

Tri-C Elementary School
Parent/Student Handbook
2011-2012

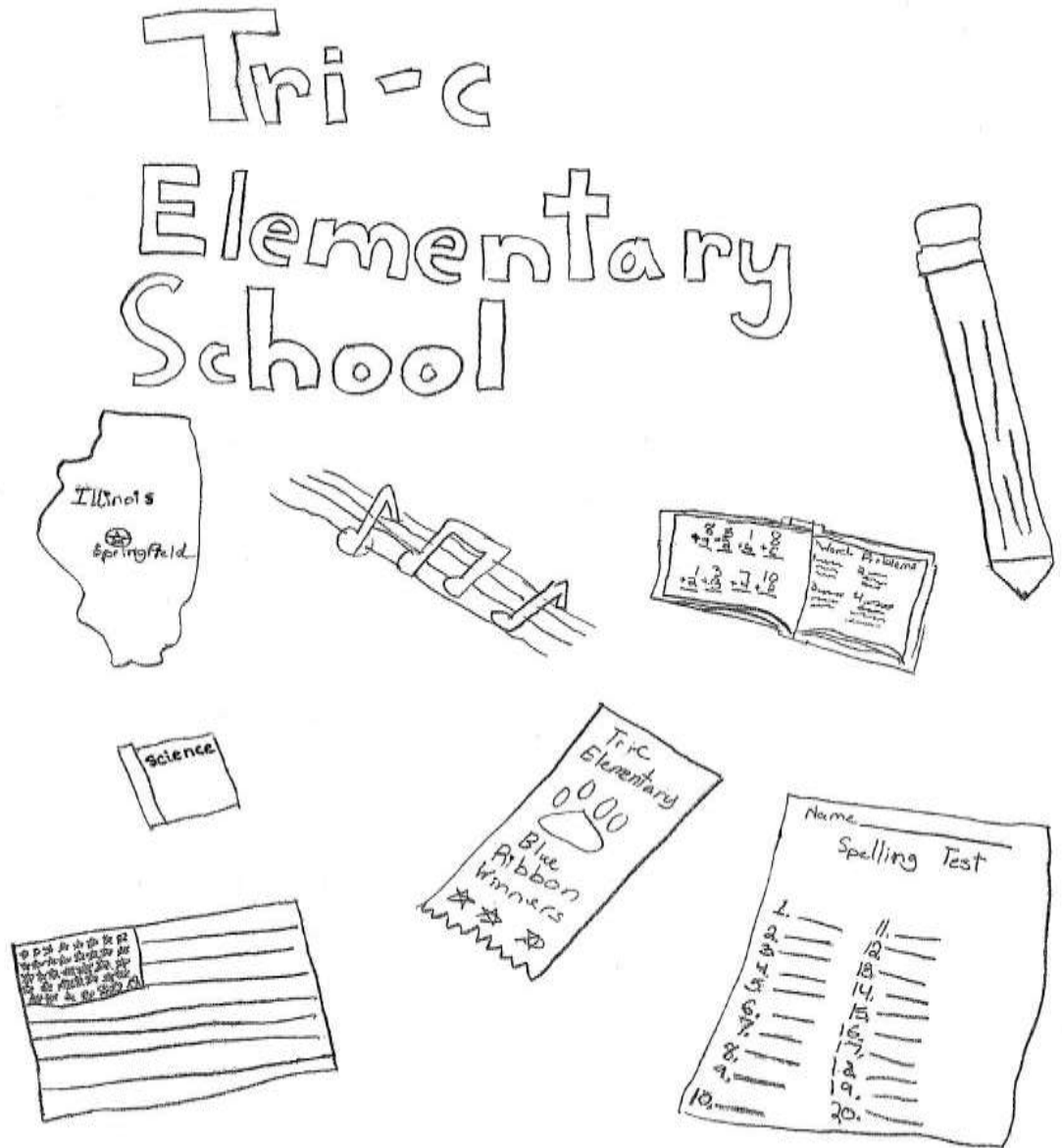
School Mission Statement:

“We at Tri-C Elementary School are committed to ongoing school improvement that is based on the following ideals:

children are learners who deserve learning experiences that are engaging and enjoyable;

students should be encouraged to be productive citizens who reflect respect for themselves, others, the environment, our common heritage; and,

the best educational environment is a safe one where all adults involved work together to provide a variety of instructional approaches that encourage excellent academic experiences for children.”



Handbook cover designed by Julia Stroud

TRI-C CREED

“We will be prompt and well behaved. We will come to school prepared to learn, to listen, and to have fun. We will keep our school safe and clean, and respect one another at all times.”

CARTERVILLE CUSD #5 2011-2012 SCHOOL CALENDAR

Aug/Sept, 2011					October, 2011					November, 2011				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
											PT	2	3	4
					3	4	5	6	7	7	8	9	PR	X
X	16	17	18	19	X	11	12	13	14	14	15	16	17	18
22	23	24	25	26	17	18	19	½RC	X	21	22	X	X	X
29	30	31		(12)	24	25	26	PT	28	28	29	30		(18)
					31				(19)					
			1	2										
X	6	7	8	9										
12	13	14	PR	X										
19	20	21	22	23										
26	27	28	29	30 (20)										

December, 2011					January, 2012					February, 2012				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2								1	2	PR
5	6	7	8	9	X	3	4	5	RC	6	7	8	9	10
12	13	14	15	16	9	10	11	12	13	13	14	15	16	½
19	20	X	X	X	X	17	18	19	20	X	21	22	23	24
X	X	X	X	X (14)	23	24	25	26	27	X	27	28	29	(20)
					30	31			(20)					

March 2012					April 2012					May 2012					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
			1	2								1	2	3	4
5	PT	7	8	½	2	3	4	5	X	7	8	9	10	11	
X	X	X	X	X	X	10	11	12	13	14	15	16	17	18	
19	20	21	22	RC	16	17	18	19	PR	X	22	23	24	25	
26	27	28	29	30 (17)	23	24	25	26	27	X	29	30		(20)	
					30				(19)						

(Emergency/Snow Days used during the school year will be made up from May 23-May 30)

Calendar Legend	Legal School Holidays
Not in Attendance	X
Half Day	½ (Tri-C 11:05 / CIS 11:15 / CHS 11:45)
Progress Reports Go Out	PR
Report Cards Go Out	RC
Parent / Teacher Conferences	PT (5:00-8:00 p.m.)
	Labor Day.....Sept. 5th
	Columbus Day.....Oct. 10th
	Veterans' Day.....Nov. 11th
	Thanksgiving Day.....Nov. 24th
	Christmas Day.....Dec. 25 th
	New Year's Day.....Jan. 1 st
	M.L. King Day.....Jan. 16 th
	Presidents' Day.....Feb. 20 th
	Memorial Day.....May 28th

Students will attend ½ days only on the following days: Oct. 20th, Feb. 17th, and March 9th

There will be NO SCHOOL on the following days: Aug. 15th, Sept. 5th & 16th, Oct. 10th & 21st, Nov. 11th, 23rd, 24th, & 25th, Dec. 21nd thru Jan. 2nd, Jan. 16th, Feb. 20th, March 12th thru 16th, April 6th & 9th, May 21st & 28th.

