to unresolved social/emotional needs. District 301 provides the following special education services through a student service team.

- Psychological testing to assess academic ability and determine eligibility for special educational services.
- Home and hospital instruction for children who will miss at least two consecutive weeks of school because of illness or accident.
- Hearing and vision screening at regular intervals.
- Speech and language evaluation to determine need for services.
- Social work services for students who require this service.

### Suspected Child Abuse

State law requires all school personnel to inform the Division of Children and Family Services (DCFS) of suspected cases of child abuse. We recognize parents' rights to administer physical punishment, but punishment which is thought by the school to be excessive must be reported to this state agency.

## Transferring Schools

If you anticipate moving, please notify the school of your intentions. You need to sign a release form from the new school so that we may process their request for records without delay.

## **ACADEMIC POLICIES**

### Academic Expectations

For a listing of the curriculum in the elementary schools of District 301, please refer to the district website. Copies are available to view at any of the district's elementary schools.

### Field Trips

Field trips correlate with the educational program. Our faculty prepares and defines trip objectives before a field trip is taken. Field trips are considered to be an extension and an enrichment of the normal classroom.

Detailed descriptions of the trip and permission slips will be sent home prior to each field trip. The permission slips must be signed and returned for your child to participate. Unfortunately, field trip money is nonrefundable. If a child does not go on a field trip but attends school, a related educational experience is provided.

### Homework

Homework is a vital part of education. Homework is not assigned as a punitive measure; it helps students learn and develop skills. Encouraging your child to complete assigned work to the best of his or her ability will help your child assume responsibility for learning. As general rule of thumb, students on average can expect 10 minutes of homework, per night, per grade level outside of reading time. For example, a typical third grader could expect 30 minutes of homework plus independent reading time per night.

### Parent Reports

Teachers and parents need to exchange information for the benefit of each student. Communication between home and school needs to be accurate and supportive. A child's attitude toward school is in part determined by how effective communication is between home and school. Elementary schools issue report cards quarterly or at the end of each semester for kindergarten.

## Retention Policy

The District reserves the right to retain a student at any grade level. This decision is based upon professional evaluation and consideration of a student's individual circumstances.

## **SCHOOL DISCIPLINE POLICIES**

### Discipline Goals

- To help students learn to control themselves appropriately
- To create and maintain an optimal educational climate for all students
- To maintain a safe and healthy environment
- To provide order within the school organization
- To teach students respect for the rules and the regulations of the school
- To teach students respect for the authority of school personnel

### Discipline Guidelines

Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the conduct of students during school. Principals, teachers, bus drivers, and certified personnel stand *in loco parentis*, that is, in the supervision of students in the absence of parent/guardian. Disciplinary action, including suspension, shall be in keeping with federal law, the School Code of Illinois, the rules and regulations of the State Board of Education for the State of Illinois, case law (pertinent court decisions), Board of Education policy, and responsible and proper professional procedures and ethics.

The teaching of self-discipline (responsibility for a person's own actions) is a goal of our school's discipline code. To insure that students exhibit appropriate behavior and performance, it is the school's responsibility to implement a program for teaching a system of essential rules and to administer just and constructive corrective measures.

### Considerations include:

- Student's age
- Ability-functioning level
- Seriousness of the offense
- Frequency of inappropriate behavior
- Circumstances and intent – including family circumstances and/or home environment situations
- Potential effect of the misconduct on the school environment
- Relationship of the behavior to any handicapping condition
- Relationship of the behavior to alcohol or drug influence

## Behavioral Interventions

Public Act 89-191 requires all Illinois school districts to develop a policy and procedures addressing the use of behavioral interventions for special education students. District #301 School District has developed its policy and procedures using guidelines provided by the State Board of Education. The Act requires that all parents and students be notified about the existence of this policy. A copy of the District #301 policy and procedures is available by calling the Student Services office at (847) 464-5863. You may obtain a copy of the State guidelines by contacting the Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.

