

2016-2017 Elementary



www.u-46.org

Student and Parent Handbook



www.u-46.org

Handbook Agreement

Dear Parents and Guardians:

We strongly desire to create a safe, academically rich and nurturing learning environment. Please read and discuss our school's rules and expectations with your child.

Thank you for your support.

OUR OBJECTIVES

- To create a safe and nurturing learning environment
- To improve home-school communication
- To encourage parent and child understanding of school and district policies and procedures

PARENT AND STUDENT PROCEDURES

- Parents and students will refer to the handbook for understanding of school and district policies and procedures.
- Parents and students will read and discuss school specific rules, to include policies regarding academic and behavioral expectations.

Please cut off and return to the teacher.

I have received the handbook and have discussed the school's rules and expectations with my child.

STUDENT NAME:

PARENT SIGNATURE:

DATE:

General Rules and Regulations

All Schools in District U-46 are subject to the Board's Policies, which can be found here. Students and staff are expected to oblige by Board Policy at all times. Initial inquiries regarding school rules and regulations should be directed to the Building Principal. General questions about any of the Board's policies can be directed to the Chief Legal Office, which can be reached at 847-888-5000 Ext. 5305. General questions about the content of this handbook can be directed to the Assistant Superintendents for Elementary Schools, who can be reached at 847-888-5000 Ext. 5445.



Attendance

MINIMUM TIME REQUIREMENT FOR CREDITABLE PUPIL ATTENDANCE DAYS

What constitutes a full-day of student attendance?

A full-day of attendance for students in full-day Kindergarten or 1st grade must be four clock hours (240 minutes) of instruction or more.

A full-day of attendance for students in grades 2nd through 12, must be a minimum of five clock hours (300 minutes) of instruction under the direct supervision of:

- (i) a certified teacher, or
- (ii) non-teaching/volunteer personnel when engaging in non-teaching duties and supervising those instances specified in Section 10-22.34(a) and Section 34-18.

Statutory Citations: 105 ILCS 5/18-8.05(F)(1), (F)(2)(b), 5/18-12 and 5/10-22.34

Administrative Rule: 23 Ill. Admin. Code Part 1.420(f)(4)(B)

What constitutes a half-day of student attendance?

On a regular school day, students in grades 2nd through 12 that receive less than 300 minutes of instruction but at least 150 minutes of instruction can be claimed for a half-day of attendance.

Students in grades 2nd through 12 that are not in attendance for at least 150 minutes of instruction cannot be claimed.

On a regular school day, students in full-day Kindergarten or 1st grade that receive less than 240 minutes of instruction but at least 120 minutes of instruction can be claimed for a half-day of attendance. Students who are in Kindergarten or 1st grade and are not in attendance for at least 120 minutes of instruction cannot be claimed.

Statutory Citations: 105 ILCS 5/18-8.05(F)(2)(f),(g) and (h)

Administrative Rule: 23 Ill. Admin. Code Part 1.420(f)(4)(A)

Can study halls count toward the 300 minute requirement?

Yes. The study hall must be supervised by a certified or non-certified personnel in order to be counted toward the required 300 minutes.

Statutory Citations: 105 ILCS 5/10-22.34(a)(2) and 5/34-18(10)(ii)

Can lunch hours count toward the 300 minute requirement?

No. Lunch hours are considered non-instructional time.

Statutory Citations: 105 ILCS 5/18-8.05 (F)(1)

Can recess count toward the 300 minute requirement?

For purposes of yearly school recognition, recess is not considered instruction and cannot be counted to meet the requirement of a five clock hour day (300 minutes). However, for GSA attendance purposes, separate morning or afternoon recess can be included towards a student's instruction for either a half-day (150 minutes) or full-day (300 minutes) of attendance. Recess that is linked to lunch cannot be counted.

Statutory Citations: 105 ILCS 5/18-8.05 (F)(1) and 5/10-22.34(a)

Excused or Unexcused attendance reasons both count against the number of minutes the student is in school.

Attendance

“Valid Cause for Absence” shall mean:

- a. illness;
- b. observance of a religious holiday;
- c. death in the immediate family;
- d. family emergency;
- e. circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent’s or legal guardian’s concern shall be subject to evaluation by the principal or principal’s designee, on a case by case basis); including, but not limited to, other situations beyond the control of the student as determined by the principal or principal’s designee, homelessness and its attendant difficulties. (Students who may be homeless need to be referred to the Homeless Education Program).

“Excused Absence” shall mean: an absence for which there is a valid cause either: a. known to the principal or principal’s designee; or b. attested by a letter (or note) signed by the parent or legal guardian setting forth such cause and approved by the principal or the principal’s designee either before or after the date of absence.

“Unexcused Absence” shall mean: an absence for which there is no valid cause.

“Truant” shall mean: a student subject to compulsory school attendance and who is absent without a valid cause for a school day or portion thereof.

“Chronic Truant” shall mean: a student subject to compulsory school attendance and who is absent from such attendance without valid cause for 5% or more of the previous 180 regular attendance days (9 unexcused absences).

Generally ten days absent and/or fifteen tardies to school is used as a guideline to determine excessive absences/tardies. The issue of excused versus unexcused absences/tardies becomes a non-issue when the number of days absent or tardy becomes excessive.

Attendance

Good attendance is a vital part of a child's success in school. The habit of regular and punctual attendance is a quality that will follow a student through life.

School district attendance begins with a kindergarten program, which District U -46 operates for children who reach the age of five years on or before September 1. Children who reach the age of five years after September 1 must wait until September of the following year to attend. THERE CAN BE NO EXCEPTION TO THIS CUTOFF DATE.

Children entering first grade must be six years of age on or before September 1.

ABSENCE

If a student is to be absent from school, parents are asked to call the school. Just as concern would be felt if a student did not report home after school, the same concern exists if a student does not come to school. In addition to the call, some schools require notes from home following the student's absence. Parents are asked to follow the individual school policy on this matter.

EXTENDED ABSENCES

In case of an extended absence due to illness from school, parents should contact the principal so that arrangements can be made to discuss the student's progress and homework with the classroom teacher. The law requires that children be in attendance at school whenever the child's school is open for instruction. The only approved vacation periods for School District U-46 occur during Winter Recess, Spring Recess, and Summer Vacation. Therefore, extended absences and/or vacations

during the school year are discouraged. Valuable educational experiences are lost and grades may be affected. If an extended absence vacation during the school year is unavoidable the absence will be marked as unexcused.

REQUEST FOR EARLY DISMISSAL APPOINTMENTS

We encourage parents to arrange doctor and dental appointments so that children do not have to miss school. From time to time children may need to be picked up early for appointments and for other reasons parent deem necessary. On these occasions the school should be informed of the time, purpose of the appointment, and who will be picking up the student. It is expected that the person picking up the student will do so in the school office.

TARDINESS

The principal has the responsibility for monitoring student attendance and potential truancy. Student truancy is defined as:

- Absence from school with an unacceptable excuse or no excuse.
- Excessive excused absence with no medical support.
- Excessive tardiness.

Known truancy will involve a warning letter to the parents from the principal and/or a parent conference with the principal. If truancy continues, a referral will be made to the County Truant Officer for further action.

Generally ten days absent and/or fifteen tardies to school is used as a guideline to determine excessive absences/tardies. The issue of excused versus unexcused absences/tardies becomes an issue when the number of days absent or tardies becomes excessive.

Behavior Expectations

The key to good behavior is self-respect and giving respect to others when going to and from school, in the classrooms, in the hallways, and on the playground. Students are expected to respect the rights of other persons and their property. To help students understand what is expected, the following guidelines are presented. Parents are requested to review these guidelines with their students.

Students are expected to be respectful, cooperative, and courteous to all those with whom they associate and to follow directions of school personnel.

Students, whether passing through hallways individually or in a group, are to do so quietly. Quiet hallways are a big help to learners and to teachers. For the safety of all concerned, running in the halls is not acceptable.

BULLYING

Bullying of any kind is a violation of State law. Bullying may include aggressive or negative gestures, or written, verbal or physical acts that place another student in reasonable fear or harm to person or property, or that has the effect of insulting or demeaning any student in such a way as to disrupt or interfere with the school's educational missions or the education of any student. Bullying most often will occur when a student asserts physical or psychological power over, or is cruel to, another student. Such behavior may include but is not limited to: pushing, hitting, threatening, name-calling, or other physical or verbal conduct of a belittling or intimidating nature. Students are not to participate in any form of cyber bullying or threats using any form of electronic communication.

The parents of any student found guilty of bullying will be notified and the student will be referred to the building administrator to determine the appropriate intervention strategy that should be implemented to address the behavior. Repeated offenses shall be handled pursuant to the District's standard disciplinary procedures.

To report bullying, contact the principal of your school or email reportbullying@u-46.org.

COMPUTER USAGE

The Board of Education recognizes that technology is a tool for instruction which should facilitate and enhance the curricular goals of the district. Internet access is one of the technology tools that can provide positive learning experiences for students.

Because of the unique nature of Internet, the staff will provide guidance and instruction to students in the appropriate use of that resource. Those responsible for student Internet access will monitor its use so that maximum instructional benefit will result. The District's electronic network is part of the curriculum and is not a public forum for general use. Users should not expect that e-mail or files stored on District servers will be private.

The District reserves the right to log technology use, to monitor file server space utilization by users, and to examine users' files and maintain as needed, and at its discretion.

Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files by persons outside, or from persons inside the District.

Behavior Expectations

COMPUTER USAGE (CONT'D)

In addition, using an off-campus computer such that the use results in material and/or substantial disruption to the school and/or a true threat will constitute grounds to investigate whether the use violates applicable law or district rules. Should such misuse be determined, the school will implement appropriate consequences as defined in the Acceptable Use Policy and the student discipline code.

SCHOOL MEAL PROCEDURES

Payment for school breakfast and lunch is expected at the time the meal order is sent in. If your child forgets their meal from home or forgets to turn in a menu and you cannot bring a meal to school, we will offer your child an alternative choice. This service is provided to ensure that your child does not go hungry at school. It is not meant to be a substitute for a regular meal and will only be allowed for two days.

Payment can also be made online and kept in an account for your student. Log on to www.mealpayplus.com for information.

If you are having problems providing meals for your children, School District U-46 offers free or reduced prices to qualifying families. To qualify for free or reduced price meals, you must complete a Free and Reduced Price Meal application and return it to the Food & Nutrition Department. Call 847-888-5000 ext. 5034 for more information.

In order to provide a good atmosphere in which students may eat, the following rules are enforced:

1. Students will remain in their seats.
2. There will be no loud talking or excessive noises.
3. There will be no throwing of food, containers, or papers.
4. Students will show respect to all lunchroom supervisors.
5. A proper standard of table manners and courtesies will be followed.
6. Food should not be removed from the eating area.
7. Students are responsible for cleaning their eating area.

School Meal Procedures

Payment for school breakfast and lunch is expected at the Point-of-Service. Payment can also be made online and kept in an account for your child. Log on to [www.MyPayments Plus.com](http://www.MyPaymentsPlus.com).

Purpose

The goal of School District U-46 Food Services Department is to provide students with healthy meals each day, however, unpaid charges place a large financial burden on the Department. The purpose of this policy is to insure compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances.

The intent of this policy is to establish uniform meal account procedures throughout School District U-46 Public Schools. The provisions of this policy pertain to regular priced school breakfast and lunch meals only. While the USDA Child Nutrition Program does not require that a student who pays for regular priced meals be served a meal without payment, School District U-46 provides meals as a courtesy to those students in the event that they forget or lose their lunch money.

Policy Full Pay Students - Elementary and Middle School Students will pay for meals at the district's published standard rate each day. A student will be allowed to charge a Maximum of six (6) meals to their account. Once a student has charged those six meals, he/she will not be allowed to charge a la carte items. However, he/she will be offered a designated menu alternate. Sample Breakfast: One graham cracker package and white milk; Sample Lunch: Cheese stick,

one graham cracker pack and white milk.

High School Students - High School students must prepay or pay cash at the register for all meals and a la carte purchases. When a student's account balance reaches zero, no a la carte items will be sold to the student, and he/she will only be offered a designated menu alternate.

Free Meal Benefit - Free status students will be allowed to receive a free breakfast and lunch each day. A la carte purchases must be paid at the time of purchase.

Reduced Meal Benefit - Reduced status students will be allowed to receive a breakfast for \$.30 and lunch for \$.40 each day. A student will be allowed to charge a maximum of six (6) meals to their account. Once a student has charged those six (6) meals, he/she will not be allowed to charge a la carte items. However, he/she will be offered a designated menu alternate. Sample Breakfast: One graham cracker package and white milk; Sample Lunch: cheese stick, one graham cracker pack and white milk.

Parents/Guardians are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year. Check must be made payable to the student's school.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and said records are available by setting up an account at www.MyPaymentsPlus.com or by speaking with the cafeteria manager.

School Meal Procedures

Students/Parents/Guardians pay for meals in advance via www.MyPaymentsPlus.com or with a check payable to the student's school. Further details are available on our webpage at www.u-46.org. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

Refunds for withdrawn, and graduating students; a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable. Students who are graduating at the end of the year will be given the option to transfer to a sibling's account with a written request. Unclaimed Funds must be requested within one school year. Unclaimed funds will then become the property of School District U-46 Department of Food and Nutrition Services Program.

Balances Owed collection of owed balances will follow the policies and procedures set by School District U-46.

If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child.

Behavior Expectations

LUNCH AFTER EMERGENCY DAYS

After an emergency day (i.e. snow day) it takes two days to return to the published menu.

As parents/guardians you have an option after an emergency day. Discuss with your child, the possibility of menu changes, then:

- Ask the child to take a school meal even if it is not what he or she ordered.
- Bring a meal from home. If your child would prefer to bring a meal from home, the Food Service Lead will issue a credit for that day. Your child will be allowed to purchase milk.

PLAYGROUND

It is expected that students on the playground:

1. Follow all playground rules.
2. Be very careful when running.
3. Avoid all pushing and shoving.
4. Do not throw harmful objects.

WALKING TO AND FROM SCHOOL

For reasons of safety it is expected that all students:

1. Go directly to and from school.
2. Do not talk to strangers.
3. Cross all streets carefully at designated crossing areas.
4. Follow requests of crossing guards and patrols.
5. Follow prescribed rules and respect property.
6. Maintain reasonable rules of conduct.