1st Qtr Ends – Oct 14th 1st Sem Ends – Dec 20th 3rd Qtr Ends – March 8th 2nd Sem Ends - May 22nd

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CARTERVILLE COMMUNITY UNIT SCHOOL DISTRICT #5

Carterville Community Unit School District #5—Unit Office
306 Virginia Avenue
Carterville, IL 62918
(618) 985-4826 (Telephone)
(618) 985-2041 (FAX)

Carterville Community High School
1415 W. Grand Avenue
Carterville, IL 62918
(618) 985-2940 (Telephone)
(618) 985-2741 (FAX)

Tri-C Elementary School
1405 W. Grand Avenue
Carterville, IL 62918
(618) 985-8742 (Telephone)
(618) 985-4907 (FAX)

Carterville Intermediate School
300 School Street
Carterville, IL 62918
(618) 985-6411 (Telephone)
(618) 985-2453 (FAX)

CARTERVILLE COMMUNITY UNIT SCHOOL DISTRICT #5

Board of Education	Kevin Bonifield (President), Tim Bogard, Kim Monje, David Schwartz, Greg Sprehe, Jason Woolard, Don Yewell
Superintendent	Robert Prusator
Assistant Superintendent/Curriculum Director	Dale Heidbreder
Chief School Business Official/Treasurer	Todd Frazier
Accounts Payable Secretary	Rose Ann Rector
Administrative Secretary	Becky Sanders
Transportation Director	Michael Bradford

TRI-C ELEMENTARY SCHOOL FACULTY AND STAFF

Principal	Sarah Barnstable
Assistant Principal	Karri Forby
Teachers and Teacher Aides	
Kindergarten	Debbie Blythe, Christi Brookhouse, Will Capie, April Knight, Andrea Mooneyham, Kelly Venable, Linda Walker, Kelly Webb
First Grade	Amy Beach, Alison Cook, Alison Funk, Cathy Lay, Caroline Mason, Amy Owens, Lori Smith, Shari Vanderzille, Elisha Wilkerson
Second Grade	Betsy Cacioppo, Shelly Collins, Ashley Dixon, Lucy Griffin, Jackie Koonce, Kim Swallers, Ted Trueblood
Third Grade	Dani Fields, Jason Devin, Ashleigh Kellums, Tracey Mills, Julie Stock, Dana Talley, Andrea Tester,
Fourth Grade	Gayla Baker, Erin Dorsey, Carrie Fisher, Sabrina Gooden, Chip Lennox, Heather Moye
Primary Special Education Classroom	Jenni Scherschel
Primary Special Education Resource Room	Lisa Wilson
Intermediate Special Education Classroom	Sarah Sizemore
Intermediate Special Education Resource Room	Megan Garry
Primary Special Education Teacher Aide	Julie Crane
Intermediate Special Education Teacher Aide	Brenda Beggs
Reading Recovery/Title I (Kindergarten)	Elizabeth Davidson
Reading Recovery/Title I (1 st Grade)	Laura Allen, Tracy Racey
Reading Recovery/Title I (2 nd)	Beckie Savka
Title I (3 rd and 4 th) / ACES (Gifted Program)	Christine Wiggs
Physical Education	Cory Clouser, Sara Pettersen
Speech Therapists	Dana Arnold, Carol Hahn
Vocal Music	Lu Horning
Unit #5 Nurses	Crystal Young RN, Treca McConnell RN, Lisa Endebrook RN
Secretary (Attendance)	Cassie Puckett
Secretary (Bookkeeping)	Tinna Stanley
Secretary (Reception)	Billie Jo Waugh
Library Aide	Kelly Spencer
School Counselor	Lisa Stanton
Lead Custodian	Bill Ren
Custodians	Tom Counce, DeWayne Hillman, John Mausey
Unit #5 Food Service Director	Jeannie Dixon
Tri-C Head Cook	Sandy Addison
Tri-C Cooks	Tresa Chandler, Janice Ellet, Lita Stout
Cafeteria Supervisors	Doris Cobb, Donna Hodge, Denise Kennedy, Kendra Ross
Playground Supervisors	Amy Brower, Lavonna Johnson, Cristina Lashbrook
Head Latchkey Supervisor	Denise Kennedy
Latchkey Supervisors	Kayla Arpin, Amy Brower, Doris Cobb, Janet Freeman, Donna Hodge, Jill Holderfield, Lavonna Johnson, Tricia Madej, Kendra Ross

CHAPTER 1: INTRODUCTION

This handbook is not all-inclusive in that it cannot possibly address all the possible scenarios that may arise and still be a convenient and understandable guide for students and parents. The Board of Education does not intend to limit its ability nor the ability of its administrators or faculty to respond to situations that are not specifically addressed herein.

SCHOOL SAFETY

We strongly encourage all parents to read and review the Parent/Teacher Handbook with their child. Moreover, we request that parents discuss the importance of everyone--parents, students, teachers, and administration--working together to provide a safe school environment. The following are the expectations we have for the various members of our school community regarding safety:

1. Students—We expect students to inform parents and/or school officials of any discussion or plot that may jeopardize school safety. Students must share the responsibility of maintaining a safe learning environment.
2. Parents—We expect parents to share information regarding school safety with school officials. Students, parents, and school personnel must work together to share information regarding school safety.
3. Teachers, support staff, and administration—We expect all teachers and support staff to report any discussion or plot that may jeopardize school safety. We expect the administration to investigate any evidence that school safety may be in jeopardy.

NON-DISCRIMINATION

It is the policy of Carterville Unit School District #5 (CUSD #5) not to discriminate on the basis of race, gender, religion, or disability in its educational program, activities, or employment practices.

VIDEOTAPING

CUSD #5 has cameras located throughout District property and on school buses. The videotapes are utilized for security purposes. They are not intended to invade the privacy of the school population and/or guests.

CHAPTER 2: BOARD OF EDUCATION

CARTERVILLE UNIT SCHOOL DISTRICT #5 MISSION STATEMENT

The Carterville Unit School District #5 will uphold excellence in education, foster self-esteem, create an environment to stimulate thinking, and instill a sense of accountability on the part of students for decisions and actions. The schools will provide a quality curriculum incorporating practical application of skills. The educational experience will prepare students to be successful in an ever-changing world. The District will make a commitment to communicate, to maintain a strategic plan, and to promote involvement among schools, community, and family.

GOALS OF THE BOARD OF EDUCATION

1. Provide a safe environment that is conducive to learning, is efficient, and is adaptable to change.
2. Provide educational opportunities that emphasize high standards, address academic achievement, and develop the work ethic, character, and civic responsibility of all students.
3. Commit to maintain a strategic plan that provides short- and long-term direction.
4. Actively recruit and hire the best candidate for each position, and foster a culture that motivates employees to pursue high standards of achievement and development, and that also values the contributions of each employee.
5. Ensure a positive school–community relationship that instills pride, involvement, and interest in our school district.
6. Develop proactive leadership through progressive district policies, administrative support, strategic planning, and accountability to all constituencies.

CHAPTER 3: FEES

BREAKFAST/LUNCH PROGRAM

School menus are sent home. The menu includes daily breakfast/lunch menus as well as special announcements and school information. Students and parents are encouraged to work together to determine what meal plans should be made. This activity develops good decision-making practices in children.

Students are encouraged to eat breakfast at home or school daily. If a student brings a sack lunch, parents are encouraged to provide food from each food group. Students must have a nutritional lunch provided from home or eat a school lunch each day.

<u>Type of Meal</u>	<u>Breakfast Prices</u>	<u>Lunch Prices</u>
Student	\$0.90	\$1.50
Reduced Student	\$0.30	\$0.40
Adult	\$1.50	\$2.00

Parents desiring to eat lunch with their student may do so, but must first visit the office to sign in and obtain a visitor tag. We encourage parents to purchase a school lunch when having lunch with their student. Parents should call the school office before 10:00 a.m. on the day of the visit to ensure that the cafeteria has included them in the lunch count. A lunch ticket can be purchased while checking into the office for the visit. **Visitors are not allowed to accompany students on the playground during lunch recess.**

Lunch bills will be sent home every other week. Payments on bills should be made promptly. Parents/guardians with unpaid balances of \$50.00 or more will be required to fill out the State Free and Reduced Lunch Application form or pay the balance in full immediately.

STUDENT INSURANCE

Student accident coverage is provided to the students at no charge to the parents for school time coverage. It protects the child for accidental injuries that occur when they participate in a school activity. The one exception is football. The school time coverage includes travel time directly to and from the residence to attend regular academic school sessions, up to one hour before and one hour after regular classes. It is an excess plan which means if there is other insurance; the primary insurance company must adjudicate their benefits first before our coverage will respond.