## Student's Rights and Responsibilities

### Rights:

- To be given the opportunity to be heard as well as have witnesses and/or an advocate speak on one's behalf.
- To pursue a successful education without disruption
- To discuss educational concerns with teacher and other school staff
- To be informed of student responsibilities, rights, and discipline policies
- To receive fair and equitable treatment without discrimination in every aspect of the educational system
- To be treated respectfully and as an individual
- To expect cultural respect and understanding
- To expect learning to be relevant to life
- To equitably participate in courses and co-curricular activities that promote individual skills and talents
- To be academically challenged
- To work, play, and be transported in a safe environment

### Responsibilities:

- To resolve problems and issues while providing dignity for all
- To become productive citizens
- To recognize when personal actions are interfering with the rights, personal space, feelings, and property of others
- To be culturally sensitive and respect cultural diversity
- To develop a sense of responsibility for personal choices
- To succeed in school by working to the best of one's ability
- To attend school regularly, arrive on time, and bring supplies
- To follow discipline guidelines adopted by the District, as well as one's school and class
- To ask for help when in need of assistance
- To be an active listener
- To act in a courteous and responsible manner in all school related activities
- To be a participating learner

## Parent Rights and Responsibilities

### Rights:

- To view records and visit school in accordance with Board of Education policy
- To be informed and receive explanations of academic progress and behavior
- To be consulted as soon as possible when decisions are made that affect one's child
- To request and be granted conferences with school personnel
- To express feelings without intimidating or being intimidated
- To expect school to be a safe place for learning
- To expect cultural respect and understanding
- To be treated respectfully
- To be informed of the Discipline Goals and Guidelines
- To expect children to be academically challenged and to learn

### Responsibilities:

- To abide by the Legal Compulsory Attendance Laws
- To communicate an expectation to achieve in every class
- To provide a regular place to do homework
- To expose children to learning activities
- To praise children for effort, improvement, and achievement
- To act in a courteous and responsible manner in all school related activities
- To act as partners with school staff for improving student learning and behavior
- To assist children in learning how to make choices and deal with the consequences
- To provide the school with accurate home and emergency phone numbers
- To be culturally sensitive and to instill this in children
- To be an active listener and learner

## Staff Rights and Responsibilities

### Rights:

- To be supported by other staff and parents/guardians
- To work in a positive atmosphere for learning and teaching
- To work in an atmosphere free from verbal or physical threats and abuse
- To be present at student/parent conferences
- To be involved in the decision making process for the school district
- To expect cultural respect and understanding
- To be provided with resources necessary to carry out responsibilities
- To work in partnership with others
- To participate with parents, community, and staff in school decisions
- To have a safe working environment (includes school bus)

#### Responsibilities:

- To respect the rights, dignity, and confidentiality of students, parents/guardians, and other staff
- To inform and consult parents/guardians in assessing the needs and progress of students
- To be pro-active toward resolving issues
- To empower students to be personally responsible
- To be culturally sensitive and respect cultural diversity
- To act in a courteous and responsible manner in all school related activities
- To be fair, equitable, and consistent in all interactions
- To be responsive to student needs
- To be informed of the Discipline Goals and Guidelines
- To implement approved and accepted teaching and assessment practices
- To initiate parent contact/support at the first occurrence of academic or behavioral changes
- To develop, with student input and administrator review, a classroom rights and responsibilities plan
- To develop, communicate, and enforce clear behavioral and learning expectations

#### Examples of Student Behaviors Requiring Discipline

Some common examples of student behaviors requiring discipline interventions are listed below. The list has been categorized into three tiers or increasing levels of significance. Every situation, however, is unique and must be addressed with consideration given to its specific conditions and circumstances. These examples are presented to serve as samples and are not a complete listing of either prohibited behaviors or possible interventions.

### ***Level 1***

*Documented evidence of persistent behaviors, appropriate interventions, and administrative dialogue and approval may move the matter to Level 2*

The resolution of Level 1 behaviors is primarily the responsibility of teachers, support personnel, and parents/guardians. Administrative and parental assistance can be initiated without engaging the formal referral process. Level 1 behaviors include, but are not limited to the following:

#### BEHAVIORS SUCH AS

- Being excessively inattentive
- Derogatory remark
- Disobedience
- Distracting others
- Excessive and/or loud talking

- Excessive tardiness
- Failure to do assigned work
- Failure to bring necessary materials to class
- Inappropriate dress
- Inappropriate physical contact
- Littering
- Possession of electronic devices
- Use of inappropriate language and/or gestures
- Pushing and shoving
- Throwing objects