Behavior Expectations

RIDING ON THE SCHOOL BUS

For reasons of safety students will:

1. Be respectful to the driver at all times.
2. Wait until the bus has come to a complete stop before attempting to enter or leave. Load and exit by the front door of the bus.
3. Board the bus only when the driver and the teacher or coach responsible for the activity is at the bus.
4. Sit three in a seat when necessary.
5. Sit in seats only and do not block the bus entryway or aisle.
6. Remain seated while the bus is in motion.
7. Leave windows and doors closed, except by permission of the driver.
8. Keep hands, arms, and head inside the bus at all times.
9. Not throw objects inside or outside the bus.
10. Not divert the driver's attention by talking or laughing loudly which may result in a serious accident.
11. In case of road emergency remain in the bus until instructions are given by the driver and/or teacher who is responsible for the child's well being.
12. Not eat or drink on the school bus.
13. Conduct themselves on buses in the same manner as would be expected on the school grounds or in the school building.

In cases of misbehavior, transportation may issue a behavior referral (pink slip) to the student. The pink slip must be signed by the parent before the student can again be transported to school. Continuing problems will be resolved by the building principal.

Behavior Consequences

Students who do not act in a responsible manner must explain their actions to the principal or teacher, at which time disciplinary action may include but not limited to the following:

DETENTION

From time to time it may be necessary to detain students after school for infractions of rules. In such cases the parent will be contacted so that the whereabouts and safety of the youngster is not in question.

There are occasions when a child may need to stay after school. If this occurs, the student or school personnel will be responsible for notifying the parent and the reason given. This may be arranged ahead of time or a call made home that day.

SUSPENSION

For more serious violations of rules or consistent misconduct, the principal may find it necessary to suspend a student. This suspension may not exceed ten school days. Parents will be notified immediately in cases of suspension and have the right to a hearing if they feel the suspension is unjust.

If students enrolled in Special Education Programs act in a way that makes them liable for suspension, the School Service Team and program supervisor will consider any relationship between the behavior and the child's disability. If a relationship does exist, a staffing will be held to review the child's program. If no relationship exists then normal disciplinary procedures apply.

Students and parents are reminded that they may also be subject to a disciplinary transfer in event of an act of misconduct.

GROUNDS FOR DISCIPLINARY ACTION

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

1. On school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function or event; or
4. At any place where the misconduct has a reasonable relationship to school.
5. Possessing smoking or graffiti producing materials on their person, in backpacks, in cubbies, in school, on school grounds or at school activities.
6. Participating in cyber bullying and threats by using any form of electronic communication

Intervention

Statement on Student Behavior

School District U-46 considers it best practice for children to be engaged in an academic setting. Removal from their learning environment is counterproductive to our mission of “Academic Success for All.” We are committed to limiting the number and duration of suspensions to the greatest extent possible. School staff shall consider non-exclusionary forms of discipline and interventions prior to using out-of-school suspensions and expulsion whenever possible, reserving the consideration of out-of-school discipline for the most egregious acts of misconduct. We do not use zero-tolerance disciplinary practices and all levels of student discipline are implemented on a case-by-case basis.

We are committed to supporting positive student behaviors and we do so collaboratively with input from District staff, parents and students. Our schools will be positive and welcoming places for all children to learn and for teachers to teach, as positive behaviors are learned. Adults have a responsibility to create a climate that sets students up for success, while continuing to ensure safe and nurturing environments for all students. Students and families shall be informed and included throughout all processes related to consequences and interventions for a student. Teachers and staff will receive appropriate training and support to advance the goals of our Student Code of Conduct and equitably apply consequences and interventions.

Intervention

Consequences and Interventions

School District U-46 takes a positive approach to behavior which includes proactive strategies for defining, supporting and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and assistance in learning new skills to improve their behavior. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports and interventions.

Nothing in this Student Code of Conduct shall be interpreted in a manner that conflicts with Section 7: Students of the U-46 School Board Policies (see the U-46 Web Site on School Board Policy) or violates a student's rights as provided for in the Individuals with Disabilities in Education Act.

There are Three Tiers of Intervention

Tier 1 -- All Students

Includes:

- General curriculum enhanced by acknowledgements of positive behaviors and clearly stated expectations that are applied to all students

Tier 2 -- Selected Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Tier 3 -- Individualized Interventions

Focus on:

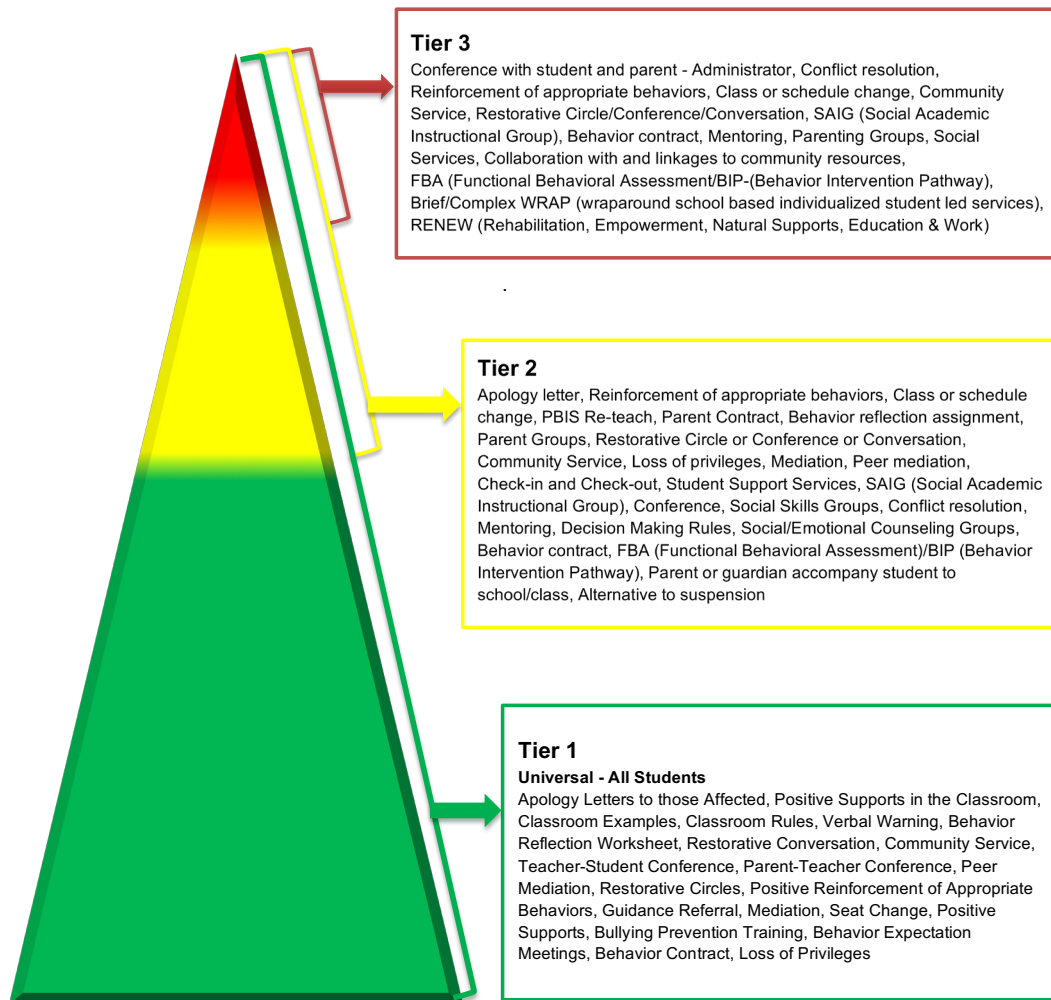
- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors assessments and increasing the student's social skills and/or functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

The process of intervention involves numerous intervention possibilities in an effort to address the behavior in a manner that promotes change that supports a safe nurturing school environment.

Intervention

The Three Tiers of Intervention

Positive Behavioral Interventions and Supports (PBIS) provides a school-wide framework through which school staff teach behavioral expectations and provide added support to ensure student social emotional and academic success through a multi-tiered system of support. The PBIS tiered system of support is grounded on evidence-based practices and data-based decision making to identify and address the behavioral and social emotional needs of students. Interventions may include (but are not limited to) the examples below:



Intervention

Rights and Responsibilities

Staff Responsibilities

With respect to student discipline, school staff will be responsible for the following:

- To teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and respectfully
- To promptly investigate all allegations of bullying as defined in this document
- To review the circumstances surrounding each situation and exercise discretion to assign interventions/consequences in the best interest of the school community
- To apply student discipline accurately, consistently and in a nondiscriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken and recording all disciplinary action in the District's data tracking systems.

Staff Rights

School staff will have the following rights as they pertain to student discipline:

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration
-

Student Responsibilities

Each student will be responsible for the following:

- To read and become familiar with all student conduct rules
- To attend school daily, prepare for class and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property and the property of others

Intervention

Student Rights

Students have the following rights as they pertain to addressing student conduct:

- To be safe at school
- To be treated fairly, courteously and respectfully
- To bring complaints or concerns to the school Principal or staff for resolution
- To tell his or her side of the story before receiving a consequence for a student conduct infraction

Parent/Guardian Responsibilities

Parents shall be responsible for the following:

- To read and become familiar with all student conduct rules
- To make sure their child attends school regularly, on time and to notify the school before the school day begins if their child is absent
- To provide the school current and accurate contact information
- To work with school staff to address academic and behavior concerns regarding their child
- To be actively involved in their child's education

Parent/Guardian Rights

Parents/Guardians of students have the following rights as they pertain to student conduct:

- To be treated fairly and respectfully by the School Principal, teachers and staff
- To access information about the District's Policies and Procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed for the consequences assigned

Levels of Consequences and Interventions

The Code of Student Conduct shall apply to all students at all times on all School District U-46 property, including:

- In school buildings and on school grounds
- In all school vehicles
- At all school, school-related, or district-sponsored activities, including but not limited to:
 - School field trips
 - School sporting events (whether such activities are held on school property or at locations off school property, including private business or commercial establishments)
 - Bus stops, Walking to/from school
 - Before school and evening events
 - SAFE before or after school program

Intervention

Levels of Consequences and Interventions for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's action constitutes a violation of the Board policy and/or the Code of Student Conduct. The levels (shown on the following page) guide administrators to use *progressive interventions* to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in the *Code of Student Conduct*, the consequence may be expulsion from School District U-46. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive intervention which follow **repeated, chronic or cumulative offenses may require higher levels of interventions/ consequences**. For serious violations, interventions/consequences may begin at a higher level.

* Out-of-School suspensions may be used if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continued presence in school would either:

1. Pose a threat to the safety of other students, staff, or members of the school community,
2. Substantially disrupt, impede or interfere with the operation of the school.
 - a. Whether a student's continuing presence in school would pose a threat to school safety or a significant disruption to other students' learning opportunities shall be determined on a case-by-case basis by the school board or its designee. The school board or its designee shall determine what constitutes a threat to school safety or a disruption to other students' learning opportunities on a case-by-case basis. 105 ILCS 5/10-22.6 (b-15).

** Any student who receives an out-of-school suspension must be afforded due process before being excluded from the school. The student must also participate in a reinstatement conference prior to returning to school. The student and a school staff member must be in attendance. A Parent/Guardian is also expected to attend either in person or via telephone conference. A Parent/Guardian's inability to attend or participate shall not prevent the student from returning to school.

Intervention

Levels: Consequences & Recommended Behavioral Supports and Interventions

Code of Student Conduct: Examples of Levels of Intervention / Consequences

We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social and emotional needs of each student. The six levels of intervention provide guidance on the typical types of interventions for students based on the nature of the behavior event. Each student and situation is different. This guidance is not all inclusive and depending on the evaluation of the behavior event, teachers or administrators may increase or decrease the level of response accordingly.

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
1	Classroom Level Intervention/Consequences	
	<i>Teachers shall use a combination of the following multiple interventions to help the student change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary. Parent/guardian notification required.</i>	
	Apology letter - Written	Loss of privileges
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	PBIS Re-teach
	Community Service	Peer mediation
	Conference with parent or guardian	Reinforcement of appropriate behaviors
	Conference with student - Teacher	Restorative Circle or Conference or Conversation
	Conference with student and parent - Administrator	Seat change
	Conflict resolution	Warning
2	Detention (lunch after school or before school)	
	Appropriate when Level 1 interventions/consequences have been ineffective.	
	<i>Teachers shall use a combination of the following multiple interventions to help the student change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary. Parent/guardian notification required.</i>	
	Apology letter - Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Behavior reflection meeting/worksheet - Written assignment	Peer mediation
	Community Service	Reinforcement of appropriate behaviors
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student - Teacher	Saturday School (Secondary Schools Only)
	Conference with student and parent - Administrator	Seat change
Conflict resolution	Suspension of computer privileges	
Detention (lunch after school or before school)	Warning	
Loss of privileges		

Intervention

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
3	Appropriate when Level 2 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required.	
	<i>Administrators and school staff use a combination of the following multiple interventions to help the student change behavior.</i>	
	Alternative to suspension - Outside referral to approved U-46 agency	Loss of privileges
	Alternative to suspension - In building resource	Mediation with administrator
	Alternative to suspension program - Web Based	Mentoring with U-46 approved mentor/mentoring program
	Apology letter - Written	Parent contract
	Behavior contract	Parent or guardian accompany student to school/class
	Behavior reflection meeting/worksheet - Written assignment	Parking permit revoked
	Class or schedule change	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Peer mediation
	Conference with parent or guardian	Reinforcement of appropriate behaviors
	Conference with student - Teacher	Restorative Circle or Conference or Conversation
	Conference with student and parent – Administrator	Social Academic Instructional Group (SAIG)
	Conflict resolution	Saturday School (Secondary Schools Only)
	Detention (lunch after school or before school)	Suspension (1-2 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)		
In-school suspension or intervention 1 - 2 days	Suspension of computer privileges	

Intervention

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
4	Appropriate when Level 3 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required.	
	<i>Administrators and school staff use a combination of the following multiple interventions to help the student change behavior.</i>	
	Alternative to suspension - Outside referral to approved U-46 agency	In-school suspension or intervention 1 - 3 days
	Alternative to suspension - In building resource	Loss of privileges
	Alternative to suspension program - Web based	Mediation with administrator
	Apology letter - Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	Parent or guardian accompany student to school/class
	Class or schedule change	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Reinforcement of appropriate behaviors
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student - Teacher	Saturday School (Secondary Schools Only)
	Conference with student and parent - Administrator	Social Academic Instructional Group (SAIG)
	Conflict resolution	Suspension (1-3 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
	Detention (lunch after school or before school)	
	Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	WRAP (wraparound school based individualized student led services)