Accident insurance is available to all students on a school-time or full-time (24-hour) basis. Forms to purchase this full-time insurance may be obtained from any school office. Proof of insurance is required for all CUSD #5 athletes.

STUDENT ATHLETIC PASSES

Students may purchase an athletic pass for \$10. This pass will gain one entry to all regular season CJHS and CHS athletic events except for IHSA or IJHS state tournament/playoff series. Students in grades 6–12 will be issued orange passes and students in grades K-5 will be issued blue passes. Students fifth grade and under must be accompanied by an adult in order to use their athletic pass. **Tri-C students must be accompanied by an adult at all events.**

BOOK FEES

Students will be assessed a fee for workbook/textbook usage. Parents who believe they may qualify for a waiver of fees may obtain an application form entitled “Waiver of Fees” from the school office.

CHAPTER 4: STUDENTS—GENERAL INFORMATION

ELEMENTARY SCHOOL HOURS*

On a **regular school day**, student classes begin at 8:00 a.m. and end at 2:35 p.m. On a **half-day schedule**, students begin school at the same time but are dismissed at 11:05. On a half-day schedule, breakfast will be served; however, lunch will not be provided. On a **short-day schedule**, students begin school at the same time, but are dismissed at 1:35 p.m.

Students should not be dropped off at school earlier than 7:20 a.m. Parents are discouraged from picking up their child early to avoid traffic.

Parents should write after-school arrangements in their child’s student planner or send a note to the teacher. Phone calls from parents requesting after-school transportation changes are discouraged. **If after-school information must be changed after the child leaves home, parents should contact the office by noon.**

The playground area of school property is closed to unsupervised students 15 minutes after dismissal time and is reopened at 5:30 p.m. (after latchkey dismissal). The playground is closed to all individuals at dusk.

*Times are subject to change. Written notification will be distributed to parents in the event school hours change.

ENTRANCE AGE

Children who will be five years old on or before September 1 of the current school year will be eligible to attend kindergarten for that school year. Children who will attain the age of six years on or before September 1 shall be allowed to attend first grade for that school year as specified in Article 10-20.12 of the *School Code of Illinois*.

BIRTH CERTIFICATES

Students enrolling in the District for the first time must present a birth certificate or other reliable proof of identity and age. If a person enrolling a student fails to provide a copy of the student's birth certificate or other reliable proof of identity and age, the building principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 30 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 30-day period, the principal shall so refer the case. The principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

ATTENDANCE

A primary source of public school funding is based on average daily attendance. Therefore, we ask that parents consider the following information in scheduling appointments for their child:

1. The amount of time a student can miss and still be counted present varies slightly from grade to grade based on that grade's scheduled breaks and/or recess. In addition, being absent over one's lunch period **is not** included when calculating absences.
2. On average, one can miss up to 30 minutes and still be counted present for an entire school day.
3. On average, one can miss from 31 to 180 minutes and be counted present for half a day.
4. On average, if one misses 181 or more minutes, he/she is counted absent for an entire day.

Students are expected to attend school daily, except in case of illness or death of a family member. It is important to note that school funding relies **directly** on attendance. If a child is absent, parents are asked to call the office before 8:00 a.m. to report the absence. Parents may call before school hours to leave a message on the office answering machine. If they do not call, parents will be contacted by the attendance secretary.

Tardies

A student is considered tardy if they arrive at school within 30 minutes after the beginning of the school day or if they are signed out within 30 minutes prior to dismissal. Two tardies within one school day will be counted as a ½ day absence. Students who arrive in their classroom after 8:05 a.m. will be considered tardy. **Students who are tardy must report to the office before going to class.** This rule **includes** students eating breakfast and **excludes** students who are late bus riders. Students who ride buses may eat breakfast upon arrival and will not be counted tardy. Students with excessive tardies will be considered truant.

Excessive Absences Leading to Truancy

At the end of the first grading quarter, a list will be generated of student absences for the current school year. Students who are chronically absent from school (at least 10 percent of student attendance days) without valid cause will be considered truant and by law, must be reported to the Williamson County Truancy Officer. The truancy officer will notify parents of the specific steps involved to ensure students are attending school. Every subsequent absence after 10 percent will require medical documentation of physical or emotional conditions causing the absence. Failure to provide such documentation will result in an unexcused absence. If a student is absent due to an extended illness or injury and provides sufficient medical documentation, the principal can waive the 10 percent rule. The excessive absences list will be updated at midterms and at the end of regular grading periods.

Perfect Attendance

Perfect attendance for one school quarter is defined as being on time each morning, with no early sign-outs, and no absences. On the STI Student Management Program, a notation of "tardy" includes late arrival and early sign-out.

PRE-ARRANGED ABSENCES

Students who attend a family vacation during the school year must pre-arrange their absence by obtaining a pre-arranged absence form from the office. Pre-arranged absence forms should be submitted to the principals for approval. Assignments that are available before the vacation will be given to the student to complete within a time frame designated by the classroom teacher. Other classroom work and tests may also be made up within a time frame designated by the teacher. The same procedures pertain to other pre-arranged absences.

LEAVING THE SCHOOL CAMPUS DURING THE SCHOOL DAY

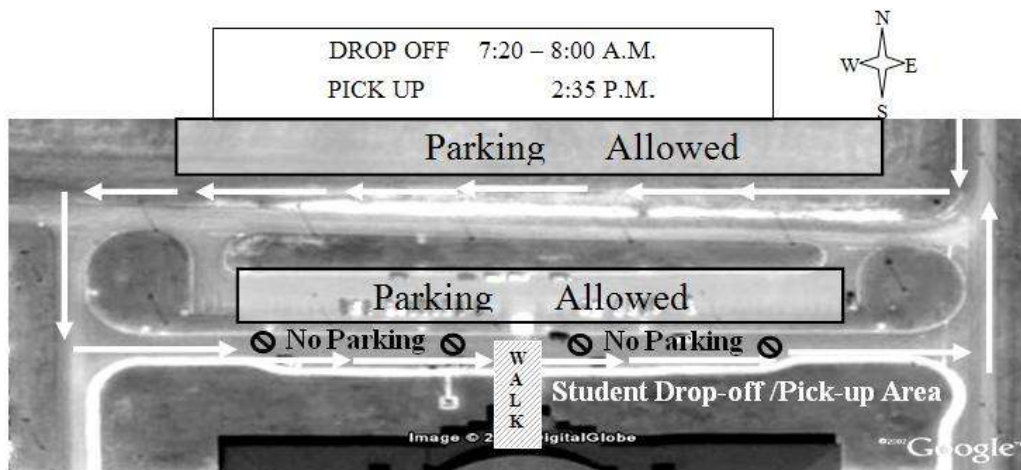
Students in grade K-4 cannot leave school at any time during the school day unless they are signed out in the office by one of their parents/guardians or designee. Additionally, each time a parent or designee expects to pick up a child for lunch or other purposes, the parent or designee should send a note to school to let the child's homeroom teacher and building principal know the approximate time that child is going to be picked up. **If parents need to change after-school arrangements, they should notify the office by noon the day of the change.**

STUDENT DROP-OFF AND PICK-UP

Children must be dropped-off and picked-up in a safe manner.

Before school drop-off and after school pick-up will operate under the same procedures. Enter the school property and proceed south from West Grand Avenue on Lion Drive. Follow student drop-off signs to the front of the school.