#### POSSIBLE INTERVENTIONS

- Assigned school service relative to behavior
- Classroom or individual behavioral contracts/behavior management plans
- Classroom activity exclusion
- Classroom meeting
- Conference with student
- Conference with administration
- Consultation/intervention with other teachers/counselors/support personnel
- Contact with parent/guardian (site, phone, letter, visit)
- Controlled ignoring
- Cooling off/time out
- Incentives/positive reinforcers
- Nonverbal correction
- Peer mediation
- Seating change
- Supportive confrontation
- Teacher initiated detention
- Temporary alternative placement (another class)
- Temporary removal of items that disrupt
- Use of verbal de-escalation methods
- Verbal correction
- Withdrawal of privileges
- Written response or letter

## *Level 2*

These interventions are the responsibility of school-based administration, with assistance from teachers, support staff, and parents/guardians. One or more interventions may be utilized. Level 2 behaviors include, but are not limited to the following:

#### BEHAVIORS SUCH AS

- Altering/destruction of school property
- Discriminatory conduct

- Distribution. Possession, exhibition of offensive materials
- Damage to property of others
- Fighting
- Fireworks/incendiary objects
- Gambling
- Gang related behavior
- Hazing
- Leaving school without permission
- Persistent Level 1 behaviors
- Possession of harmful objects
- Possession of stolen property
- Possession, use, or reasonable suspicion of being under the influence of alcohol/drugs
- Physical abuse
- Reckless behavior
- Sexual misconduct
- Temper tantrum/out of control behavior
- Theft
- Threats/intimidation
- Trespassing
- Use/possession of tobacco
- Verbal abuse

#### POSSIBLE INTERVENTIONS

- Detention before/after school
- Establish/implement a behavior plan
- In School Suspension
- Out of School Suspension
- Parent/guardian conference with administrator/teacher
- Parent/guardian In Class or In School Suspension with child
- Peer mediation
- Referral to outside agency or authority
- Referral to the Problem Solving Team
- Restitution or community service

### *Level 3*

These interventions are the responsibility of school-based administration and central office personnel, with assistance from teachers, support staff, and parents/guardians. One or more interventions may be utilized. Board of Education action may also be necessary. Level 3 behaviors include, but are not limited to the following:

#### BEHAVIORS SUCH AS

- Arson/attempted arson

- Battery
- Bomb threats
- Burglary
- Distribution or sale of alcohol/drugs or look-alike alcohol/drugs
- Extortion
- Fire alarms
- Group violence
- Interference with school personnel
- Persistent Level 2 behaviors
- Possession, use, or transporting explosives
- Robbery
- Sexual harassment
- Staff assault
- Threats with a weapon
- Use/possession of a weapon, knife or look-alike weapons
- Use of a legitimate object as a weapon
- Vandalism
- Other matters as covered by Illinois School Code or State Law

#### Possible Interventions

- Out of School Suspension (10 days)
- Restitution and/or follow-up to outside agency or authority
- Possible recommendation for expulsion
- Referral/consultation to police agency and possible arrest
- Referral to Intervention Assistance Team and Child Study Office

### Bullying

District #301 Elementary School Bullying Intervention Plan

#### **Legal Requirements**

##### **PA 95-0349 Bullying Prevention Education**

The General Assembly passed Public Act 95-0349, which deals with bullying prevention education.

This bill requires each school district to create, maintain and file a policy on bullying with the State Board of Education beginning 180 days after the effective date of the amendatory Act. The bill was signed by the Governor on August 23, 2007. Each school district must communicate its policy on bullying to its students and their parent or guardian on an annual basis. The policy must be updated and then filed every two years with ISBE.

##### **105 ILCS 5/10-20.14**

A school board is required to have a student discipline policy that includes provisions to address students who have demonstrated behaviors that put them at risk for aggressive behaviors, “including without limitations, bullying as defined in the policy”. The policy must include procedures for notifying parents or legal guardians and early intervention procedures based on available community based and district resources.

## **Bullying Defined**

INTIMIDATION / HARASSMENT / TAUNTING / BULLYING / CYBER-BULLYING: repeated aggression in which a student or group of students physically or psychologically (mentally) harasses a victim.

- a. The action could include but is not limited to hitting, pushing, kicking, tripping, destroying things, name-calling, ridiculing, verbal threats, gossip, rumors, isolating others, and making sexual comments or gestures.
- b. This policy prohibits any person from harassing or intimidating a student based upon a student’s sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status.
- c. Inappropriate Written / Electronic Materials:
  - i. Accessing and / or distributing at school any written or electronic material, including material from the Internet that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities.
  - ii. Creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operation or interferes with the rights of other students or staff members.