Intervention

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
5	Appropriate when Level 4 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required.	
	<i>Administrators and school staff use a combination of the following multiple interventions to help the student change behavior.</i>	
	Alternative to suspension - Outside referral to approved U-46 agency	In-school suspension or intervention 1 - 3 days
	Alternative to suspension - In building resource	Loss of privileges
	Alternative to suspension program - Web Based	Mediation with administrator
	Apology letter - Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Class or schedule change	Reinforcement of appropriate behaviors
	Community Service	Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student - Teacher	Social Academic Instructional Group (SAIG)
	Detention (lunch after school or before school)	Suspension of computer privileges
	Suspension (1-3 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.	Suspension (5 days) - More than 3 days must be approved by Coordinator of Student Discipline. Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
WRAP (wraparound school based individualized student led services)		
6	Appropriate when Level 5 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required.	
	<i>Administrators and school staff use a combination of the following multiple interventions to help the student change behavior.</i>	
	Alternative placement	Mentoring with U-46 approved mentor/mentoring program
	Apology letter - Written	Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)
	Class or schedule change	Restorative Circle or Conference or Conversation
	Community Service	Suspension (5 - 10 days) - More than 3 days must be approved by Coordinator of Student Discipline. Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
	Conference with student and parent - Administrator	
	Expulsion (to be considered only in the most extreme cases)	WRAP (wraparound school based individualized student led services)
Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)		

Intervention

Behavior Events							
Level Of Consequence							
Behavior Event	1	2	3	4	5	6	Referral to Police
Arson/fire	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	*
Attendance-Loitering (Inappropriate Location/Out of Bounds Area)	Pk-12	Pk-12	Pk-12	Pk-12			
Attendance-Tardy/ Chronic Tardiness	Pk-12	Pk-12	Pk-12				
Attendance-Truancy-Failure to Attend Class	Pk-12	Pk-12	Pk-12				If Chronic Truancy
Bullying - Based on Disability	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Gender	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Race/Color/National Origin	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Religion	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Harassment	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Orientation	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Other	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Defiance/Disrespect/Insubordination /Non-Compliance	Pk-12	Pk-12	Pk-12	Pk-12			
Demonstration and Mass Protest	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12		*
Disruption/Disturbance	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12		
Dress Code Violation	Pk-6	Pk-12					
Drug-Alcohol-Use/Possession	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drug Paraphernalia-Use/Possessions	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drugs-Use/Possession	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drugs, including alcohol-Intention to Distribute	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Tobacco-Use/Possession, includes E-Cig	Pk-6	Pk-12	Pk-12				
Electronic Devices/Cell Phones-Other Behavior	Pk-12	Pk-12	Pk-12	Pk-12			*
Extortion/Strong Arming/Blackmail	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	*
False Alarm/Fire Alarm	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12
False information or accusation	Pk-6	Pk-12	Pk-12	Pk-12			*
Fireworks/Explosives	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Food Tampering (Putting substance in another person's food or drink)	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*

Intervention

Behavior Event	Level Of Consequence						Referral to Police
	1	2	3	4	5	6	
Gambling	Pk-6	Pk-12	Pk-12	Pk-12			*
Gang Related Activity/Affiliation Display	Pk-6	Pk-6	Pk-12	Pk-12			
Gum/Candy Issue-Other Behavior	Pk-12	Pk-12	Pk-12				
ID Violation-Other Behavior	Pk-12	Pk-12	Pk-12				
Inciting or Participating in a School Disturbance	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12		*
Lying/Cheating/Academic Dishonesty	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12		
Matches/lighters	Pk-12	Pk-12	Pk-12	Pk-12			*
Minor-Defiance	Pk-12	Pk-12					
Minor-Disrespect	Pk-12	Pk-12					
Minor-Disruption	Pk-12	Pk-12					
Minor-Inappropriate Language	Pk-12	Pk-12					
Minor-Other	Pk-12	Pk-12					
Minor-Property Misuse	Pk-12	Pk-12					
Minor-Technology Violation	Pk-12	Pk-12					
Minor-Warning	Pk-12	Pk-12					
Physical- Inappropriate physical Contact	Pk-12	Pk-12	Pk-12				
Physical-Affection-Inappropriate Display of Affection	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Battery of staff member			Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Battery/student	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Fighting/student	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Physical Aggression	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Sexual Activity	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Teen Dating Violence and Intimidation	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Unsafe Action/ Dangerous Behavior	Pk-6	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	*
Property Damage/Vandalism	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Reckless vehicle use	9-12	9-12	9-12				9-12
Technology-Sexting (Technology Violation)	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Technology-Violation/Computer Related	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Theft	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Threat -Staff Verbal or physical	Pk-6	Pk-6		Pk-12	Pk-12	Pk-12	*
Threat-Bomb Threat			Pk-6	Pk-12	Pk-12	Pk-12	*
Threat-Student Verbal or Physical	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Trespassing	Pk-6	Pk-12	Pk-12				*
Verbal-Abusive Language / Inappropriate Language /Profanity	Pk-6	Pk-12	Pk-12	Pk-12			

Intervention

Behavior Event	Level Of Consequence						Referral to Police
	1	2	3	4	5	6	
Weapon- Other/Knife with blade over 2.5 inches/ No Intent	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Ammunition	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Firearm Other (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Handgun (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Multiple (handgun, rifles/shotgun, other)						Pk-12	Pk-12
Weapon-Other/Knife with blade over 2.5 inches/With intent use	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/Knife with blade under 2.5 inches/No Intent	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/Knife with blade under 2.5 inches/With intent to use	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/No Intent-except firearm	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/With Intent to Use-except firearm	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Rifle (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Shotgun (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Use/Possession of Weapons/Firearms						Pk-12	Pk-12
<p>* The behavior offense committed by the student may be reportable to police if the incident caused harm to another person and/or a concern for the safety and welfare of self or others.</p> <p>If a behavior is deemed a criminal offense by local authorities and such offense is not identified in the Code of Student Conduct, the consequence may be expulsion from School District U-46.</p> <p>Restitution for loss or damage will be required in addition to any other prescribed consequences.</p> <p>No student in grades Pre-K through 2nd can be suspended without approval of Superintendent's designee.</p>							

Intervention

Glossary	
Absence	An absence is a student not being physically present in an academic program. A valid cause of absence shall mean illness, observance of a religious holiday, death in the immediate family, family emergency, or other situations beyond the control of the student as determined by the principal, or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties (students who may be homeless should be referred to the Homeless Education Department of the Kane County ROE for additional assistance), or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.
Affection - Inappropriate Display of Affection	Inappropriate behavior of a sexual nature including, but not limited to exposure, consensual sex, or possession of sexually explicit material.
Alternative to suspension - outside agency program	The school administration contacts the parent/guardian and refers the student to outside community based services.
Alternative to suspension - web based learning program	The student may have committed an offense and the School District provides the student with an opportunity to participate in a researched based web learning program as an alternative to exclusionary suspension.
Arson or fire	Attempting to aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set a fire.
Battery of a staff member	A student commits a physical battery toward a staff member when they intentionally touch another student in an unlawful manner. Examples include: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Battery of a student	A student commits a physical battery toward another student when they intentionally touch another student in an unlawful manner. Examples include: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Behavior Contract Agreement	The school administrator developed with the student an agreed upon behavior contract that has input and participation from the parent/guardian.
Behavior Improvement Plan (BIP)	Behavior Intervention Plan
Bomb Threat	The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause, whether in writing, in person, or by phone.

Intervention

Glossary	
Bullying	Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) causing a substantially detrimental effect on the student's or students' physical or mental health; 3) substantially interfering with the student's or students' academic performance; or 4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. To report bullying, contact the principal of your school or email reportbullying@u-46.org .
Bullying based on Bias Behavior	An offense, verbal, written or symbolic in nature, committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, gender, gender orientation, religion, disability, sexual orientation, or ethnicity/national origin.
Bullying Based on Sexual Harassment	Unwelcome sexual advances, request for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.
Bus Suspension	A bus suspension is the student being removed from bus transportation privileges. This resolution is used when a student commits an offense on the bus that was determined to be either a significant disruption to the safety of others, or a threat to the safety of others. If the student does not have alternative transportation during the bus suspension, out-of-school suspension guidelines apply.
Cell Phone Use Zones	The use of cell phone will only be allowed before entering or after leaving the building or in cell phone use zones. If there is an emergency, please notify the office and the student will be located.
Check In Check Out	The intervention is focused on connecting a student with a caring adult and providing positive feedback to the student throughout the day.
Community Service	The administrator refers the student and parent/guardian to a community service agency for support that is approved by the School District.
Conference	A communication that takes place either face-to-face or by telephone.
Conflict Mediation	The school official works with a student or students to resolve a conflict to mediate the situation with resolution. The school official notifies the parent/guardian(s) of all students involved.
Consequence	A result that follows from an action or condition.

Intervention

Glossary	
Consumption/Use	The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.
Criminal Behavior	Any behavior that is considered an infraction against the law.
Cyber-bullying	Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing images, sounds, data or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. To report bullying, contact the principal of your school or email reportbullying@u-46.org .
Defiance	Willful disobedience, open disregard, contempt to a rule, law or direction.
Demonstration and Mass Protest	Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes or activities.
Detention	A detention is assigned to a student for a period of time after or before school for 60 minutes or less. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Extended	A detention is assigned to a student for a period of time, after or before school, for 61-120 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Lunch	The student is not allowed free time at lunch and assigned to a detention room during the lunch and lunch recess time period. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Saturday School	The student was assigned to attend a Saturday school detention as determined by the school program. Saturday school programs have duration from 60-240 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.
Disrespect Toward Others	Inappropriate comments or physical gestures to others.

Intervention

Glossary	
Disruption of the learning environment	Disruption of the learning environment occurs when the intensity and the duration of the individual student behavior relative to the substantial nature of the offense does not allow learning to continue. When this occurs, it precludes the student's ability to return to the primary learning environment or significantly disturbs the learning environment of the school until a safety plan and interventions can be put in place. Behavior (including possession of toys at the elementary level) that interferes with instruction, learning and orderly environment, which includes, but is not limited to: chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc. None of this will preclude the student's rights as provided for in the Individuals with Disabilities in Education Act.
Disruptive Clothing or Appearance	Disruptive clothing or appearance occurs when a student's clothing distracts from or interferes with the educational process. Student's dress and grooming is the responsibility of the individual and his/her parents within the following guidelines: 1) Dress and grooming will be in keeping with health, sanitary and safety requirements. 2) When a student is participating in school activities, his/her dress and grooming will not disrupt the performance or constitute a health threat to the individual or other students. 3) Dress and grooming will not be such as to disrupt the teaching/learning process.
Distribution or Sale	A student has disseminated or transferred any prohibited substances with or without compensation.
Drugs, including alcohol	Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes and substances represented as controlled substances and drug paraphernalia.
Due Process	The process by which a student facing disciplinary action is given oral and/or written notice of the allegations, an opportunity to hear the evidence and an opportunity to respond to the allegations. Due Process is to be provided to the student prior to the implementing disciplinary measures. Note: a student that poses a danger to persons or property may be removed from the school setting immediately with the notice and hearing following as soon as possible but prior to the implementation of a suspension or expulsion.
Electronic Device Misuse	Use of communication devices, such as cell phones and other electronic devices during the school day or on school buses unless in an emergency. Other devices include, but are not limited to the use of an iPod, CD player or hand-held game, use of camera cell phones or PDA camera to invade privacy (in locker rooms, restrooms, etc.) or violate this code of conduct. (See also Cell Phone Use Zones)

Intervention

Glossary	
Erroneous Entry	The behavior offense was entered erroneously and does not affect the student.
Excused Absence	A valid excused absence shall mean an absence for which there is a valid cause, either known to the principal or principal's designee, or attested by a letter (or note) signed by the parent or legal guardian setting forth such cause and approved by the principal or the principal's designee either before or after the date of absence.
Expulsion	Expulsion means the removal of a student from a School District U-46 school for a period beyond 10 consecutive days for a defined period of time that is not to exceed 2 calendar years. The Board of Education may approve an expulsion with or without educational opportunities. If approving educational services during an expulsion, the student would not return to the school where the offense took place.
Expulsion under zero tolerance policy	The student committed an offense under a zero tolerance policy and was expelled by the Board of Education. There are no zero tolerance policies in U-46.
Expulsion-with Educational Services provided	A student was expelled by the Board of Education and the student was offered educational services for the duration of the expulsion at an alternative school location.
Expulsion-without Educational Services provided	A student was expelled by the Board of Education and no educational services were offered to the student for the duration of the expulsion.
Extortion/Strong Arming/Blackmail	The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fears, or threats, including burglary and robbery.
False Fire Alarm	Pulling a fire alarm or reporting a fire without valid cause.
False Information/Accusations	Willfully or maliciously giving false information, record, or accusation against school personnel or other students.
FBA / Behavior Pathway	Functional Behavioral Assessment (FBA): A process that centers on determining the purpose of a behavior (i.e. the function) and identifying the environmental events that surround it (i.e. antecedents & consequences). Information gathered through this process guides the development of a Behavior Intervention Plan. This intervention is focused on providing a targeted effort in shaping student behavior through a unique plan that is based on an analysis of the function of a student's behavior and social emotional needs.
Fighting	An incident involving two or more students with physical contact, such as hitting, kicking, punching.
Fireworks / Explosives	Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs and flares.

Intervention

Glossary	
Food Tampering	Putting any substance in another person's food or drink, which poisons or contaminants that food or drink, or on a person's body, which causes injury or harm to the person.
Forgery / Counterfeit Currency	Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.
Gambling	Wagering money or property on school property or during school events.
Gangs	Three or more persons with an established hierarchy that, through its membership or through the agency of any members, participate in criminal or related activity that makes others uncomfortable or unsafe.
Harassment and Intimidation	See bullying.
Hazing	See Bullying.
ID Violation-Other Behavior	Middle and high school students are required to wear and display their student ID while attending school. Only the principal may authorize if a student is not required to wear an ID during certain activities.
Inappropriate Language	Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.
Inciting or Participating in a School Disruption	Causing a disruption to the learning environment or preventing orderly conduct.
Infraction	An offense or behavior that breaks a rule; which may also be criminal in nature.
Injury	Hurt, damage, loss of use or pain to a person
Insubordination (Uncooperative behavior)	Refusing to follow a reasonable request to a specific direction/ instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to student, talking back to an adult, refusing to work in class, refusing to report to the office, refusing to allow search.
Law Enforcement - Arrest	The law enforcement arrest occurs when a student commits a school related offense and a report was made to law enforcement. After law enforcement conducts an independent investigation, law enforcement arrests the student and removes the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.