- To drop-off and pick-up students, please pull your vehicle up past the crosswalk area as far as you can in the drop-off lane to allow room for more than one vehicle at a time to drop-off or pick-up students.
- Please have your child sit and exit from the passenger side of the car so that he or she does not have to cross traffic. If your child is not ready to exit vehicle upon pulling up to the school, please park your vehicle in the parking lot and walk your child to the building. This will allow the drop-off line to continuously flow.
- Do not pass other vehicles in the rotation, as that will create a dangerous situation for students.
- Do not park or leave cars unattended in the pick-up/drop-off lane.
- If you are parking and entering the building, park your vehicle in the parking lot and cross only at a crosswalk.
- Do not allow children to exit vehicles in the parking lot and cross a crosswalk without an adult. Children must be escorted by an adult across all crosswalks.
- If parking in the visitor parking lot, please enter the lot using the northwest entrance and exit the lot using the northeast exit. Please do not enter the exit.
- If parents need to change after school arrangements, they should notify the office by **12:00 p.m.** the day of the change. In the case of an emergency, after school arrangement changes will be accepted after 12:00 p.m.
- The cafeteria is open for breakfast from 7:30 to 8:00 a.m. If students plan to eat breakfast at school, their arrival time should allow time to finish eating prior to 8:00 a.m.
- If you are not a resident of the Twin Lakes subdivision, we ask that you do not drive into the subdivision to drop-off or pick-up students.
- School doors are locked until 7:20 a.m. each school day. No students should be dropped off before this time.
- Failure to follow drop-off or pick-up procedures will result in loss of pick-up/drop-off lane usage. You will be asked to park in the visitor parking and escort your child to and from the school building.



Tri-C Elementary School

ASSIGNMENT BOOKS

Every student in grades 2-4 is required to complete an assignment notebook daily. This notebook is to be signed nightly by a parent/guardian. We hope that the use of this tool will assist with each child's academic success by increasing communication and collaboration with the home.

USAGE OF THE INTERNET

Internet access is available to students and teachers in CUSD #5. Our goal in providing this service to faculty, staff, and students is to promote educational excellence in district schools by facilitating resource sharing, innovation, and communication. The Internet is an electronic superhighway connecting thousands of computers worldwide and millions of individual users. Faculty, staff, and students have access to:

1. Limited electronic mail communication with people all over the world
2. Information and news from government sources, research institutions, and other sources
3. Public domain software and shareware of all types
4. Selected discussion groups on a wide range of topics
5. Many public and private libraries, the Library of Congress, and the Educational Resources Information Clearinghouse (ERIC)

With access to computers and people all over the world also comes availability of material that may not be considered to be of educational value in the context of a school setting. On a global network it is impossible to control all materials; thus, an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with state and local standards.

Life is a series of choices and consequences. CUSD #5 has chosen to make Internet resources available to students and the consequence is that they will have access to far more information than if they had to rely solely on their school's resources. If a student chooses to use these resources for finding information that will be of assistance in learning, the consequence will be continued access to the Internet. If a student chooses to access resources that are objectionable, adult-oriented, or restricted, the consequence will be suspension or termination of access privileges. Students choosing to access the Internet through District accounts will be requested to read and sign the District's Acceptable Use Agreement and have their parents or guardians do likewise before such activity shall occur. A signed copy of this agreement must be filed with the principal or his/her designee. The signatures at the end of this document indicate that each party who signed has read the terms and conditions and understands their significance. Parent's permission must be granted for their child's picture and first name (last names will not be used) to be published on the district Web site.

COMPUTER AND INTERNET TERMS AND CONDITIONS

I. Acceptable Use

The original purpose of the Internet was, and largely still is, to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. The use of school computers must support education and research that is consistent with the learning standards of CUSD #5. Use of another organization's network or violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

II. Network Etiquette

- A. Be polite. Do not send abusive messages to others.
- B. Illegal activities are strictly forbidden. Messages relating to or in support of illegal activities may be reported to legal authorities.
- C. Do not reveal your personal address, phone number, or password nor those of other students, teachers, administrators, or staff of CUSD #5.
- D. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
- E. Do not use the network in such a way that you would disrupt the use of the network by other users.
- F. All communications and information accessible via the network should be assumed to be private property (i.e., copyrighted).
- G. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network. Use appropriate language. Messages should not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry or hate.
- H. Student subscriptions to electronic mailing lists are not allowed on CUSD #5 accounts.
- I. From time to time, CUSD #5 system administrators will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
- J. Students are not permitted to send e-mail messages or participate in chat rooms (or similar Internet-based services) unless under the direct supervision of school personnel or as part of a class assignment.

III. Accuracy of Information

Use of any information obtained via the Internet is at the user's own risk. CUSD #5 specifically denies any responsibility for the accuracy or quality of information obtained through District accounts. Information (including text, graphics, video, etc.) from Internet sources used in student papers and reports should be cited in the same way as references to printed materials.

IV. Security

Security on any computer system is a high priority, especially when the system involves many users. If a user believes he or she can identify a security problem on the Internet, he or she must notify a teacher, librarian, or principal. Do not demonstrate the problem to other users. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network. Attempts to gain unauthorized access to system programs or computer equipment will result in cancellation of user privileges. Downloading of information onto the hard drives of CUSD #5 computers is prohibited; all downloads must be to a portable storage device. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to District computers.

V. Vandalism

Vandalism will result in cancellation of privileges as well as other sanctions cited in the Student Handbook and Board Policy Manual. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware, data of another user, the Internet, or any of the other networks that are connected to the Internet backbone. This includes but is not limited to the uploading or creation of computer viruses.

VI. Inappropriate Use

CUSD #5 teachers and administrators will deem what is inappropriate use, and their decision is subject only to confirmation by the CUSD #5 Board of Education. The administration, faculty, and staff of CUSD #5 may request the suspension or termination of computer use of any user who violates these acceptable practices.

Tri-C Elementary Students will remember to:

- Keep food and drinks out of the labs
- Stay seated
- Use the internet only with teacher permission
- Print only with teacher permission
- Exit and restart computers when leaving the lab

Computer Use Termination—Objections to the termination of computer use should be made following the chain of command: classroom teacher, building principal, district superintendent, Board of Education.

FUND RAISING

Student fund drives for school organizations that are conducted within CUSD #5 must receive written permission from the appropriate building principal before publicity is distributed to students. Each school organization is limited to two fund drives per year unless the superintendent grants special permission. This includes fund drives conducted in cooperation with the PTO.

LOST AND FOUND

Two bins for lost and found articles will be maintained in the school. Periodically, unclaimed articles will be donated to local charities. Parents will be reminded on lunch menus and other communications to claim lost articles. Students may claim their lost items by identifying them. Parents are encouraged to **label all personal property** that belongs to their child. For safety purposes, we recommend that personal property be labeled in non-visual places; keeping students' names from being visible to strangers.

BREAKFAST/LUNCH/SNACKS

Educational research supports that students maintain a better attention span and thus learn more in school if they eat breakfast and lunch. Therefore, students are encouraged to eat breakfast and lunch at school. Free or Reduced breakfast and lunch applications may be obtained from the office. Those who qualify will be notified in writing.

Breakfast is served every morning between 7:30 and 7:50 a.m. Late bus riders will be served upon their arrival at school. Students who eat breakfast at school should go directly to the Multipurpose Room, enter the serving line, and be accounted for. Students may eat breakfast at a table of their choice.

Students should eat their own breakfast/lunch and not trade food at the table. Students may purchase a second breakfast or lunch at regular price. **Only noncarbonated and decaffeinated drinks may be consumed by students.** Students should clean up their area after eating by picking up their trash, tray, and eating utensils.

School menus are sent home every two weeks. The menu includes daily breakfast/lunch menus as well as special announcements and school information. Students and parents are encouraged to work together to determine what meal plans should be made. This activity develops good decision-making practices in children.

Students will have a snack time during the school day at a time determined by their classroom teacher. Students should make healthy food choices for their snack. **Candy at snack time is not allowed.**

Although we are not a "nut-free" school, we do make accommodations for students with food allergies. These accommodations include designated "nut-free" lunch tables and classrooms. Students in a "nut-free" classroom are not allowed to bring food or snacks that contain any nut or nut by-product into the classroom. **If your child has a food allergy, please contact the school nurse.**

USE OF TELEPHONE

A telephone is located in the school office. Permission for students to use the office phone must be obtained from the office secretary, classroom teacher, or principal. No long distance calls will be allowed on the office phone unless in case of an emergency. If it is not an emergency, the call should be billed to the home number. Calls should be limited to those matters that cannot be taken care of before or after school. Personal calls or private business calls should be restricted to emergencies.