## **UNACCEPTABLE BEHAVIOR**

Listed above are examples of unacceptable behaviors, which may result in major disciplinary consequences. The prohibition of the offenses listed above pertains in school, on school property, on school buses, at any school-related activities, and to students traveling to and from school. *Disciplinary actions can be taken on behaviors that take place off of school grounds when the behavior has an effect on the educational process.* Please be advised that students who are guilty of chronic misbehavior may be subject to more severe disciplinary consequences than those guilty of an isolated, single event.

## **Prevention**

Central Community School District #301 strives to prevent bullying before it can even take place. At the elementary level this is done through the Character Education

program, the Health Curriculum, and ongoing administrative/teacher expectation discussion with all students.

#### Character Education-

The Character Education Program focuses on the character traits of: Self-control, Responsibility, Citizenship, Caring, Respect, Trustworthiness, and Fairness. Several of these traits link back to bullying and the appropriate way to treat other students at school. These traits covered in all areas ongoing in the school and students are rewarded for showing these traits during the school day. The students are rewarded through awards which are given by the staff. Drawings are done throughout the school year to further reward positive behavior. The students are educated about bullying while the building promotes positive behaviors.

#### Health Curriculum-

One of the major components to the Health curriculum is decision making and bully prevention. The students openly discuss problems related to bullying in society and locally in the district. Students are given warning signs of bullying and coping skills on how to handle bullying. They go through bullying scenarios related to self and others. Information on resources available at each building is also given to the students. This information contains who handles bullying in the building and how it is managed. The students also discuss how to report bullying.

#### Administrative/Teacher Discussions-

Setting expectations day one is another very important tool against bullying. During the first day administration/teachers clearly define bullying and the consequences. They explain the bully reporting system and how bullying incidents are handled.

### **Standard Procedures**

Once a bullying incident is reported we target how the bullying is affecting the victim psychologically, physically, socially and academically. We will get the victim's version of the incident and a list of possible witnesses. We will gather information on the type of bullying (psychological or physical), number of incidents, time of the incidents, and location of the incidents. Once we gather all of the needed information we will talk to the student who has been displaying the bullying actions. After all the information is collected we will make a determination on the severity of the bullying.

### **Level I Intervention**

*-Minor 1<sup>st</sup> offense*

A level one intervention results in a verbal warning and a peer mediation session if the victim is comfortable. In the peer mediation session we discuss how the behavior makes the victim feel. We discuss appropriate behavior in conjunction with our character education program. Next, the student who was displaying the bullying behavior is told what the consequences would be if the behavior continues and their parents are contacted. Lastly, we meet privately with the victim and explain to them the importance of reporting the bullying. The student is told that any other incidents, even minor ones, must be reported. In some cases we set up weekly meetings to discuss how things are going. The victim's parents are contacted and asked to contact the school if they hear of any other incidents.

### **Level II Intervention**

- Major 1<sup>st</sup> offense*
- Minor 2<sup>nd</sup> offense*

A level two intervention results in a temporary classroom removal (TCR) or suspension for a time period of 1-5 days. In the TCR the student has to complete a character education assignment which allows the student to reflect on their behavior and more importantly what the appropriate behavior would have been. We review the character education assignment after its completion and discuss the student's behavior in conjunction with our character education program. Next, the student who was displaying the bullying behavior is told what the consequences would be if the behavior continues and their parents are contacted. As in level one we meet privately with the victim to discuss the importance of reporting bullying, we set a weekly meeting time, and contact the parents.

### **Level III Intervention**

- Major 2<sup>nd</sup> and subsequent offenses*
- Minor 3<sup>rd</sup> and subsequent offenses*

A level three intervention results in a temporary classroom removal (TCR) or suspension for a time period of 5-10 days. In the TCR the student has to complete a character education assignment which focuses on appropriate behavior. Next, the student who was displaying the bullying behavior is told what the consequences would be if the behavior continues and their parents are again contacted. In some cases we may move toward a behavior contract at this time as well. If the victim is a consistent victim we would refer them to the school social worker to discuss coping strategies and other behavioral cues that may be resulting in the bullying. The victim's parents would again be contacted.