Intervention

Glossary	
Law Enforcement - Referral to Law Enforcement	The law enforcement 'referral to law enforcement' occurs when a student commits a school related offense and a report was made to law enforcement. After law enforcement conducts an independent investigation, law enforcement takes action but does not remove the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.
Law Enforcement - Reportable to Police	Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to police or not is whether the behavior is considered illegal or whether it causes injury to persons. School District U-46 and the 10 community police jurisdictions within the boundaries of the School District have memorandums of understanding (MOU) to share information related to juvenile criminal activity in and out of school, as well as school safety related reports or offenses.
Leaving Area, Class or School without Permission	Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without a parent/guardian or someone listed on the emergency card.
Loitering	Leaving the classroom or other assigned area without permission and remaining in an area where staff supervision is not assigned for the student and the student is not participating in the educational schedule.
Loss of Privilege	The student loses a privilege as determined by the administration. Loss of privilege includes not being able to attend a non-educational event as a participant such as a talent show, dance, non-educational field trip, concert, field trip, or other event.
Lying / Cheating / Academic Dishonesty	Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebooks out during test without permission.
Mediation - Administrator	The Dean of the school is involved in mediating a situation with a student situation or behavior. The parent/guardian is notified.
Mediation - Peer	Peer mediation is a program that is organized by school officials that provide an opportunity for willing students to mediate a situation using peers to moderate and help guide the process, overseen by the school official.
Mentoring	There are a variety of mentoring programs for students. In all cases, mentoring programs will only be offered to students with parent/guardian approval. Mentors working with students are required to complete a criminal background check and complete an in-take and training process approved by the School District.

Intervention

Glossary	
Parent Conference	The school official has a conference with the parent/guardian of a student regarding an academic or behavior concern.
Parking Permit Revoked	The intervention is used when an administrator determines that a student's parking privileges are required to be revoked due to a behavior concern.
PBIS Reteach	The PBIS Reteach intervention provides re-teaching the school wide behavior expectations for a student.
Physical Aggression	Behavior that causes physical or emotional harm to others, or threatens to. It can range from verbal abuse to the destruction of a victim's personal property. Aggressive behavior is intentional, meaning it's done on purpose and violates social norms.
Physical Contact - Inappropriate	Aggressive physical action against another – deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Plagiarism	Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Plagiarism may also be referred to as Academic dishonesty.
Possession	"Possession" means having any knowledge of and any control over, an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intended to control the item.
Possession with Intent to Distribute	The student has in his/her possession, as previously defined, any of the substances listed in this offense with intent to distribute or transfer to another person/people with or without compensation.
Property Damage or Vandalism	Damage, destruction, or defacement of property belonging to the school or others.
Re-entry Meeting	The re-entry meeting occurs after an out-of-school suspension on the day the student returns to school. Parents/Guardians are requested to attend this meeting. The meeting is guided by a required form.
Referral to Community / Outside Agency	The school official refers the student and parent/guardian to an outside agency to assist with an academic or behavior concern. The outside agency has been approved by the School District to provide the services.

Intervention

Glossary	
RENEW - Rehabilitation, Empowerment, Natural Supports, Education & Work	This intervention is focused on student centered planning and goal setting at a Tier 3 level for students in middle school/high school level. Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW) is an evidence-based model structured around individualized transition planning for youth with emotional and behavioral challenges. The transition plan is created with the youth as the driving force, honoring their voice and vision. RENEW generates creative opportunities to wrap-around a student and help them achieve the outcomes they desire, such as, high school completion, employment and post-secondary education.
Restorative Circle	The restorative circle intervention provides re-teaching, reflection and opportunity for a student to repair harm or reintegrate into the school or classroom setting.
Restorative Conference	The restorative conference intervention focuses on collective voice of those impacted by a specific incident to resolve conflict and repair harm.
Restorative Conversation	The restorative conversation intervention is held between one adult and one or more students involved in a minor incident to resolve conflict.
Restorative Justice Practices	Restorative Justice Practices are reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. Restorative practices also include the use of informal and formal processes that precede wrongdoing: those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.
SAIG - Social Academic Instructional Group	The intervention is a social academic instructional group (SAIG) that focuses on targeted pro-social skills used when it was determined that the student committed the offense(s).
Sent Home Early	A student cannot be sent home early from school by a school official without a behavior incident that results in an out-of-school suspension as defined within this glossary, unless the parent/guardian is notified of a medical concern requiring immediate attention.
Sexting (Technology Violation)	Sexting is the act of sending sexually explicit messages or photos between mobile phones or other electronic device(s).
Suspension - In-School Intervention	In-school intervention means that the student was assigned to the in-school intervention room with homework and all educational services and opportunities provided during the duration of the in-school suspension.
Suspension - In-School Suspension	In-school suspension means the student was assigned an in-school suspension with homework but no other educational services.

Intervention

Glossary	
Suspension - Out of School Suspension 1-3 days	Out-of-school suspension for 1-3 days means that the student committed an offense and the administrator determines that the student's return to school posed a safety risk or significant disruption to the educational learning opportunities to other students. Student will be provided homework.
Suspension - Out of School Suspension 5 or more days	Out-of-school suspension for 5 or more days means that the student committed an offense and the administrator determines that the student's return to school posed a safety risk or significant disruption to the educational learning opportunities to other students. Homework and required educational services will be provided for the duration of the suspension.
Tardy	Arriving late to school or class.
Technology	The student uses any District-owned technology device or District-owned network system (including any network connection) in a manner other than what it is intended to be used for or contrary to the instructions provided by the staff member which is also covered in the student technology use agreement.
Teen Dating Violence and Intimidation	Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited and unacceptable. Every student has the right to a safe learning environment. For purposes of this policy, the term teen dating violence occurs whenever a student is 13 to 19 years of age and uses or threatens to use physical, mental, or emotional abuse to control an individual in a dating relationship; or uses or threatens to use sexual violence in a dating relationship.
Theft	Taking or obtaining the property of another person or institution without permission or knowledge of the owner.
Threat- Staff Verbal or physical	A student commits a threat to a staff member or school volunteer when the student uses language or physical actions that causes the staff member to fear immediate offensive physical contact or physical harm.
Threat- Student Verbal or Physical	A student commits a threat to a student when the student uses language or physical actions that causes the student to fear immediate offensive physical contact or physical harm.
Tobacco- Use or Possession	Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, smokeless tobacco, e-cigarettes and other inhalant devices.
Trespassing	A student commits trespassing by being on school property without permission, including while suspended or expelled. This may include the student being at a different school without permission within U-46.

Intervention

Glossary	
Truant	A truant student shall mean a student subject to compulsory school attendance and who is absent without a valid cause for a school day or portion thereof.
Truant - Chronic	A chronic truant student shall mean a student subject to compulsory school attendance and who is absent from such attendance without valid cause for 5% or more of the previous 180 regular attendance days (9 unexcused absences).
Unexcused Absence	An unexcused absence shall mean: an absence for which there is no valid cause.
Unfounded	A complaint of a behavioral offense was made regarding a student and the administrative investigation determined that there was not enough evidence available to support the allegation.
Unsafe Action or Dangerous Behavior	Any action that has the potential to cause danger or physical harm to self or others, to include Reckless Vehicle Use.
Vehicle - Reckless Vehicle Use	Irresponsible use of an automobile or motorcycle on school property.
Verbal Confrontation	Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening a school official that results in a significant disruption of the learning environment.
Warning	The administration determined that an offense occurred and issued the student a warning and contacted the guardian concerning the warning.
Weapon- Ammunition	A projectile that can be fired from a firearm of other gun or otherwise propelled, such as a bullet, arrow, pellet, etc. Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.
Weapon- Firearm Other	Other firearms-any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a lookalike of a gun. This shall include, but is not limited to, pellet gun, paintball gun, stun gun, Taser, BB gun, flare gun, nail-gun and airsoft gun.
Weapon- Firearms	A firearm as defined in Federal Firearms Laws Code 18 U.S.C. 921. Examples include handguns, rifles, shotguns and bombs. Refer to the Federal Code for the complete definition.
Weapon- Intent to use	The student has in his/her possession, as previously defined, any type of weapon with intent, threat, demonstration or statement that the student would use the weapon against another person.

Intervention

Weapon- Other Weapons	A weapon is, by way of illustration and without limitation, one of the following: any implement which could cause, or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.
Weapon- Used To Cause Bodily Harm or injury	Use of any object to injure any person or school property.
WRAP - Wrap Around Services	This intervention is focused on student and family voice with a student centered team developed to support student success. WRAP, referred to as wrap around services, is a student led program that is community based, culturally relevant, individualized, strength based and family centered.

Policies & Practices

ASSEMBLIES

Assemblies are held throughout the school year as part of the school's curriculum. A minimal fee may be charged for some programs.

DRESS CODE

Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Specifically, the following is prohibited at school or at school-sponsored events:

- a. Clothing which depicts the use of tobacco, alcohol, or illegal substances;
- b. Clothing which depicts graphics or wording with sexual, vulgar, lewd, or indecent meanings or connotations, or clothing which by community standards is indecent for purposes of educational and school activity. Students must be adequately clothed and wear appropriate footwear.
- c. Clothing which identifies one with a gang or with a group whose purpose or effect is to interfere with the operation of the school or school activities or with the safety and security of students and staff.
- d. Coats, jackets, caps, and hats, except when arriving at, or departing from school or attending after-school activities. Coats, jackets, caps, and hats are inappropriate in an educational institution and threaten the educational process and compromise safety. They may not be worn anywhere in the school during the school day (except as required for religious or medical purposes).

This policy, also enforced during summer school, is established to ensure the health, security, and safety of students. For the purpose of this policy, jackets or coats are defined as any outer garments which are usually worn over indoor clothing for protection from outside elements.

- e. Clothing that may damage school property or be readily used as a weapon.
- f. Clothing with graphics or wording which depicts violence in any form.
- g. Inappropriate dress includes, but is not limited to bare midriffs, bare backs, halter tops, low cut or strapless tops without a covering shirt, sleeveless undershirts, excessively short skirts or shorts, visible underwear, sleep attire including slippers, headgear (such as hoods, bandanas, hair nets, etc.).

All students must be covered from neck across shoulders to mid-thigh. Shirts need to be at least three inches wide on the shoulders in order to provide appropriate coverage. Clothing which is considered revealing will not be allowed on any student. As used in this policy, the word "clothing" includes accessories such as rings, earrings, necklaces, sweatbands (wrist or head), purses, backpacks, chains, sunglasses, distorting contacts, gloves, and shoes. Students who do not comply with the student appearance policy are subject to disciplinary action. Students must wear appropriate footwear. Nothing in this section shall be construed in a manner inconsistent with Board Policy or the Student Code of

Policies & Practices

FIELD TRIPS

Field trips will be scheduled at various times throughout the year. Parents will be notified of the dates, times, destinations, and costs (if any) of field trips. These excursions are considered to be part of the curriculum and all students are expected to participate.

GIFTS TO STAFF MEMBERS

The Board of Education shall always consider as appropriate the writing of letters to staff members with expression of gratitude, appreciation, or commendation. However, students and/or their parents should be discouraged from the common presentation of gifts to district employees. If an individual feels a spontaneous desire to offer a gift to a staff member, such gift should be simple and not elaborate and be of minimal expense.

HOMEWORK

The purpose of homework is to extend or reinforce the school learning so that class time is more productive and enjoyable. Such assignments should meet any of the following goals:

- Enrichment
- The application of acquired principles
- A specific need

MAKE-UP WORK

Students who have been absent for an extended period of time will be given an opportunity to make up missed work.

Parents should contact the teacher to make arrangements.

LOST, STOLEN AND FOUND ITEMS

The district is not responsible for lost or stolen items. Personal property brought onto school grounds remains the responsibility of the student. If an item is lost, the school may maintain a “Lost and Found” as a courtesy to the students. Items will be retained for a length of time to be determined at the school’s discretion, and then will be disposed of.

Please remember that lost, stolen or damaged items are not the responsibility of the school. The school will not reimburse students for any lost, stolen or damaged personal items brought on to school property. **MONEY, VALUABLES, AND PERSONAL PROPERTY**

Students are encouraged to leave all valuables and excess money at home. The school cannot be responsible for loss or theft of valuables or money. This includes toys, cell phones, electronic games, and other personal items not related to the educational environment.

CELL PHONES

The use of cell phones will only be allowed before entering or after leaving the building. If there is an emergency please notify the office and the student will be located.

School & Community Relations

PARENT INVOLVEMENT

There are many opportunities for parental involvement in U-46. Some parents serve as “room representatives” and volunteers in classrooms while others sit on district-wide committees. Each building principal is familiar with the range of activities available to parents/guardians of U-46 students.

- **Citizens’ Advisory Council (CAC)**

For more than 50 years, the Citizen’s Advisory Council of U-46 has served as an advisory group to the Board of Education. Each school is represented by up to seven parents/citizens who attend monthly meetings at Elgin High School’s library. The CAC committees work throughout the school year to support the District’s Strategic Plan. Reports are written in the spring and presented to the Board of Education for consideration.

- **District-wide Committees**

Throughout the school year, parents are included in advisory committees and task forces. If you are available and interested in participating, please call the School & Community Relations Office, 847-888-5000 ext. 5003.

- **Parent Group – PTO/PTAs**

Each school has a parent group. Most parent groups in U-46 are Parent-Teacher Organizations (PTOs). Parents serve as officers on the PTO Board along with the building principal and teacher representatives. The parent group provides resources to the school by organizing volunteers for events, programs, and activities. Parent groups also present fund-raising events and enrichment programs.

Check with the building principals to learn more about the parent group activities at each school.

GRADE AND PROGRESS REPORTS

Individual parent-teacher conferences are scheduled at least once during the school year. The conference is arranged to provide an opportunity for parents and teachers to discuss a child’s progress frankly, honestly, and confidentially. Additional conferences may be scheduled as the need arises.

The goal of the conference is to establish a positive step toward knowing and understanding a child more thoroughly so that the instructional program will serve him/her better.

Courtesy is expected concerning scheduled conferences. Once a conference is scheduled, it is expected every effort will be made to meet at the scheduled time.



School & Community Relations

NOTES FROM PARENTS

Messages from parents are always welcome. However, all notes should be sent in a sealed envelope, properly labeled, so that delivery to the intended person may result.

NOTIFICATION OF PARENTS REGARDING ASBESTOS CONTAINING MATERIAL

Information regarding asbestos containing material, located at each school in School District U-46, is available in the office of the principal.

SPANISH HOTLINE

The district provides a phone number for those who need assistance in Spanish. The number for Helpline Espanol is: 847-695-8686.

TELEPHONE

Important messages from the parent will be delivered to the children. Student use of the school telephone is discouraged and is usually limited to calling for parent permission to remain after school. Children must have permission from their teacher before using the telephone.

In case of illness, accident, or other emergencies, a staff member will make the necessary telephone calls.

VISITATION

The district and each school provide a variety of activities for students, parents, and community interaction, and visitation of schools is encouraged. For individual visits, arrangements need to be made with the principal in advance. This procedure is in accordance with established district policies

COMMUNICATION GUIDELINES FOR PARENTS

The Communication Guidelines offers parents and guardians a starting point when they have questions or need more information. The guidebook is available on the district's website. Please call School & Community Relations Office to help connect you with the answers you need, 847-888-5000 ext. 5003.

U-46 RADIO STATION

School District U-46 broadcasts student produced content on its own radio station, WEPS 88.9 FM. Student broadcasts air in English and Spanish Monday - Thursday at 7 a.m. & 7 p.m. and Fridays from 7-9 a.m. and 7-9 p.m. WEPS 88.9 FM also airs Wisconsin Public Radio.