Parents should not call the school to speak to a student except in cases of real need. Students will not be called from class to accept a telephone call unless it is an emergency. Messages will be given to students by the office staff.

STUDENT DRESS/APPEARANCE

The dress and grooming of students shall be the responsibility of the parents and students. A student is expected to be clean, neat, and decently dressed according to school personnel. Clothing and accessories should not be hazardous to the health and safety of the students or disruptive to the educational program of the school.

Hats/Hair/Body Art

Hats and other head coverings shall not be worn in the school building during the school day or at extra-curricular activities. Unnatural hair color/temporary hair color is not allowed. Temporary tattoos, body art, and other unnatural markings are not allowed on students. Any faculty member has the right to ask students to remove the body art and/or has the right to assist them with removing it.

Clothing

Clothing and other accessories displaying a reference to sex, tobacco, gang affiliation, alcohol, drugs, violence, or anything else deemed inappropriate by the administration, are not permitted. If it is a repeated offense, the student may receive consequences. Clothing that is frayed and tattered will not be allowed. Students are discouraged from wearing loose-fitting pants and pants that drag. Students should not wear clothing that is strapless, backless, has a low neckline, has spaghetti straps, is a form of sleepwear (i.e., pajama pants), exposes undergarments or the midriff. Shorts, skirts, and skorts must not be shorter than the fingertip on the middle finger when a student's arms are hanging naturally at his or her sides.

Students who wear clothing with inappropriate messages and references for an educational environment will be asked to wear a plain T-shirt over it for the remainder of the day. Examples of inappropriate messages are: "Sassy"; "I'm a little hottie"; "Blondes do it better"; "Don't interrupt me while I am ignoring you"; "One day I'll be the boss of you"; "You know you want me"; "Don't flirt with the princess"; "Bass Ackwards"; "Blah . . . blah . . . blah . . . I'm not listening"; "I don't suffer from laziness. I enjoy every minute of it"; "Loud and proud"; "I'm up and dressed. How much more do you want?"; "Today's forecast—100% chance of attitude"; and "I didn't say it was your fault. I said I was going to blame you."

Shoes

In order to participate in outdoor recess and outdoor P.E., students should wear flat, soft-soled shoes that enclose the heel and toes. Students who wear other types of footwear—for example, flip-flops, Crocs, sandals, platform shoes, or other shoes deemed unsafe on the playground—will be allowed to go outside but may not play on the playground equipment or participate in outdoor P.E. Students may bring an extra pair of athletic shoes to wear during outdoor recess and outdoor P.E. Students must bring an extra pair of tennis shoes to change into for indoor P.E.

TOYS AND PERSONAL PROPERTY

Students should leave toys, trading cards, and other personal belongings at home. Such personal items that are brought to school will be removed from the student's possession, and the parents will be contacted to come to the school to claim the property. Although lockers, cubbies, etc. are provided for students, occasionally personal belongings are stolen or damaged by another student. The faculty and staff will make every effort to assist students in protecting their belongings; however, the school will assume no responsibility for lost or damaged items.

Basketballs and soccer balls may be brought **with the permission of the child's teacher.**

CHILD ABUSE AND NEGLECT

A District employee who has reasonable cause to suspect that a student may be an abused or neglected child shall report such a case to the Illinois Department of Children and Family Services (DCFS Hotline: 1-800-252-2873).

OPENING AND FLAG CEREMONY

Students will be given the opportunity to participate in reciting the Pledge of Allegiance and saluting the American flag each school day. Students may choose not to recite the Pledge of Allegiance or not to salute the flag; however, they should respect the right of classmates who wish to participate in the ceremony. The Tri-C Creed will also be recited and a moment of silence will be observed each morning.

STUDENT RECORDS

School student records are confidential and information from them shall not be released other than as provided by law. State and federal law grant students and parents/guardians certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents/guardians shall have the right to object to the release of information regarding their child.

The superintendent shall implement this policy with administrative procedures. The superintendent shall also designate the building principals as records custodians who shall maintain student records. The superintendent or designee shall inform staff members, students, and students' parents/guardians of this policy, as well as of their rights regarding student school records.

SAFETY PATROL

Fourth-grade students may be selected to be a member of Safety Patrol and assist students entering and exiting the building, remind them about school rules, and set a good example for their peers and younger students. Safety Patrol members will be provided an orange vest to identify them as a patrol member while on duty (7:30-8:05 a.m. each morning). Teachers recommend students who possess all of the following characteristics: average to above average grades, excellent attendance, citizenship, responsibility, respect for others, cooperation, maturity, and leadership. A committee of administration and auxiliary staff make final selections for Safety Patrol membership.

STUDENT RECOGNITION

Fourth-grade students are recognized at quarterly Principal Luncheons for a variety of reasons, including but not limited to attendance, citizenship, behavior, academics, service to the school, and participation in special events. Teachers will inform students of the individual criteria.

CHAPTER 5: STUDENTS—STUDENT MANAGEMENT/DISCIPLINE

STUDENT DISCIPLINE PLAN

Philosophy

Tri-C Elementary School, committed to excellence in its educational and extra-curricular programs, considers good and consistent student discipline essential to the educational process. We believe that all students can behave at school. They have a responsibility to behave in a manner that allows teachers to teach and students to learn, and in a manner that does not violate the best interest of any person in the school community.

The following discipline plan is a method of classroom and school management determined for all students. This plan assists the school in establishing a consistent discipline code throughout the building.

Objectives

1. To achieve consistency in discipline for students
2. To increase on-task classroom time
3. To provide students with clear expectations concerning behavior
4. To create the optimal classroom environment
5. To improve home and school communication and cooperation for the benefit of the students
6. To establish a philosophy of discipline and a discipline code for Tri-C Elementary School

In order to provide students a calm, safe, secure, and effective learning environment, Tri-C Elementary School practices these objectives on the following precepts:

Teacher Rights

1. To have a classroom that provides the optimal learning environment
2. To determine and request appropriate behavior from students
3. To ask for help from parents, the principal, and other school personnel when assistance is needed for a student

Student Rights

1. To be provided with a classroom atmosphere most conducive to learning
2. To have a teacher who will provide positive support of a student's appropriate behavior
3. To be provided with a teacher who will help the student limit his/her inappropriate behavior

Rules and Consequences

The following are general rules to be used in each classroom and for the school. Each teacher has the discretion to vary the wording of the rules. Teachers will provide a list of their rules, consequences, and rewards for parents and students to sign and return. This list will also be posted in each classroom.

General Classroom Rules

1. Follow directions the first time they are given.
2. Stay in assigned area(s).
3. Keep hands, feet, and objects to self.
4. No name-calling, cursing, crude gestures, or teasing.
5. No rough-housing.
6. Be respectful of school property and others.

School Rules

1. Follow directions the first time they are given.
2. Stay in assigned area(s).
3. Keep hands, feet, and objects to self.
4. No bullying, name-calling, cursing, crude gestures, or teasing.
5. Be respectful of school property and others.

Breakfast/Lunch Rules

1. Students may eat breakfast at a table of their choice.
2. Students should clean up their area after eating by picking up their trash, tray, and eating utensils.
3. Students should socialize with friends in a quiet manner, using quiet voices.

Positive Reinforcement of Good Behavior

Tri-C Elementary focuses bi-weekly on one specific behavior called a “Cool Tool.” The Cool Tools are a variety of lessons ranging from manners to work ethics that encourage and assist students with the skills needed to be successful both educationally and socially. Students at Tri-C Elementary participate in grade-level Positive Action Assemblies. At the assemblies, students will have the chance to be awarded a blue ribbon for outstanding positive actions. Students caught using the Cool Tool or other positive character traits will be awarded a “Character Cub Coupon.” These students will participate in the Character Cub Coupon drawing for prizes.

Negative Consequences for Rule Violation

Students who disobey the rules may experience a verbal warning, removal from the setting, after-school detention, recess detention, lunch detention, note sent to parents, phone call to parents, in-school suspension, out-of-school suspension, and/or expulsion.