# CENTRAL COMMUNITY UNIT SCHOOL DISTRICT 301 TRANSPORTATION HANDBOOK

## BUS TRANSPORTATION

Illinois State Law requires that School Districts provide transportation to and from school for all public school pupils living more than 1 1/2 miles from their school of attendance. Where a hazard is identified which significantly jeopardizes the safety of a student (due to vehicular traffic), the district will follow the State of Illinois guidelines. **All students are assigned a District 301 bus unless they are within walking boundaries.**

The State of Illinois has very strict legislation on the matter of school buses. District 301 is committed to carrying out these regulations in order to provide the most efficient and safest transportation possible. Usually common sense will clearly tell the pupil what his/her conduct should be in any school bus situation. However, the following rules are included here to insure understanding of what is expected while entering, riding, or leaving the school bus.

### Instructions to Parents

Busing information for the **current** school year will be available for viewing on the district's website through E-link, [burlington.k12.il.us](http://burlington.k12.il.us). E-link is a web based program which will provide you with the most current busing information such as bus time, bus stop location and bus number.

Students should not be removed from the bus during the boarding/releasing of buses. Parents must give 60 minutes notice to the school to avoid any confusion during dismissal. **A Childcare/Transportation Request form needs to be completed for ALL students regarding their transportation arrangements. Please allow 48 hours to process any busing changes and then check the e-Link for the updated changes.**

### Instructions to School Bus Riders

School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local Board of Education designates some adult to supervise the riders. Any pupil who violates the regulations below will be reported by the driver to the building administration. Inappropriate and unacceptable student behavior on a bus will result in detention(s), suspension from bus riding, or removal from bus riding for the remainder of the year depending on the severity and/or frequency of misconduct. This is in addition to the expectations and enforcement of other school rules as outlined in the student handbook. Days of bus riding suspension will be effected only when a student is in school. That is, if a student is suspended from bus riding for one day, he/she must be in attendance at school for one day without riding the bus.

1. Please arrive at your designated bus stop **(5)** five minutes prior to your scheduled pickup time. Students may only ride their assigned school bus.
2. Be careful in approaching the place where the bus stops. Do not move toward the bus until the bus has been brought to a complete stop.
3. Refrain from running alongside of the bus or running after the school bus.
4. Refrain from crowding up to the door while the bus is still in motion. Students must wait until the bus has stopped before leaving their seats.
5. Remain seated while the bus is in motion.
7. In the event of an emergency be alert and listen for instructions given by the driver.
8. Windows are to remain at or above the white safety line at all times. Do not throw anything out of the windows.
9. Refrain from talking loudly, laughing loudly and/or an unnecessary confusion that could divert the driver's attention from safely driving the bus.

10. Be absolutely quiet when approaching a railroad-crossing stop.
11. Refrain from littering, defacing or destroying bus property.
12. Eating, drinking or gum chewing is not allowed.
13. Animals are not allowed on the bus.
14. Keep the aisles clear at all times.
15. Take all belongings with you.
16. Respect the driver, fellow pupils and yourself.
17. Help look after the safety and comfort of smaller children.
18. Wait to cross until getting the all clear signal from the driver. Always cross in front of the bus and remain ten feet away from the bus.
19. Students must sit three (3) in a seat on the school bus when necessary due to the load.
20. All students must sit in their assigned seats.

#### **Restricted Items**

1. Because of the potential for disrupting the school bus driver, certain items are not to be brought on the bus. Some examples of such items could be, but are not limited to:
  - Electronic games
  - Toys
  - Playing cards
  - Laser lights
  - Cameras

In some cases the student may seek approval from the Transportation Director or building administration for special situations (i.e., field trips, athletic trips, etc.)

2. Cell Phones may be used responsibly on the school bus. Any misuse of a cell phone will result in disciplinary action as outlined in the Student/Parent Handbook.

Examples of misuse include, but are not limited to:

- Using phone as a camera
- Displaying inappropriate images/website
- Use of inappropriate language during calls or texts
- Use of phone for harassment or intimidate

4. Music Devices are allowed on the school bus as long as they are kept at a volume that cannot be heard by others and the listener can still hear emergency directions. Music devices must be in the student's backpack before exiting the bus

#### **Kindergarten Transportation**

**The parent/guardian or older sibling must be present when kindergarten student is dropped off. It is district policy that if no one is available at drop off location, the bus driver will notify the school of the situation and the school will notify the parent/guardian that the student will be brought back to the school for parent pick up.**