ILLINOIS STATE LAW REQUIRES THAT ALL VISITORS REPORT TO
THE OFFICE UPON ENTERING THE BUILDING.

Emergency Communications

CANCELLATION OF SCHOOL

When it becomes necessary to close schools for emergency reasons such as severe snow or ice storms, equipment breakdown, etc., the decision is made as early in the day as possible and applies only to the day in question. As soon as the decision to close school has been made, the notice will be posted on the district website, www.u-46.org, sent to the media and the rapid notification system will be used to contact district families. Each morning there will be an announcement for that particular day.

The District's school closing announcements will be posted to the following sites and media outlets:

- WRMN (AM 1410)
- WGN (AM 720)
- The district web site (www.u-46.org)
- The School District U-46 app
- www.emergencyclosingcenter.com
- Phone call to child's contact number(s) utilizing the district ConnectEd system.

Parents are requested to listen carefully during periods of extremely inclement weather.

Calls should not be made to individual schools so that telephone lines stay open for emergency communication only.

CLOSING, DISMISSAL, LOCKDOWNS AND DRILLS

1. If it should become necessary to dismiss students early, a parent or a designated person will be contacted before a student is allowed to leave. A phone and email message will be sent as an emergency message to families of students if immediate actions are required. It is each parent/guardians responsibility to be sure that your phone numbers and email are current and correct in the student

information system. Our system is called Infinite Campus and can be accessed through the student on-line portal. Contact your school office if you need assistance to update your contact information.

2. Fire, tornado, lockdown and bus evacuation drills are conducted periodically, at which time students are instructed in the procedures to be followed.

INFINITE CAMPUS EMERGENCY CONTACTS

Parents are required to update Emergency Contacts each year for each child entering school at registration time. IT IS IMPERATIVE THAT THE EMERGENCY CONTACTS BE UPDATED REGULARLY.

If any of the following changes are made during the school year, please notify the school office at once:

1. Allergies and or health related concerns
2. Telephone numbers - Cell and Home
 - New number (If number is unlisted be sure to tell the school.)
 - Disconnected numbers (Notify the school and give a number where the school can reach the parents.)
3. Parent's change of employment
4. Change of babysitter or day care arrangements
5. Person to call in case parent cannot be reached. Minor first aid is given to students injured during school hours and on school property. Parents will be notified of more severe incidents such as head injuries. In case of an emergency, parents and/or paramedics are notified to further evaluate the situation. It is extremely important that emergency cards be kept UP-TO-DATE.

Health Concerns

A school nurse is available to each building and is there to help parents and students. Please feel free to contact her/him about any of the following health requirements or health programs.

KEEPING CHILDREN WELL

Healthy children have an advantage in learning.

Parents can help their children be healthy by providing nutritious meals, ensuring children have a good balance between rest and exercise and making their environments safe.

ILLNESS AT SCHOOL

Parents are asked to carefully check their children each morning to make sure they have no signs of illness. If the child has symptoms such as fever, nausea, rash, severe cough or headache, s/he should remain at home until the symptoms subside and/or medical treatment has begun.

If a child becomes ill at school, parents will be contacted. Children cannot be sent home alone. Parents are asked to keep updated home/work and emergency telephone numbers at school in the event parents need to be reached. Emergency telephone numbers should be updated as necessary.

COMMUNICABLE DISEASES

Due to the communicability of such diseases, parents are asked to report to the school immediately if their child develops; chicken pox, mumps, strep throat, scarlet fever, measles, hepatitis, venereal diseases, salmonella, polio, meningitis, Methyl-Resistant Staphylococcus Aureus (MRSA) or acquired immune deficiency syndrome.

Head lice does not pose a public health threat and they do not spread any diseases. Because research has shown that mass screening is not effective, the Nurses no longer screen entire classrooms. The best prevention is for you to examine your student's hair on a regular basis and to remind them not to share combs, hats, scrunchies, barrettes, etc. if you notice they are scratching their heads, please look for the cause. If they have lice, please treat them and let the Health Office know. If you need information on prevention and/or treatment, please call the Health Office. There are many web sites as well.

www.identifyus.com

www.cdc.gov/lice/head/treatment.HTML

MEDICATION AT SCHOOL

As a normal and regular practice, the dispensing of student's medication by school personnel should not occur. The dispensing of student's medication should occur under parental direction at home. However, to provide for those certain exceptions when medication is required at school, the following is school policy and procedure:

No medication will be given to the child without the completion of the "School Medication Permission and Instruction" form (signed by the parents and a physician). Medication must be brought to school by an adult and in the original prescription container from the pharmacy or physician and properly labeled. Medication is defined as prescription and non-prescription (over the counter) drugs.

FIELD TRIPS

Field trips will be scheduled at various times throughout the year. Parents will be notified of the dates, times, destinations, and costs (if any) of field trips. If your child requires any prescribed medication other than rescue medication, including over the counter preparations, you must contact the teacher well in advance of the trip.

Health Concerns

HEALTH GUIDELINES FOR SCHOOL ATTENDANCE

There are two important things to consider when making the decision to keep your child home from school: your child's susceptibility to other infections, and the possibility that she/he may spread the illness to others. The following are helpful guidelines listed in the U-46 Parent Student Health Handbook.

- Oral temperature of 100 degrees or above is sufficient to keep a child home. He/she must be fever free for at least 24 hours, without medication, before returning to school.
- If your child vomits or has two or more episodes of loose stool, he/she should remain at home and remain home for at least 24 hours free of vomiting or diarrhea before returning to school.
- Do not send a student with a rash to school until the rash and its seriousness has been established. A physician can identify the cause of a rash, if any treatment is needed and if your child is contagious. Please bring a note from the doctor when your child returns to school.
- Children may attend school when they have a cold or sore throat, however, they must be free of fever and hacking cough.
- If your child has been diagnosed with Strep Throat or Scarlet Fever, inform the Nurse. The student may return to school after 24 hours of treatment with antibiotics and if free of fever.

- A student should not be in school with Conjunctivitis (Pink Eye), but may return to school after 24 hours of treatment with antibiotics and if drainage is no longer present.
- Please notify the Nurse if your child has been diagnosed with Fifth Disease (Your child may attend school even though the rash may appear and reappear over time.), MRSA or H1N1 virus.
- If your child has head lice, please notify the Nurse.
- If your child has scabies, he/she child will be excluded from school until treatment is instituted. Please notify the School Nurse of any known scabies infection.

CLASSROOM FOOD/TREATS

Food/treats being brought into the classroom and/or school must be purchased and pre-packaged food items only. Items must have easily readable product labels for review and identification for possible food allergy concerns. **Non-food treats are recommended as an allergy-safe alternative.**

Health Concerns

PHYSICAL EXAMINATION, IMMUNIZATIONS

Illinois State Law requires physical examinations by an Illinois licensed physician and up-to-date immunizations for every student within one year prior to the date of first entering an Illinois school, and at kindergarten, sixth, and ninth grades. Each physical examination must include a screening for diabetes. (Ungraded special education students must have a physical examination at ages, 5, 10, and 14.)

A written record of physical examination on a state approved form, signed by a practicing Illinois physician, and exact dates of immunizations/boosters are required on registration day. Parent health sections is required to be filled out and signed by parent.

Students new to the district from out of state will be allowed 2 weeks to meet these requirements. IF THE REQUIREMENTS ARE NOT MET, THE STUDENT MAY BE EXCLUDED FROM SCHOOL.

VISION & HEARING SCREENING

All children enrolling in kindergarten in a public, private or parochial school and any student enrolling for the first time in a public, private or parochial school shall have an eye examination. Physicals, immunizations and vision exams are due the first day of school or earlier.

VISION EXAM REQUIREMENTS

All kindergartners or students enrolling in Illinois schools for the first time are required to have an eye exam by an optometrist or licensed eye doctor submitted by October 15 of the school year. The eye exam must be completed within one year prior to the first day that the child enters school for the first time or for kindergarten. The parent of any child who is unable to obtain an eye exam must submit a waiver form to the school.

IMMUNIZATIONS REQUIRED ARE:

- A. **Kindergarten:** Physical exam dated within one year of entry date. Students must show proof that they have been adequately immunized against Diphtheria, Varicella Pertussis, Tetanus (DPT or DTaP all doses + booster), Polio (OPV or IPV all doses + booster), Measles, Mumps, and Rubella (MMR with doses after 1st birthday indicated). The Mantoux test for TB is recommended.
- B. **6th Grade:** Physical Exam (including Hepatitis B series and Varicella, DTaP and 1st dose of Meningococcal vaccine) dated within one year prior to the start of 6th grade.
- C. **9th Grade:** Physical Exam dated within one year prior to the start of 9th grade.
- D. **6th-12th Grade:** A Tdap vaccine is required for all students 6-12th grade regardless of the date their last TD, Atap, or DPT.
- E. **12th Grade:** Meningococcal vaccine- The first dose received on or after the 10th birthday; second dose at least eight weeks after the 1st dose. Only one dose is required if the first dose was received at 16 years of age or older.

Health Concerns

DENTAL REQUIREMENTS

The dental exam verification form is new to the State of Illinois requirements for school age children in Kindergarten, 2nd and 6th. The grade levels were aligned with development of the 6- and 12-year molars and ability to assess the needs for sealants for these teeth.

Parents must:

- present proof of dental examination form

OR

- present a dental examination waiver form. The waiver option is available if:
 - child is enrolled in the free and reduced lunch program and is not covered by private or public dental insurance (Medicaid/Kid Care).
 - child is enrolled in the free and reduced lunch program and is ineligible for public insurance (Medicaid/Kid Care).
 - child is enrolled in Medicaid/Kid Care, but the family is unable to find a dentist or dental clinic community that is able to see the child and will accept Medicare/Kid Care.
 - child does not have any type of dental insurance, and there are no low-cost dental clinics in the community that will see the child.
 - present an exemption based on religious grounds.

OR

- present proof that dental examination will take place within 60 days after May 15.
- child must present proof of a completed examination prior to school the following year.

Safety

ARRIVING EARLY

Students who walk to school should not arrive earlier than a few minutes before they are allowed to enter the building to start the school day. Adult supervision is provided 15 minutes prior to the start of the school day and 15 minutes at the conclusion of the school day. Students who arrive for school breakfast will be supervised beginning at 30 minutes prior to the start of the school day.

CROSSING GUARDS & PATROLS

When crossing guards and/or safety patrols are deemed necessary, they should be used by students and parents walking or biking to school in that area. Students are expected to follow the requests of both the crossing guards and student school safety patrols.

STAYING AFTER SCHOOL

There are occasions when a child may need to stay after school. If this occurs, the student or school personnel will be responsible to notify the parent and the reason given. This may be arranged ahead of time or a call made home that day. No child will be held after school without parent notification.

STUDENT PICK-UP AND DROP-OFF

Following the school's traffic patterns before and after school is essential to the safety of students. Schools have designated pick-up and drop-off zones for students that do not interfere with bus loading, unloading and staff parking. To insure the safety of all the school children, please take your time, drive slow, wait in line and be patient. Please see these guidelines for the safety of your children when traveling to and from school.

DISMISSAL TIME

Following the dismissal of school, the district encourages all students to go directly to their home or other pre-arranged destination. Children should not stay to play on the grounds or visit a friend's house without parent permission.

Safety

The safety and welfare of our students is of utmost importance to the staff at U-46. The following are safety procedures for you to discuss with your child for walking to school or the bus stop. Also included are the expectations for drivers who pick up or drop off students.

Walking Directions:

- Stop, look, and listen before crossing the street.
- Make eye contact with drivers before crossing to be sure they see you.
- Walk, don't run, and move slowly when entering the crosswalk.
- Always remain on the side walk, if one is available.
- Walk to the side of the road facing traffic when a side walk is not available.
- Cross the street at intersections and remain inside the crosswalk, if one is available.
- Look both ways twice for any on-coming traffic.
- Make sure there is no driver in a parked car where you are crossing, and then go to the edge of the car, look left-right-left until no cars are coming and keep looking as you cross.
- Walk to school with a buddy when possible.

Time and Weather Changes:

- Wear bright colors to be visible to drivers.
- Use reflective materials on coats or backpacks when walking during darkness, or use an illuminating device such as a flashlight.
- Put reflective tape on all sides of umbrellas to ensure visibility when it is raining.
- Use flashing bicycle lights during darker hours of the day when riding a bicycle.
- Bundle up by wearing hats, gloves, warm socks, and layering clothing in cold weather.

Drivers' Responsibility and Pedestrian Safety:

- Stop for pedestrians at crosswalks and intersections.
- Don't block crosswalks when stopping at intersections.
- Slow down and obey the posted speed limit.
- Take extra care around schools, playgrounds and neighborhoods.
- Look for pedestrians, especially before turning at a green light or making a "right turn on red."
- Be careful when passing stopped vehicles. They might be stopped for pedestrians.
- Remember to share the road. It's the driver's responsibility to look out for pedestrians.

Please do not hesitate in contacting the principal should you have any questions or concerns.

Programs & Services

English Learners (EL) Program

School District U-46 has the second largest English Learners (EL) Program in the State of Illinois outside the city of Chicago. We welcome all families to our learning community! Because of U-46's location in the Fox Valley and the community it serves, children from over 90 different language backgrounds are represented in our classrooms. We provide services to meet the linguistic and academic profile of children whose native language is not English.

The instructional core for students participating in the EL program must reflect the same instructional core and high expectations of the general education program within the language proficiency and academic components for ELs. The comprehensive instructional program must support EL student achievement and intentionally recognize the use of the students' primary language and cultural background to develop a school culture in which all stakeholders feel included.

The EL Program at the elementary level:

Transitional Bilingual Education:

The Transitional Bilingual Education (TBE) program is a mandated program for non-English background (NEB) eligible students of the same high-incidence language, as established by the Illinois Administrative Code Part 228. The program provides instruction in the student's native language. The program helps students to succeed in academic subjects and learn English. It is offered at schools where there are 20 or more eligible students with the same language classification.

The Transitional Bilingual Education Program **80:20 Dual Language Program Model** uses two languages for literacy and content instruction. In U-46, the languages of instruction are English and Spanish. The goal is the development of bilingualism and biliteracy skills. The Transitional Bilingual Education **80:20 Dual Language Program Model** is for Non-English Background students (with a Spanish home language) who qualify and are eligible to receive ELL services in the Transitional Bilingual Education Program.

Native English-speakers or English Dominant students are invited to participate in dual language as an enrichment program, according to the selection criteria established by the district, at sites that offer Two-Way Dual Language classrooms.

School District U-46's Board of Education adopted the 80:20 Dual Language Policy in July 2014, which includes dual language programming from PreK through 12th grade.