Severe Behaviors

1. A student is harmful or threatens harm to self or others.
2. A student disrupts the educational environment.
3. A student harms or destroys property.
4. A student defies authority.
5. A student steals property.
6. A student is involved in a fight.
7. A student bullies other students.
8. A student displays vulgar/profane behavior.
9. A student repeatedly disobeys.

Other behaviors may be identified by administrators as outlined in the Board of Education Policy Manual.

When a student displays the above behaviors, he or she may be referred to the principal or designee. The principal may elect to do any of the following:

1. Request parents to immediately pick up their child from school
2. Require the student to attend school in an alternative classroom for a maximum of ten school days
3. Require the student to serve an out-of-school suspension for a maximum of ten school days
4. Request that the parent and/or student attend a conference with the principal
5. Request that the parent and/or student meet with the mental health clinician
6. Require the student to participate in a crisis assessment (i.e., suicide and/or threat assessment). If an assessment is deemed necessary, immediate parent attendance may be required.
7. Require after-school and/or Saturday detention
8. Assign other consequences as deemed fair and appropriate.

The faculty and staff are confident that this plan will teach students to become responsible for their actions. We ask that parents provide their complete support in our efforts to maintain a positive, well-disciplined environment. Parents will receive a quarterly summary of their child's conduct report in the academic report card.

PLAYGROUND EXPECTATIONS

Outside Recess

- Students should slide down slides feet first while sitting on their bottom. They should not climb/run up the slides from the ground.
- Students should slide down poles and climb down ladders, etc. to the bottom. They should not jump from these items.
- One student at a time on slides, climbing wall, poles, bars, etc.
- No running on equipment, on ladders, etc.
- **No tag on equipment.**
- No debris on equipment.
- No hanging upside-down.
- No hanging on braces under the main platform.
- No jumping from swings.

Consequences

1st offense—Removed from playing on the equipment for one day and parents contacted.

2nd offense—Removed from playing on the equipment for one week and parents contacted.

3rd offense—Consequence will be determined at the discretion of the principal and will be based on the infraction and previous disciplinary referral(s).

Inside Recess

- Stay seated.
- May play games, color, read, watch a video (i.e., seat work).

Consequences:

Missed recess.

Parents contacted.

BEHAVIOR AT JR. HIGH & HIGH SCHOOL EVENTS

All students and visitors must follow conditions of good sportsmanship. This includes, but is not limited to booing, becoming confrontational, or harassing in any way of officials, coaches, players, and opposing teams. This code of ethics applies to both home and away contests. Failure to follow this code of conduct may result in being denied admission to school events for up to one year, provided the individual receives 10 days written notice of the violating behavior and has the right to a hearing before the school board, if so requested. Nothing prohibits the acting school administrator from immediately removing a spectator from an event for disobeying rules or causing a disruption. (Illinois School Code Section 5/24-24)

Activity passes are available for all students; check with the school principal. Elementary students who attend athletic events are expected to behave themselves. They are to follow the rules applicable for each event. It is their responsibility to be familiar with those rules and abide by them. Repeated violations of the rules will result in loss of privilege to attend the events.

STUDENT POLICIES FOR ALL CARTERVILLE JUNIOR HIGH / HIGH SCHOOLSPORTING EVENTS

1. Students who do not have their school activity passes will have to pay regular admission to get into the game.
2. No passes may be used for conference tournament or regional tournament games.
3. No artificial noisemakers are allowed (i.e., horns, duck calls, bells, etc.).
4. Booing is not allowed by Carterville students.
5. Good sportsmanship should be exhibited by Carterville students to visiting teams and their fans.
6. Students must be accompanied by an adult at all times.

STUDENT POLICIES FOR BASKETBALL GAMES

1. Students may leave the gymnasium only during halftime and between games.
2. Students should sit with their parent/guardian.
3. At Junior High games, sodas may not be taken out of the Multi-Purpose Room.
4. Students are not to walk in front of the players' benches while the games are in progress.

STUDENT POLICIES FOR FOOTBALL/BASEBALL/SOFTBALL GAMES

1. Students should sit with their parent/guardian and are not allowed to roam the Sports Complex.
2. All other areas of the school campus will be closed, including the playground areas and other sporting fields.
3. All posted rules at the Sports Complex must be followed.

STUDENT SEARCHES

Students must keep in mind that student lockers are school district property and treat them as such. Officials of the school district have the right to conduct searches of students' lockers at any time. Additionally, a student's personal property may be searched if the administration has a reasonable suspicion that the safety or well-being of that student or other students may be endangered by any item or substance suspected of being in that student's possession.

SUSPENSIONS AND EXPULSIONS

Students committing repeated or more serious acts of disobedience or misconduct may be placed on probation, detained during non-school hours, assigned to an alternative classroom (ACR) (suspended in-school), suspended from school, suspended from riding the school bus, expelled from school, or otherwise disciplined.

Consequences for all violations are the same for students in grades K–6. However, students will be dealt with individually in accordance with their age.

At the discretion of the superintendent, or the Board of Education upon review, a student may be permitted to make up schoolwork and examinations missed as a result of a suspension or an expulsion.

The principal or designee may place a student on probation, detain a student after school, suspend a student in school, or otherwise discipline a student. The superintendent or principal is authorized to suspend a student from school or from riding the bus. Only the Board of Education may expel a student. Suspensions and expulsions shall be done in accordance with Article 10-22.6 of the *School Code of Illinois*.

UNAUTHORIZED ITEMS

The following items are not permitted in classrooms or on school property and are subject to confiscation when found:

- Knives
- Firearms
- Firecrackers or other explosives
- Slingshots or other projectiles
- Clubs, blackjacks, pipes, etc.
- Ordinary items that have been altered in such a way as to become weapons
- Obscene literature or items
- Unauthorized drugs or medication
- Drug paraphernalia
- Alcoholic substances
- Games, toys, dice, cards, etc.
- Electronic devices
- Cigarettes or tobacco products (including matches)
- Pagers/beepers, **cell phones** (105 ILCS 5/10-21.10)
- Drawings of gang symbols
- Anything that could cause injury or disrupt the educational process

Where warranted, persons found with forbidden items on school property will be prosecuted according to the laws of the State of Illinois and the United States of America.

HARASSMENT, INTIMIDATION, BULLYING AND CYBER-BULLYING

Harassment

Bullying, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity, on school property, on school transportation, through a computer, or other electronic equipment. The school will protect students against retaliation for reporting incidents of bullying, intimidation, or harassment, and will take disciplinary action against any student who participates in such conduct.

No person shall harass, intimidate or bully another based upon perceived race, color, nationality, sex, sexual orientation, gender-related identity or expression, or disability. The school and district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of: (1) placing the student in reasonable fear of harm to the student's person or property; (2) causing a substantially detrimental effect on the student's physical or mental health; (3) substantially interferes with the student's academic performance; or (4) substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Examples of prohibited conduct include, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying through the transmission of information from a computer or electronic equipment.

Students who believe they are victims of bullying, intimidation or harassment or have witnessed such activities are encouraged to discuss the matter with the school counselor or building administrator. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Any student who is determined, after an investigation, to have engaged in bullying, intimidation or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's discipline policy. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

Harassment, intimidation, bullying and cyber-bullying are considered forms of severe behavior and will be treated as such. (Consequences for severe behavior are listed in *Chapter 5: Student Management/Discipline* under Student Discipline Plan)

Cyber-Bullying

Cyber-bullying is the offense of harassment through electronic communications or creating an internet website or webpage that is accessible to one or more third parties for a period of at least 24 hours, which contains harassing statements made for the purpose of alarming, humiliating, embarrassing, tormenting, causing discomfort or terrorizing a specific person.

Sexual Harassment

Sexual harassment of students is prohibited. Any person, including a District employee or agent or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, or engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that

1. denies or limits the provision of educational aid, benefits, services, or treatment or that makes such conduct a condition of a student's academic status; or
2. has the purpose or effect of
 - a. substantially interfering with a student's educational environment,
 - b. creating an intimidating, hostile, or offensive educational environment,
 - c. depriving a student of educational aid, benefits, services, or treatment, or
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment are encouraged to discuss the matter with the building principal, teacher, or counselor. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. An allegation that one student was sexually harassed by another student shall be referred to the building principal for appropriate action.