Programs & Services

The TBE Program is reflected under the Dual Language Program model PreK-6th for the high incidence language of Spanish, as well as four (4) Language Resource teachers who offer native language instructional support at Liberty Elementary in the following high-incidence languages: Urdu, Gujarati, Polish and Lao.

Transitional Program of Instruction (TPI)/English As a Second Language (ESL)

The **Transitional Program of Instruction** is a mandated program to serve eligible students from low-incidence language backgrounds, as established by the Illinois Administrative Code Part 228. The program, which provides instruction in the English language using Sheltered English Instruction, offers support to help students succeed in academic subjects and learn English.

The EL program at the secondary level:

The following EL programs are offered for eligible students at the middle and high school level:

Transitional Bilingual Education:

The Transitional Bilingual Education (TBE) Program **Middle School Dual Language Program Model** for 7th grade students (an extension of the 80:20 model at the elementary level) and the Transitional Bilingual Education Model for 8th through 12th grade is offered to students with a home language of Spanish, as established by the Illinois Administrative Code Part 228. The classes count toward graduation requirements for high school level students.

Transitional Program of Instruction (TPI)/English As a Second Language (ESL)

The **Transitional Program of Instruction** is a mandated program to serve eligible students from low-incidence language backgrounds, as established by Illinois Administrative Code Part 228. The program, which provides instruction in the English language using Sheltered English Instruction, offers 7th through 12th grade students support to succeed in academic subjects and learn English.

The classes count toward graduation requirements for high school level students.

For more information about the EL Program and for an updated list of the schools offering EL services, please visit our U-46 webpage at http://www.edline.net/pages/SDU46/Departments_Programs/English_Language_Learners__ELL

(Updated June 2016)

Programs & Services

TRANSLATORS

Communication between the parents and teachers is very important. Our working together helps all children to be more successful in school. Sometimes language differences interfere with communication between the school and parents. District U-46 is interested in having clear communication with our parents.

Parents and students who speak a language other than English have the right to request a translator to help in communication at any required school meeting. The parent/student may choose to bring a translator to assist them or they may ask the school to provide a translator.

If you need a translator, please call the school when you receive a request from the school or school personnel to attend a meeting. Please ask for translation assistance at least three (3) days before the meeting date so that we have time to find a translator to assist us. If the school is not informed three days in advance, the meeting may be rescheduled in order for a translator to be identified. If you have questions, please contact the principal at your child's school.

GIFTED EDUCATION CONTINUUM OF SERVICES

The District defines gifted students as those who perform, or who show the potential to perform, at remarkably high levels of accomplishment when compared with students their comparable age, experience, or environment. These students exhibit high performance capacity in intellectual ability, creativity, and/or a specific academic field. Gifted students are identified in all racial, ethnic or disability group or within any socio-economic stratum. They require specialized instruction, services, and/or activities not ordinarily provided by the general education program in order to maximize the academic and social and emotional pursuits.

The following continuum of services is offered for students on a district-wide basis.

Elementary School:

Grades 2 and 3

Access to Inquiry and Meaning (AIM) is a talent development program designed to provide enrichment opportunities for the development of student potential in students from underrepresented populations. Intervention provided at Title I schools.

Grades 4- 6

IGNITE (Inquiry and Gifted Network for Ingenuity Talent and Exploration) is a school-within-a-school program for students who demonstrate achievement or specific academic aptitude in the areas of Mathematics and English Language Arts and perform beyond the norm for their age group. Based on their home school, students are assigned to one of six sites: Clinton, Creekside, Glenbrook, Horizon, Sunnysdale or Sycamore Trails.

Programs & Services

Grades 4-6

Dual Language IGNITE (Inquiry and Gifted Network for Ingenuity Talent and Exploration) is a school-within-a-school program for bilingual, biliterate and bicultural students who demonstrate achievement or specific academic aptitude in the academic areas of Mathematics and English Language Arts and performing beyond the norm for their age group. Students attend O’Neal or Ridge Circle.

Middle School:

Grades 7 & 8

Gifted programming for students with high achievement and aptitude in English Language Arts is provided in an interdisciplinary model, to the extent possible, in Language Arts, Science and Social Studies. Students receive gifted services at their neighborhood middle school. All eight middle schools house gifted programming.

High School

Grades 9, 10, 11, 12

Gifted and Talented Academy is a program for students of high ability in both aptitude and achievement. Students participate in a learning community that is highly academically challenging and yet supportive of the unique academic and social and emotional needs of the gifted learner. Students pursue a rigorous college preparatory course of study. Advanced Placement courses in all subjects are required for participants in the academy. Students attend Elgin High School.

An overall plan for the delivery of services to gifted students was developed in 1989 and approved by the Board of Education in 1990. With collaboration of national experts and district leaders, it has recently been revised to deliver high caliber services for gifted and high potential learners. Programming

adheres to best practices of gifted education as set forth in national programming standards.

Students are identified for placement in these programs by the Office of Gifted Education, except for the middle school accelerated math placement, which is done at each middle school site, independently. Universal screening on the Cognitive Abilities Test (CogAT) at 3rd grade, for IGNITE, Dual Language IGNITE and 6th grade, for Middle School SWAS, allows all students equitable access to the identification process.

Universal screening under the identification process measures students’ abilities and potential as opposed to traditional assessments which measure achievement. The CogAT is a quantitative screener useful in identifying a talent pool that may not surface through achievement measures. Subjective information is collected through the TILS (Teacher Inventory of Learning Strengths), an observation checklist. Additional information is gathered from MAP assessments. Recommendations from teachers and/or principals are used to supplement objective test data for traditionally underrepresented students.

The Gifted Office considers test scores at grades 3 and 6 for SWAS placement the following year. Students in 8th grade apply directly to the Gifted Academy for placement in the freshman year.

Programs & Services

GIFTED PROGRAM (Cont'd)

The process used to identify children who may need some modification of regular education begins with:

- A letter will be distributed to all parents of third grade students in the regular education program.
- A query of 3rd grade Fall MAP scores will be developed which will identify third grade students scoring at or above the 92nd percentile in reading and math.
- All students will be invited to take the CogAT which will be used as a data point in the identification process.
- A teacher evaluation for these students will be distributed to third grade teachers for input.
- Qualified students will be invited for participation in the IGNITE program.

HOME/HOSPITAL TUTORING

Any student with a health or physical impairment that will cause an absence from school for more than 10 school days is eligible to receive home and/or hospital tutoring. A written statement from a licensed medical examiner must verify the health or physical impairment. In conjunction with the medical examiner school personnel will determine if the student can educationally benefit from such a program. Parents should contact their local school for a medical certification form and have it completed by their physician. For additional information, please call the Special Education Office 847-888-5000 ext. 5335 and/or 5334.

SPECIAL EDUCATION AND RELATED SERVICES

A teacher, parent, physician, or other concerned person may refer a student for consideration of a special education evaluation. Referrals are reviewed at a building level by the service team to determine the appropriateness of the referral. Parents are always notified of the service team's determination of a possible case study evaluation.

All students evaluated and found eligible for special education services have the right to receive such services as indicated in the student's Individualized Education Plan (IEP). Students found eligible for special education services will have access to all programs and services available to all students.

Programs & Services

The District provides comprehensive programs and services for students with disabilities ages 3 to 21.

As a parent's right, a representative – any individual whom the parent wants to include e.g. neighbor, friend, advocate lawyer, etc. – has the right to participate in any individual education plan (IEP) meeting. However, the parent must notify the Principal and Special Education Specialist of additional participants prior to the date of the meeting.

Parents are provided their procedural safeguards annually and upon request.

SPECIAL EDUCATION TRANSPORTATION

The Transportation Department is dedicated to meeting the transportation needs of all students. Appropriate equipment is used and drivers receive training and instructions for working with students with disabilities.

For safe and efficient transportation, please do the following:

1. Have student ready for pick up prior to scheduled bus arrival.
2. Adhere to the use of any safety equipment necessary for student's safety while being transported.
3. If student will be absent from school, call the Transportation Department before 7:00 A.M. at 847-888-5095. This number is available 24-hours a day. Please leave a message when office staff is not available.
4. After 3 consecutive days of absences without any parent contact to Transportation, bus service may be interrupted. To resume services, parents must contact the Transportation Department at 847-888-5095.

Programs & Services

5. Any request for change of pick up or drop off location must be cleared through the Transportation Department. The Transportation Department cannot make changes unless a 3-day notice is given.

6. When deemed necessary due to age or physical disability, parents must accompany their child to and from the bus. Parent will place child in seat and fasten seat belt of safety belt. If parent or their designee fails to meet the bus at the end of the school day, the Transportation Department will return the child to school or the local Police Station. DCFS may be notified if there are repeated offenses.

7. Each parent must designate an adult who has agreed to accept responsibility for their child when they are not available. This designee's contact information must be indicated on the child's "Emergency Card" at the child's school.

8. Three (3) days will be necessary to arrange transportation for each new student entering during the year.

SCHOOL SOCIAL WORK SERVICES

School social workers support teachers, parents, and students to address social, emotional and behavior concerns that may impact learning.

RELATED SERVICES

Speech & Language Therapy, Occupational & Physical Therapy and Adaptive Physical Education are some of the related services that may be provided as deemed necessary by the IEP team.

MEDICAID FEE FOR SERVICES

Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve special education services.

If Medicaid eligible, therapy and diagnostic services provided to children are partially reimbursable. Unless the parent/guardian objects in writing, District U-46 will claim Medicaid reimbursement for services provided. These claims will have no impact on the family's ability to receive Medicaid funding either now or in the future.

If you do not wish to release information related to Medicaid claims for your child, please contact the Specialized Student Services Office at 847-888-5000 ext. 5065.

Student Records

ACCESS TO RECORDS

Parents and their children are guaranteed access to the student records maintained by the school system, except parents who have an order of protection restricting access to student records. Parents or students desiring to see their records should request a building administrator to grant access to records. Access will be granted within 15 school days. School personnel will be available to help interpret record contents. No parent or student shall be denied a copy of school student records due to inability to bear the cost of such copying.

Access to student records without formal written consent is limited to educational officials, persons authorized by state or federal law, any person for the purpose of research, parents whose children are under the age of 18 and students, unless court ordered or necessary for an emergency.

Please note that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

Parents and Student May Also

1. Inspect and copy any portion of the record, at their expense (\$.20 per page);
2. Challenge the contents of the records;
3. Receive copies of records proposed to be transferred or destroyed; and
4. Inspect and challenge information proposed to be transferred to another school district.

Parents may challenge or seek amendment to a student's record by claiming that the record is inaccurate, irrelevant, improper, misleading, or violating of the student's privacy rights. The District's policy provides for hearing and appeal procedures and an opportunity to include a statement in the record discussing or explaining any entry. To challenge a record, the parent must contact the principal. Copies of the Illinois School Student Records Act and district policies relating to school student records are available for review in the office of the school and the district superintendent. If you believe the District has violated or is violating the Student Records policy, you have the right to file a complaint with the United States Department of Education concerning the District's alleged violation of your rights.

Student Records

DISPOSAL OF RECORDS

The following is the student record disposal policy approved by the State of Illinois:

1. Student Cumulative Records
 - The permanent record consists of basic identifying information concerning the student (as per birth certificate or other legal document), his or her parents' names and addresses, the student's academic transcript, attendance record, accident reports, health record, high school test scores, and a record of release of this information. The permanent records will be retained for no less than sixty years after the student has transferred, graduated or otherwise permanently withdrawn from school.
 - The temporary record consists of all other records maintained by the District concerning the student. The temporary records will be destroyed entirely five years after the student has transferred, graduated or otherwise permanently withdrawn from the school. Parents may ask for these records before the disposal takes place. The files of 4th graders are cleaned out for elimination of out-of-date information prior to the transfer of students to the 5th grade, the files of 8th graders are cleaned out for elimination of out-of-date information prior to the transfer of students to the 9th grade, and the files of 12th graders are cleaned out for elimination of out-of-date information after they graduate.
2. Special Education Student Cumulative Records
 - The records will be disposed of five years after graduation or permanent withdrawal of the student. Parents are encouraged to ask for information, which may be of continued assistance to the student, or a student may ask for the records if he/she has succeeded to the rights of the parent prior to the disposal of the records.

As a parent's right, a representative (means any individual whom the parent wants to include, e.g. neighbor, friend, etc.) has the full right of participation in educational planning meetings to which he/she is invited by the parents of handicapped students, including, but not limited to, IEP conferences, and multidisciplinary staffing conferences.

Student Records

STUDENT DIRECTORY INFORMATION/PUBLICATION OF STUDENT PHOTOGRAPHS/IMAGES/WORK

Directory information includes the following; student's name and address; parents' name and address; birth date; gender; grade level; academic awards and honors; participation in school- sponsored activities; organizations and athletics; major field of study; and period of attendance in school.

Parents who request that directory information not be included in school publications should notify the school on an annual basis before the beginning of the school year.

Student photographs/images/work that does not contain individual identifying information about a student may be published on the District and school websites or in district publications. Parents who do not want their student's photograph/image or work to be published in print, video or on the Web, should provide written notice indicating their request to the school on an annual basis within 14 days of registration.

All forms for opting out of directory information, or student photographs/images/work is available in school office, district office or online at www.u-46.org.

Parents are advised that they cannot select specific items to be included or withheld from directory information. Opting out means that their students will not be included in yearbook, school student directory, activity or athletic programs, school newsletter, or local newspaper articles.

Project Access

Working to ensure equal access to education for all students who lack permanent housing

According to the Federal McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq. 105 ILCS 45/1-1 et seq. children (including preschoolers) and unaccompanied youth that lack a fixed, regular or adequate nighttime residence may be entitled to specific rights to enroll in school, stay stable in school, and have equal access to all school programs.

Who qualifies for assistance?

Students who lack a fixed, regular or adequate nighttime residence--

- Sharing the housing of other persons temporarily due to loss of housing, economic hardship or similar reason. (doubled up).
- Living in emergency or transition shelters or abandoned in hospitals.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Living motels, hotels, temporary trailer parks, or camping groups due to the lack of alternative adequate accommodations
- Awaiting foster care placement
- Migratory children living in one (1) of the above circumstances described above.
- Unaccompanied Youth living in one (1) of the above circumstance described above.

Services

When families are in temporary living situations and don't have a permanent residence, it is frequently difficult for students to enroll in school, stay stable in school, and have access to all school programs. Pursuant to McKinney-Vento, all school districts must have in place a liaison for homeless children and youth. School District U-46's McKinney-Vento program, Project Access, has liaisons in place that can assist families living in temporary housing situations to enroll in school, stay stable in school, and have a chance for school success. In order to remove educational barriers for homeless children and youth, the Project Access Liaisons can assist with:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432 (g)(3)(C)];
- ensuring the rights of children and youth experiencing homelessness to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled),

Project Access

when feasible and in the child’s or youth’s best interest to do so [42 U.S.C. § 11432 (g)(3)(A)];

- transportation to and from the school of origin, if needed [42 U.S.C. § 11432 (g)(1)(J)(iii)];
- access to programs and services, including special education services, preschool services, free school meals, Title I services, services for English language learners, vocational/ technical education, gifted and talented services [42 U.S.C. § 11432 (g)(4)];
- ensuring the rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness [42 U.S.C. § 11432 (g)(3)(B)(iii)], including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432 (g) (1)(H)(iii)];
- informing the student/family as to the right to dispute an enrollment decision and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g)(3)(E)(i)]

If you or someone you know is in need of assistance from Project Access, please contact our department at 847-888-5000 x 6765 or 847-888-5000 x 6768

Rights & Responsibilities

STUDENTS HAVE THE RIGHT TO:

1. Attend scheduled classes, participate in authorized school functions, and utilize school facilities for approved purposes as outlined by the Illinois State Code.
2. Be a functioning pupil regardless of social, emotional or physical capacity.
3. Dress and groom according to personal preference consistent with Board of Education policy.
4. Expect reasonable requests by teachers and administrators.
5. Expect others to be honest in both academic and school related affairs.
6. Expect to be safely transported to and from school when such transportation is provided.
7. Be informed of academic requirements.
8. Be informed of those school and classroom procedures established to protect the well-being of the student body.
9. Appeal any suspension and have adult representation as directed by the state code.
10. Freedom of expression, assembly, petition and dissemination of information provided it does not disrupt the educational process or infringe on the rights of others.
11. Expect that every precaution will be taken to insure the confidentiality of their school records.
12. Expect adequate provisions for the storage of educationally necessary personal and academic materials.
13. Protection from physical and verbal abuse by school personnel and other students.
14. Be disciplined or reprimanded in private, if possible.

STUDENTS HAVE THE RESPONSIBILITY TO:

1. Know and abide by local, state and federal laws which would lead to “suspension*” or “expulsion**” if violated, such as...
 - a. Inappropriate operation of all motor vehicles.
 - b. Trespassing on school grounds or in a building. A student will be considered trespassing if he/she is not enrolled or has been “suspended” from the particular school.
 - c. Theft, arson assault and battery, destruction of property and gambling.
 - d. Threats of harm to persons or property, or by speech or action clearly inciting to immediate violence.
 - e. Possession of dangerous weapons.
 - f. Knowingly making a false fire alarm or other false or disruptive rumor or report.
 - g. The sale, distribution, possession or use of narcotics, stimulants, hallucinogens, barbiturates, marijuana, alcohol and other non-prescribed substances while on the school premises or at school affairs.

Rights & Responsibilities

STUDENTS HAVE THE RESPONSIBILITY TO:

2. Know and abide by school regulations which could lead to “suspension*” or “expulsion**” if violated, such as...
 - a. Disrupting the learning environment or interfering with the peaceful rights of others.
 - b. Being absent or tardy to assigned school activities.
 - c. Dressing and grooming in a manner disruptive to the educational process or in violation of health and safety rules.
 - d. Non-compliance with reasonable directions or requests from members of the staff in the performance of their duties while on school premises or at related affairs off school premises.
 - e. Engaging in incidents of verbal intimidation or threatening action.
 - f. Being dishonest regarding school affairs.
 - g. Behavior on school buses which endangers personal safety.
 - h. Utilizing school storage facilities such as lockers for substances other than clothing and educational materials.
 - i. Smoking on school grounds or at school related affairs.

**Suspension is defined as a 1 to 10 day interruption in normal school activities for disciplinary purposes.*

***Expulsion is defined as the removal from school for the rest of the term.*

AN ADMINISTRATOR HAS THE RIGHT TO:

1. Make professional interpretation of stated rules and regulations.
2. Receive the support of all school employees in the implementation of district and school regulations.
3. “Suspend”, recommend for “expulsion”, and refer to civil authority students involved in cases of flagrant and continuing misconduct.

Rights & Responsibilities

AN ADMINISTRATOR HAS THE RESPONSIBILITY TO:

1. Execute school board policy and administrative rules and regulations.
2. Treat students, parents, teachers, and citizens with the respect due them as individuals and with sensitivity to their differences in ethnic and social backgrounds.
3. Maintain an atmosphere which is conducive to educational development and individual growth.
4. Inform parents of consistent or serious student misconduct and disciplinary actions taken.
5. Consider disciplinary referrals made by any certified or classified employee.
6. Maintain confidentiality in all matters relating to student records whenever possible.

TEACHERS HAVE THE RIGHT TO:

1. Expect students to maintain an accepted standard of behavior in the classroom.
2. Expect cooperation from the administration in establishing and maintaining a school atmosphere conducive to learning.
3. Assume, in the school or at school sponsored activities, the same authority granted to a parent or guardian.

TEACHERS HAVE THE RESPONSIBILITY TO:

1. Maintain a school atmosphere conducive to learning.
2. Reprimand or discipline students in an appropriate manner.
3. Maintain a reasonable standard of behavior throughout the school facility.
4. Keep accurate attendance records.
5. Make written discipline referrals to the administration.
6. Enforce the rules and regulations of the district and school.
7. Education is a cooperative function between the home, school, and community. Parental involvement is necessary if the school is to accurately reflect the desires and hopes of its community.

Rights & Responsibilities

PARENTS AND GUARDIANS HAVE THE RIGHT TO:

1. Expect a classroom atmosphere that permits meaningful learning to take place.
2. Assume that a student will not be exposed to verbal or physical abuse.
3. Expect that the disruptive actions of a few will not interfere with the total educational process.
4. Be informed of behavior on the part of their child which is jeopardizing his/her own, or fellow student's opportunity to learn.
5. Be informed of any disciplinary action taken as the result of severe or continuing infractions, and the right to appeal such action.
6. Assume the school staff will meet with them at a mutually agreed upon time to discuss pertinent matters.
7. Expect every precaution will be taken for complete confidentiality in matters regarding their child whenever possible.

PARENTS AND GUARDIANS HAVE THE RESPONSIBILITY TO:

1. Understand that the state law requires every parent to properly care for, train, educate, discipline and control their child.
2. Accept that the teacher can assume in the school the same authority granted the parent or guardian.
3. Be available, at a mutually agreed upon time, to confer with school authorities concerning their child.
4. Direct their concerns regarding the education of their child to the professional most directly involved. As constructive dialogue stimulates progress, it is welcomed by school personnel.
5. Be financially responsible for any damage to personal or school property committed by their child.

Rights & Responsibilities

Title IX and Sex Equity Grievance Procedure

POLICY STATEMENT

This grievance procedure is in conformance with Article I, Section 18 of the Illinois Constitution and Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) (Title IX) and the 1980 implementing regulations (34 CFR 106 et seq.), as amended. Similarly, this grievance procedure is in conformance with 105 ILCS 5/10-22.5, 5/27-1 and 5/22-19 of the Illinois School Code and the related implementing regulations (23 Ill. Admin. Code 200 et seq.), as amended.

Consistent with Title IX and the State Sex Equity provisions, it is the policy of District U-46 to prohibit any person from being excluded from the participation in, being denied the benefit of, or being subjected to discrimination under any education program or activity on the basis of sex.

DEFINITIONS

- A. Grievant means any employee of District U-46, student, parent of a student (or legally recognized guardian of a student) who submits a grievance relevant to Title IX or the State Sex Equity provisions.
- B. Grievance means a complaint alleging an action, policy, procedure or practice as prohibited by Title IX or the State Sex Equity provisions, which would include complaints alleging sexual harassment by students and employees.

COMPLAINTS OR QUESTIONS

- A. A grievant who wishes to present a complaint pursuant to these procedures shall contact the District Coordinator for Nondiscrimination (the “Coordinator”). This includes questions and concerns about the Title IX and the State Sex Equity provisions. School employees who receive questions or concerns about sex discrimination in violation of Title IX or the State Sex Equity provisions are expected to refer the person raising the questions or concern to the Coordinator.
- B. The Coordinator for Nondiscrimination for School District U-46 is the Chief Legal Officer who can be contacted at the District U-46 Administrative Office, 355 East Chicago Street, Elgin, Illinois, 60120-6543 or by calling 847-888-5000, ext. 5305.
- C. Within seven (7) calendar days of receipt of any inquiry, the Coordinator (or designee) shall send a copy of this policy and grievance procedure and grievance form to the inquiring individual(s), unless the inquiry is withdrawn. The Coordinator or designee shall also provide assistance to the inquiring individual with respect to the preparation, processing and appealing of grievances and will provide all necessary forms for grievances and appeals. Grievances shall be filed no later than 90 days of the alleged occurrence.

Rights & Responsibilities

Title IX and Sex Equity Grievance Procedure

COMPLAINTS

- D. Upon receipt of a written grievance, the Coordinator (or designee) shall promptly investigate the nature and validity of the grievance with the involvement of appropriate District personnel and others, as necessary and appropriate. The Coordinator (or designee) may seek advice from related state agencies or legal counsel. Within 15 calendar days of receipt of a written grievance, the Coordinator (or designee) will send written notice to the grievant and the charged party(s) of receipt of the grievance and how to contact the Coordinator (or designee) to obtain information about the investigation and of any information needed from the grievant or charged party(s). During the investigation all relevant evidence will be considered and the parties will have the opportunity to respond to the evidence submitted.
- E. The District will ensure that the investigation is impartial. The Coordinator, Superintendent, or Board of Education, as necessary and appropriate, will appoint impartial persons to conduct the grievance investigation. Parties and witnesses may not be involved in the investigation or any decision regarding a grievance.
- F. Confidentiality will be observed in the grievance process. Harassment of, or retaliation against, a grievant will not be tolerated. The District will take appropriate action regarding such harassment.
- G. As soon as reasonably possible, but not more than sixty (60) calendar days after receiving the grievance, the Coordinator (or designee) shall render a written decision. Included with the decision will be a reminder of the steps for further appeal. Copies of the written decision shall go to the grievant, person(s) charged (if any), and the Superintendent. In extraordinary circumstances, the decision may be rendered in more than sixty (60) calendar days, but an explanation shall be given within the initial sixty (60) days to the persons entitled to receive a copy of the decision informing them of the reasons for, and the amount of, the additional time. The District will ensure that any actions required of the District by the decision are implemented.

Rights & Responsibilities

Title IX and Sex Equity Grievance Procedure

APPEAL PROCESS

- A. If either the complainant or the party charged is not satisfied with the decision rendered by the Coordinator (or designee), the decision may be appealed within fifteen (15) calendar days to the Superintendent (or designee) by submitting a written appeal to the Superintendent (or designee), addressed to the Office of the Superintendent. The appeal must be received by the Superintendent within fifteen (15) calendar days after the dissatisfied party receives the written decision from the Coordinator (or designee). Copies of the grievance, all evidence and the Coordinator's (or designee) decision shall be forwarded by the Coordinator (or designee) to the Superintendent (or designee). The Superintendent (or designee) shall review all of the aforementioned documents and shall render a written decision within fifteen (15) calendar days of the receipt of the appeal and send copies to the grievant and charged party. The District will ensure that the appeal decision is impartial. The Superintendent, or Board of Education, as necessary and appropriate, will appoint impartial persons to make the appeal decision. Parties and witnesses may not be decision makers in the appeal process.
- B. If either the grievant or the party charged is dissatisfied with the Superintendent's (or designee's) decision, appeal may be made first to the Superintendent of the Regional Office of Education and, finally, to the State Superintendent of Schools. Appeal outside the District should be made in a timely fashion. Parties interested in filing appeals outside the District may receive information and assistance from the Coordinator (or designee).

Assessment

STUDENT ASSESSMENTS:

In U-46, we believe that assessment is an extension of the learning process for students, parents and educators, and provides additional information within a curriculum in order to better support the academic progress of students.

On December 10, 2015, the Every Student Succeeds Act (ESSA) was approved as the reauthorization of the Elementary and Secondary Education Act (ESEA), which is our nation's education law. As a result of ESSA, children in Grades 3 through 8 are required to participate in the *Partnership for Assessment of Readiness of College and Careers (PARCC)* or the *Dynamic Learning Maps (DLM)* exam. Through PARCC, students are assessed in English Language Arts and Math with questions that contain extended tasks and writing exercises which are important for measuring students' critical thinking and concept mastery. The results of this exam are used to determine whether schools and districts are preparing students to meet college and career readiness expectations. In Illinois those expectations are aligned to the Illinois Learning Standards. Result from this exam for buildings and districts can be found on the School Report Card, which is posted on the U-46 web page.

At the fifth grade level, students have an additional opportunity to demonstrate what they know and have learned as it pertains to science. In the spring, Illinois requires these students take the Illinois Science Assessment (ISA) which aligns to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS). The science standards, on which fifth grade students are learning and are assessed, are earth and space science; engineering, technology and applications of science; life science; and physical science.

The state also requires that students who have a non-English background or speak a language other than English be assessed to ensure that they are placed in the right educational program to meet their needs. When students with a non-English background first enter the school district they are screened to determine their academic English proficiency, using one of the prescribed screening measurements by the Illinois State Board of Education (ISBE): *Pre-IPT*, *WIDA MODEL* or *W-APT*. These assessments measure how well the child speaks, listens, reads and writes English depending on his/her grade level. Based on the results of the screening test, students are recommended for the English Language Learners (ELL) Program or the General Education Program. Parents have the right to accept or refuse placement recommendations. The program options for students who qualify and accept ELL services include: Dual Language Program for eligible students with Spanish language background with the goal of developing bilingual and bi-literate students, Transitional Bilingual Education (TBE) for eligible students of the same high-incidence language, and Transitional Program of Instruction/ESL English as a Second Language) for eligible students from low-incidence language backgrounds. Any child who qualifies for ELL services must take the yearly ACCESS test, which measures the student's academic English language progress in the areas of speaking, listening, reading, and writing. This test is given in January and February and must be administered to all qualifying students, even if services have been refused and they are in the general education program. Students continue taking the test annually until they meet the proficiency score established by law.

Assessment

In U-46, the district has chosen several assessments to measure student progress. Students in Grades 2 through 8 and some identified students in high school take the *Measure of Academic Progress (MAP)* assessment. This test is used to determine if an individual child is making progress or growing academically. This test is computer-adaptive which means that the test is unique for each student. A student gets a question; if he or she answers the question correctly the next question is harder. If they answer incorrectly, the next question is easier and so forth until the computer determines a student's instructional level. Students take the Reading and Math assessment. The MAP can be given up to 3 times per year. The results of these tests are used to help teachers guide instruction for the students that are in their classroom.