GANGS AND GANG ACTIVITY

The CUSD #5 Board of Education has determined that gangs and gang-related activities would cause a substantial disruption of its schools' ability to maintain a safe and disruption-free environment. The Board of Education has further determined that gangs and gang activities foster behaviors, attitudes, and practices that may endanger the health, safety, and welfare of our students. "Gangs," as defined in this policy, shall mean activities prohibited by law and/or by the school district's rules and regulations.

No student on or about school property, or at any school activity, shall

1. wear, possess, distribute, draw, display, or sell any article of clothing, jewelry, emblem, badge, haircut, symbol, tattoo, sign, or other thing that is intended to identify a student as being affiliated with a gang;
2. commit any act or use any speech, either verbal or nonverbal (gestures, handshakes, etc.), which demonstrates affiliation with a gang; or
3. use any speech or commit any act in furtherance of the interests of any gang or gang activity including but not limited to the following:
 - a. soliciting others for membership in a gang
 - b. extorting money or otherwise intimidating or threatening any person
 - c. inciting or directing others to engage in acts that violate school district policies or civil and/or criminal law

Penalties

1. Any student who violates numbers one or two above will be required to surrender, cover, dispose of, or otherwise alter any offending clothing, material, or object per the determination of school officials. In addition, the student must attend a parent conference and may receive, depending on the severity of the circumstances, a detention and/or internal suspension and/or external suspension. Subsequent violations of this policy will subject the student to suspension and/or recommendation for expulsion.
2. Any student who violates number 3 above shall be subject to suspension and/or expulsion for a period not to exceed one full year.
3. In all appropriate cases, law enforcement agencies will be contacted and charges filed.

BUS SERVICES

Bus and Bus Stop Rules

1. Follow directions the first time they are given.
2. Stay seated in assigned seat and face forward.
3. Keep hands, feet, and objects to self.
4. No bullying, name-calling, cursing, crude gestures, teasing, or loud voices.
5. Be respectful of school property and others.
6. No food, drink, candy, gum, radios, writing utensils, headphones, or electronic devices.

Free transportation is provided to all pupils who reside at least one and one-half miles or more from the school to which they are assigned or if they reside in an area determined to be a “hazardous zone” (a serious hazard to the safety of the pupil due to vehicular traffic or rail crossings).

Bus drivers have the primary responsibility in dealing with student discipline problems on the school bus. In order to maintain a positive school bus atmosphere, cameras may be used to monitor student behavior. In cases where students repeatedly create problems or when flagrant violations occur, the bus driver will report the student or students to the school principal.

The school principal may use the following procedure in dealing with general misconduct on the school bus:

1st instance	Conference with the student; bus misconduct report sent to parents; one lunch detention
2nd instance	Phone conference with parent(s); bus misconduct report sent to parents; two lunch detentions A conference at the student’s school to include parent(s), bus driver/monitor, and principal may be requested.
3rd instance	Student suspended for five days from riding the bus to and from school/extra-curricular activities; parent(s) notified; three lunch detentions

Subsequent referrals of a student for disciplinary reasons on the bus could result in a ten-day bus suspension or permanent loss of privileges from riding the school bus.

Parental support is needed to help eliminate problems on the school bus—if parents have questions or concerns, please contact the principal. For that reason, principals will seek to contact parents of affected students. It is hoped that nearly all instances of student misconduct can be corrected prior to the need for the withholding of bus privileges for any student. However, Section 10-22.6 of the *School Code* empowers the school board to suspend or authorize the superintendent or principal to suspend pupils from riding the school bus for gross disobedience or misconduct on the bus.

AUTHORIZATION TO RIDE A NON-REGULAR BUS ROUTE

Students who wish to ride home on a bus that is not their regular route, must turn in written permission, signed by the parent/guardian, to an office secretary on the day of the change. The secretary will then communicate the change to the teachers involved and the transportation director. Students who wish to ride a different bus to school must obtain permission from the transportation director prior to the morning of.

CO-CURRICULAR AND EXTRA-CURRICULAR TRIPS

Occasionally students may be transported to various forms of special events such as sports events and class field trips. On such trips, students are expected to conduct themselves in a courteous manner. The chaperones for these trips are persons in authority, coaches, and/or the bus driver. Rules for conduct are, for the most part, much the same as for regular transportation. No additional riders may ride the bus unless the principal and persons in charge have approved them. Any other person asking to ride must be approved by the transportation director, who will notify the bus driver if approval is granted. A small charge per student may be required for transporting students to curricular and extra-curricular activities.

FIELD TRIPS

Parents/guardians who choose not to allow student participation in a scheduled field trip during school hours will need to keep students at home on the day of the field trip. The student will need to be called in absent, and the absence will be considered excused.

Attendees should be limited to adult volunteers only. Adult volunteers need to be fully available for the students they are chaperoning; therefore other arrangements should be made for younger children.

CARE OF SCHOOL PROPERTY

If a student maliciously and deliberately breaks or damages school property, including textbooks, the parent or legal guardian will be held responsible for the debt incurred. If a child accidentally damages school property, including textbooks, as a result of poor judgment or impulsive behavior, the parent or legal guardian could be held responsible for the debt incurred.

CHAPTER 6: STUDENTS—CURRICULUM, EDUCATIONAL PROGRAMS, AND TESTING

STUDENT CLASSES

Kindergartens through fourth grades are self-contained classrooms. The students are instructed in all academic subjects by their classroom teacher. All students will receive computer instruction by their classroom teacher and/or specially trained teacher.

A special education class is provided for CUSD #5 students with an active Individualized Education Plan (IEP). Resource room services are available for identified students. Other special education services for speech, vision, hearing, etc. shall be provided for students whose IEPs designate those services.

TEACHER ASSISTANCE TEAM (TAT)

CUSD #5 has students with special academic or behavioral needs. The District has been very successful with working with these children and their parents. Most often the first step is in identifying and meeting student needs via the TAT process.

Faculty and administration review student information to identify students who exhibit educational or behavioral problems that interfere with their education. In order to determine the source and extent of the problem, appropriate assessment instruments may be administered and reviewed by any member of the team. Intervention and remedial strategies directed at solving a student's problem would be put in place locally. These intervention and remedial strategies may include Title I services, Reading Recovery, curriculum adjustment, grade placement revision, disciplinary action, parent support, volunteer tutor services, contingency plans and strategies, alternative educational programs, and special education referrals. Parental notification will be given if the team's recommendation results in a curriculum change.

Parent participation is encouraged throughout the TAT process. A child's parent is a vital part of the team. Other team members may include the building principal, a Title I teacher, the child's homeroom teacher, the school counselor, and a special education teacher. The TAT process is part of the special education referral process. Parents who wish to have their child tested for a learning disability, speech delay, etc. should consult the building principal to inquire about the intervention and referral process.

PRE-KINDERGARTEN PROGRAM

Cartersville Unit #5 offers half-day pre-kindergarten classes through Williamson County Early Childhood Cooperative. Williamson County Early Childhood Cooperative also offers family programming for children from infancy through five years of age. Children must be 3 years old to enter the pre-kindergarten program. Children who turn five on or before Sept. 1 of the current school year cannot participate in pre-kindergarten. Please contact Williamson County Early Childhood Cooperative at 997-0137 for more information or to view the Pre-K handbook. Pre-kindergarten students and families follow the Cartersville Unit #5 school policies.

SPECIAL EDUCATION PROGRAM

When local resources are exhausted and for those students who continue to exhibit educational or behavioral problems that individualized interventions have failed to remedy, a referral is made for special education services to Williamson County Special Education Cooperative, 113 South Russell, Marion, IL 62959. This referral can be initiated at the request of the parent, teacher, or principal with consent of the parent. Parents are assisted in the understanding of special education services by the booklet *A Parent's Guide: The Educational Rights of Handicapped Children*, which is given to them at the time of referral. A signed parent permission form is always part of the referral to special education.