All students in Grade 3 and 6 take the *Cognitive Abilities Test (CogAT)*. This test measures a student's ability to reason with words (Verbal Battery), quantitative concepts (Quantitative Battery), and spatial/figural drawings (Nonverbal Battery). The primary purpose of CogAT is to assess student's reasoning and problem solving abilities. This provides a valid and reliable method of screening students for accelerated programs.

For students Pre-K through Grade 2, the district has adopted a variety of assessments which are used to determine a child's reading progress. Many of these assessments are one-to-one with the teacher and student. They are typically given two to three times per year. In conjunction with the Pre-K through Grade 2 assessments, the district screens all incoming kindergarten students. This screening is used to place students in an all-day kindergarten setting or the traditional half-day session.

Our kindergarten students will participate in the Kindergarten Individual Development Survey (KIDS) observation assessment system used to inform curriculum. Teachers use the KIDS instrument to observe, document, and reflect on students' learning, development and progress. These school readiness data are collected in several different areas which include language and literacy development, cognitive math development, social emotional development and approaches to learning.

Due to the district's Dual Language program goals of bi-literacy, students enrolled in the 1-Way Dual Language program and the 2-Way Dual Language program will also be assessed in Spanish. This assessment begins in kindergarten and will continue through Grade 8. There are also a variety of assessments in Spanish that are used within the district to determine a child's reading progress.

Supera is an assessment used within the district to determine achievement in Reading and Math in Spanish for students in grades 2 through 8. The results of this test are used to inform teachers of student's content knowledge in Spanish in order to guide instruction within the classroom. This test is given in October.

School Directory

Bartlett Elementary
111 E North Avenue
Bartlett 60103-4272
Phone (630) 213-5545

Centennial Elementary
234 E Stearns Road
Bartlett 60103-6533
Phone (630) 213-5632

Century Oaks Elementary
1235 Braeburn Drive
Elgin 60123-1458
Phone (847) 888-5181

Channing Memorial Elementary
63 S Channing Street
Elgin 60120-6633
Phone (847) 888-5185

Clinton Elementary
770 Mill Street
South Elgin 60177-1795
Phone (847) 888-7045

Coleman Elementary
1220 Dundee Avenue
Elgin 60120-2293
Phone (847) 888-5190

Creekside Elementary
655 N Airlite Street
Elgin 60123-2683
Phone (847) 289-6270

Fox Meadow Elementary
1275 Jenna Drive
South Elgin 60177-3073
Phone (847) 888-7182

Garfield Elementary
420 May Street
Elgin 60120-7896
Phone (847) 888-5192

Glenbrook Elementary
315 Garden Circle
Streamwood 60107-1007
Phone (630) 213-5555

Hanover Countryside Elementary
6 S Bartlett Road
Streamwood 60107-1399
Phone (630) 213-5560

Harriet Gifford Elementary
240 S Clifton Avenue
Elgin 60123-7151
Phone (847) 888-5195

Hawk Hollow Elementary
235 Jacaranda Drive
Bartlett 60103-2901
Phone (630) 540-7676

Heritage Elementary
507 Arnold Avenue
Streamwood 60107-3099
Phone (630) 213-5565

Highland Elementary
190 N Melrose Avenue
Elgin 60123-5183
Phone (847) 888-5280

Hillcrest Elementary
80 N Airlite Street
Elgin 60123-4913
Phone (847) 888-5282

Hilltop Elementary
1855 Rohrssen Road
Elgin 60120-7510
Phone (847) 289-6655

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School Directory

Horizon Elementary
1701 Greenbrook Blvd
Hanover Park 60133-5398
Phone (630) 213-5570

Huff Elementary
801 Hastings Street
Elgin 60120-8220
Phone(847)888-5285

Illinois Park Early Learners
1350 Wing Street
Elgin 60123
Phone (847) 289-6041

Independence Early Learners
200 Taylor Avenue
Bartlett 60103-4128
Phone (630) 213-5629

Laurel Hill Elementary
1750 Laurel Avenue
Hanover Park 60133-3399
Phone (630) 213-5580

Liberty Elementary
1375 W. Bartlett Road
Bartlett 60103-1602
Phone (630) 540-7680

Lincoln Elementary
1650 Maureen Drive
Hoffman Estates 60192-4602
Phone (847)289-6639

Lords Park Elementary
323 Waverly Drive
Elgin 60120-4626
Phone (847) 888-5360

Lowrie Elementary
264 Oak Street
Elgin 60123-7628
Phone (847) 888-5260

McKinley Elementary
258 Lovell Street
Elgin 60120-3722
Phone (847) 888-5262

Nature Ridge Elementary
1899 Westridge Boulevard
Bartlett 60103-1352
Phone (630)372-4647

Oakhill Elementary
502 S Oltendorf Road
Streamwood 60107-1696
Phone (630) 213-5585

Ontarioville Elementary
2100 Elm Street
Hanover Park 60133-3807
Phone (630) 213-5590

Otter Creek Elementary
2701 Hopps Road
Elgin 60124
Phone (847) 888-6995

Parkwood Elementary
2150 Laurel Avenue
Hanover Park 60133-3299
Phone (630) 213-5595

Prairieview Elementary
285 Mayflower Lane
Bartlett 60103-2033
Phone (630) 213-5603

Ridge Circle Elementary
420 Ridge Circle
Streamwood 60107-1710
Phone (630) 213-5600

School Directory

Ronald D. O'Neal Elementary
510 Franklin Boulevard
Elgin 60120-4441
Phone (847) 888-5266

Spring Trail Elementary
1384 Spring Valley Drive
Carol Stream 60188-9079
Phone (630) 213-6230

Sunnydale Elementary
716 Sunnydale Boulevard
Streamwood 60107-2099
Phone (630) 213-5610

Sycamore Trails Elementary
1025 Sycamore Lane
Bartlett 60103-5654
Phone (630) 213-5641

Timber Trails Elementary
1675 McDonough Road
Hoffman Estates 60192-4616
Phone (847) 289-6640

Washington Elementary
819 W Chicago Street
Elgin 60123-6295
Phone (847) 888-5270

Wayne Elementary
5N443 School Street
Wayne 60184-9999
Phone (630) 736-7100

Willard Elementary
370 W Spring Street
South Elgin 60177-1598
Phone (847) 888-5275

Abbott Middle School
949 Van Street
Elgin 60123-6198
Phone (847) 888-5160

Canton Middle School
1100 Sunset Circle
Streamwood 60107-1299
Phone (630) 213-5525

Eastview Middle School
321 N Oak Street
Bartlett 60103-4096
Phone (630) 213-5550

Ellis Middle School
225 S Liberty Street
Elgin 60120-6708
Phone (847) 888-5151

Kenyon Woods Middle School
1515 Raymond Street
South Elgin 60177-1325
Phone (847) 289-6685

Kimball Middle School
451 N McLean Blvd
Elgin 60123-3298
Phone (847) 888-5290

Larsen Middle School
665 Dundee Avenue
Elgin 60120-3891
Phone (847) 888-5250

Tefft Middle School
1100 Shirley Avenue
Streamwood 60107-3097
Phone (630) 213-5535

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School Directory

Bartlett High School
701 Schick Road
Bartlett 60103-3046
Phone (630) 372-4700

Elgin High School
1200 Maroon Drive
Elgin 60120-8197
Phone (847) 888-5100

Gifford Street High School
46 S Gifford Street
Elgin 60120-6522
Phone (847) 888-5000 x5319

Larkin High School
1475 Larkin Avenue
Elgin 60123-5198
Phone (847) 888-5200

South Elgin High School
760 E. Main Street
South Elgin 60177-1702
Phone (847) 289-3760

Streamwood High School
701 W Schaumburg Road
Streamwood 60107-1299
Phone (630) 213-5500

District Information

BOARD OF EDUCATION

Donna Smith, President

Phil Costello, Secretary Pro-tem

Cody Holt

Traci O'Neil Ellis

Susan Kerr, Vice President

Jeanette Ward

Veronica Noland

Erica Loera, Student Advisor

SUPERINTENDENT'S STAFF



The school board meets on the first and third Monday of every month with a few exceptions. The meetings are held at the U-46 Educational Services Center, 355 E. Chicago Street, Elgin in Room 140. Please call 847-888-5000 ext. 5040 for any further information or log on to the district website, www.u-46.org and click on "School Board and Community."

The Board of Education Policy Book can be reviewed online at www.u-46.org in the Principal's Office and your local public library.

DISTRICT CONTACTS

- **District Transportation Office**
847-888-5095 for school attendance areas, bus policies
- **District Special Education Office**
847-888-5000 ext. 5065 for physically, mentally, and socially disabled students
- **District Food Services**
847-888-5000 ext. 5034 or ext. 5035 for free and reduced lunch program
- **District Career & Technical Education**
847-888-5000 ext. 5309 for career programs
- **Human Resources**
847-888-5000 ext. 5024 for employment opportunities
- **District Communications**
847-888-5000 ext. 5003 for district publications, g



SCHOOL DISTRICT U-46
355 East Chicago Street, Elgin, IL 60120

2016-2017 School Calendar

AUGUST

New Teacher Orientation Week..... August 1-5
Teachers' Institute Days August 12, 15, 16
First Day of Classes August 17
Pre-School First Day August 24

SEPTEMBER

Labor Day Holiday/Offices Closed..... September 5

OCTOBER

NOTE: Rosh Hashanah begins at sunset October 2
Columbus Day Holiday October 10
NOTE: Yom Kippur begins at sunset October 11
End of 1st Quarter October 14
Parent/Teacher Conferences/Offices Open October 28

NOVEMBER

End of the 1st Trimester (elementary)..... November 4
Institute Day/Election Day/Offices Open November 8
Non-Attendance Day/Offices Open November 23
Thanksgiving Recess November 24-25

DECEMBER

End of First Semester December 21
Winter Recess December 22-January 6

JANUARY

Institute Days/PD/Offices Open January 5-6
Classes Resume January 9
Martin Luther King, Jr. Holiday/Offices Closed January 16

FEBRUARY

End of the 2nd Trimester (elementary) February 10
Presidents' Day Observation/Offices Closed February 20

MARCH


Kane County Institute Day/Offices Open March 3
End of 3rd Quarter March 17
Spring Recess March 27-31

APRIL

Classes Resume April 3
NOTE: Passover begins at sunset April 10
Spring Holiday/Offices Closed April 14

MAY

Institute Day/School Improvement Day/Offices Open May 5
Last Day for Students May 26
If No "Emergency Days" are used May 26
High School Graduations May 27
Memorial Day Holiday/Offices Closed May 29
Institute Day/School Improvement Day May 30
Last Day for Students
If 5 "Emergency Days" are used June 5
Note: May 30 for teachers will move to the end of the year if emergency days are used.

 Shaded dates indicate days when school is not in session for students

Note: 184 Days for Teachers w/PD Days
Total Instructional Days – 174 (179)
1st Quarter – 41 Days; 1st Trimester – 55 Days
2nd Quarter – 43 Days; 2nd Trimester – 53 Days
3rd Quarter – 47 Days
4th Quarter – 43 (48) Days; 3rd Trimester – 66 (71) Days

Adopted by BOE – 1.25.16 (revised)

January

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			16

February

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			19

March

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31 ¹⁷

April

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				19

May

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 ¹⁹
29	30	31		

June

M	T	W	TH	F
			1	2
5 ^s	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

July

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		11

September

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30 ²¹

October

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				19

November

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		18

December

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30 ¹⁵

1st Semester = 84

2nd Semester = 90

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DISTRITO ESCOLAR U-46
355 East Chicago Street, Elgin, IL 60120

Calendario Escolar 2016-2017

AGOSTO

Semana de Orientación de Nuevos Maestros Agosto 1-5
Días de Institución para Maestros Agosto 12, 15, 16
Primer Día de Clases..... Agosto 17
Primer Día de Clases para Prescolar Agosto 24

SEPTIEMBRE

Día del Trabajo/Oficinas Cerradas Septiembre 5

OCTUBRE

AVISO: Rosh Hashanah comienza al anochecer..... Octubre 2
Día Festivo (Columbus Day) Octubre 10
AVISO: Yom Kippur comienza al anochecer Octubre 11
Fin del Primer Período de 5 Semanas Octubre 13
Conferencias entre Padres y Maestros..... Octubre 28

NOVIEMBRE

Fin del Primer Trimestre(Escuelas Elementales) ..Noviembre 4
Día de Institución/Día de las Elecciones Noviembre 8
No hay Clases/Oficinas Abiertas Noviembre 23
Receso de Acción de Gracias Noviembre 24-25

DICIEMBRE

Fin del Primer Semestre Diciembre 21
Receso de Invierno Diciembre 22-Enero 6

ENERO

Día de Institución/Oficinas Abiertas Enero 5-6
Comienzan las Clases..... Enero 9
Natalicio del Dr. Martin Luther King Jr. /Oficinas Cerradas... Enero 16

FEBRERO

Fin del Segundo Trimestre (Escuelas Elementales). Febrero 10
Día de los Presidentes/Oficinas Cerradas Febrero 20

MARZO


Día de Institución en el Condado de Kane/Oficinas Abiertas Marzo 3
Fin del Tercer Período de 9 Semanas Marzo 17
Receso de Primavera..... Marzo 27-31

ABRIL

Comienzan las Clases..... Abril 3
AVISO: Pascua Judía comienza al anochecer..... Abril 10
Día Festivo de Primavera/Oficinas Cerradas..... Abril 14

MAYO

Día de Institución/Día para el Plan de Mejoras/Oficinas Abiertas...Mayo 5
Último Día de Clases
Si los "Días de Emergencia" no fueron necesarios Mayo 26
Graduaciones de Escuelas Secundarias Mayo 27
Día de Recordar a los Caídos/Oficinas Cerradas Mayo 29
Día Institución/Día para el Plan de Mejoras Mayo 30
Último Día de Clases
Si los 5 "días de Emergencia" fueron necesarios... Junio 6
AVISO: se cambiará a Mayo 30 para maestro si los "días de emergencias fueron necesarios.

 Las fechas sombreados indican los días cuando NO hay clases

Aviso: 184 Días para Maestros con Días de Desarrollo Profesional

Días total de instrucción – 174 (179)
1^{er} Cuarto – 41 Días; 1^{er} Trimestre – 55 Días
2^o Cuarto – 43 Días; 2^o Trimestre – 53 Días
3^{er} Cuarto – 47 Días
4^{to} Cuarto – 43 (48) Días; 3^{er} Trimestre – 66 (71) Días

Adoptado por la Junta Educativa – 1.25.16

Enero

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			16

Febrero

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			19

Marzo

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31 ₁₇

Abril

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				19

Mayo

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 ₁₉
29	30	31		

Junio

M	T	W	TH	F
			1	2
5 ₅	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Julio

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Agosto

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		11

Septiembre

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30 ₂₁

Octubre

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				19

Noviembre

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		18

Diciembre

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30 ₁₅

1^{er} Semestre = 84

2nd Semestre = 90

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