Information is gathered at an MDC meeting, which generally consists of the psychologist, social worker, speech/language therapist, and any other diagnostician who is needed, and decisions are made whether further special education services are needed. Invitations are sent to the parents, school personnel, and all members of the multidisciplinary team ten days prior to the day of the conference. Parents may invite other interested parties at their discretion.

At the conference, all participants are invited to present information and test data. A group decision is reached as to the educational needs of the student. An MDC meeting declares whether or not the student is eligible for special services. If the student is eligible, an IEP is developed for services to be provided in the least restrictive environment for that student.

If the decision is made that the student is disabled and requires special education services, and if the parents agree with the educational placement and/or services, a permission form must be signed by the parents in order to implement the program.

A full continuum of special educational programs and related services for all disabled students (learning disabled, physically disabled, mentally disabled, behaviorally disordered, speech/language impaired, other health impaired, visually/hearing impaired, etc. for ages 3–21) are provided by CUSD #5 through the Williamson County Special Education Cooperative to any student who is determined to be eligible through the diagnostic study and multidisciplinary conference procedures.

ASSESSMENT AND PROGRESS REPORTS

Each teacher is responsible for assessing the academic performance of each student in his/her classroom. Assessment procedures utilized include class participation, homework assignments, class assignments, class projects, teacher observations, quizzes, and examinations.

Communication with parents concerning a student's academic progress is an essential part of any student's assessment program. This is an ongoing process, and formal reports on a student's academic progress will be distributed to parents at the end of each grading period. Parents will be informed about their child's progress at various times designated by the principal and when deemed necessary by the classroom teacher.

The grading system for all kindergarten, first and second grade classes in CUSD #5 is as follows:

- **M** (Mastered) —Performance reflects mastery of the assigned task (*Kindergarten only*)
- **G** (Good progress)—Performance consistently meets the requirements of the assigned task (*1st - 2nd only*)
- **S** (Satisfactory progress)—Performance usually meets the requirements of the assigned task at an acceptable level
- **N** (Needs improvement)—Performance does not meet the requirements of the assigned task at an acceptable level and could lead to failure
- **U** (Unsatisfactory progress)—Performance does not meet the requirements of the assigned task at an acceptable level and is an indication of failure.

The grading system for third and fourth grades in CUSD #5 is as follows:

- A 93 – 100 percent
- B 84 – 92 percent
- C 76 – 83 percent
- D 68 – 75 percent
- F 67 percent and below

Students in grades K–4 or in resource classes are graded on their individual ability. If a student is working below grade level but does excellent work for that grading period, then he/she would receive an A (or other earned grade), and a comment indicating that the student is working below grade level will be written in the comments section of the student’s report card. Parents are encouraged to call the school to arrange a conference if they have questions or concerns about their child's progress.

TESTS AND SCREENINGS

The Board of Education approves a system-wide testing program (i.e., Iowa Tests of Basic Skills [ITBS]) designed to provide information concerning the proficiency of selected grade levels in the District. The results of these tests provide a continuing record of each child’s academic progress in comparison to his or her previous scores and to national norms.

The Illinois Standards Achievement Test (ISAT) is mandated by the state of Illinois to measure the performance of CUSD #5 students and individual school buildings. At the elementary level, ISAT is administered to students in grades three, four, and five. These tests are given during a designated window of time each spring.

The child’s teacher and/or guidance counselor uses these standardized tests to diagnose individual strengths and weaknesses. In this manner, they will provide more effective individualized instruction. Should the student appear to require special services from this screening of the results, the building Teacher Assistance Team will be contacted for additional assistance in programming or to initiate a referral for special education services.

All students may periodically be involved in screening tests to determine their academic progress. These screenings may include, among others, Reading Recovery Assessment and the I-STEEP screening for Response to Intervention (RTI).

The results of all tests given to students will be maintained within the student’s temporary record file. Test results and the School Report Card are sent to parents/guardians. If parents have any questions about specific tests and their purposes, they should contact their child’s teacher.

PROMOTION AND RETENTION

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance based on the ISAT, the ITBS, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Promotion of a student having an IEP, or receiving reasonable accommodations pursuant to section 504 of the Rehabilitation Act of 1973, shall be determined by the student’s education team.

ADMINISTRATIVE GUIDELINES PRIMARY GRADES (1 – 3)

Promotion

Students who have completed all necessary requirements at a given grade level shall be promoted to the next grade level.

Retention

1. Classroom teachers shall confer with the principal as soon as it is believed there is a possibility for retention. The principal and teacher shall consult with other staff members and the student’s parents to explore and implement remediation activities that might help avoid the retention.

Each of the following factors shall be considered with one or more being used as a factor for retention.

- a. Potential for student to benefit from retention
 - (1) If a student is promoted with a probationary status to the next grade level, the school district reserves the right to reevaluate placement during the first nine weeks of the following school year.
- b. Achievement is far below standard due to any of the following:
 - (1) Academic progress/grades
 - (a) First grade—failure in reading
 - (b) Second and third grade—failure in any of these areas: reading, math, or English for three out of the four nine-weeks grading periods
 - (2) Chronic absenteeism, i.e., being absent for more than 10 percent of the 176 scheduled school days

- (3) Increasingly poor performance overall during the school year
 - (4) Social and emotional development (the student demonstrates immature, dependent behaviors that interfere with the normal learning process, resulting in a severe discrepancy between ability and grades)
- c. Performance on any achievement test or state-mandated assessment
2. Parents shall be informed throughout the year about their child’s progress. If retention appears to be likely, a parent/teacher conference shall be scheduled by the end of the third grading quarter. At this time, parents shall be notified of the possibility of a recommendation for retention. If the parents do not respond to the request for a conference, contact is to be made (by phone, letter, note, visit, progress report, etc.) informing the parents of the possibility of retention.
 3. The child’s performance shall be closely monitored and evaluated. If retention is deemed necessary by midterm of the fourth quarter, formal notification shall be given to the parents via certified letter. Such documentation should be placed in the student’s record.

**ADMINISTRATIVE GUIDELINES
GRADES 4 – 8**

Promotion

Students who have completed all necessary requirements at a given grade level shall be promoted to the next grade level.

Retention

1. Classroom teachers shall confer with the principal as soon as it is believed there is a possibility for retention. The principal and teacher shall consult with other staff members and the student’s parents to explore and implement remediation activities that might help avoid the retention.

Each of the following factors shall be considered with one or more being used as a factor for retention.

- a. Achievement is far below standard due to any of the following:
 - (1) Academic progress/grades
 - (a) Fourth through sixth grades—failure in more than one of these areas: reading, math, English, science, social studies, and/or the same subject two years in a row.
 - (b) Failure of a subject area is determined by the final grade (average of the four quarters) for the year.
 - (2) Chronic absenteeism, i.e., being absent for more than 10 percent of the 176 scheduled school days
 - (3) Increasingly poor performance overall during the school year
 - b. Performance on any standardized test or state-mandated assessment.
2. Parents will be informed throughout the year about their child’s progress. If a parent receives a progress report indicating poor performance, he or she should contact the teacher to discuss a possible solution to the child’s problems in class.
 3. If retention appears to be likely, a parent/teacher conference shall be scheduled by the end of the third grading quarter. At this time, parents shall be notified of the possibility of a recommendation for retention. If parents do not respond to the request for a conference, contact is to be made (by phone, letter, note, visit, progress report, etc.) informing the parents of the possibility of retention.
 4. The child’s performance shall be closely monitored and evaluated. If retention is deemed necessary by midterm of the fourth quarter, formal notification shall be given to the parents via certified letter. Such documentation should be placed in the student’s record.

These guidelines have been established so that parents can impress upon their child to do their best in school. It is our hope that all students will be promoted, but if they do not meet the necessary requirements, they will be retained.

TITLE I SUPPLEMENTAL PROGRAM

Through the federal funding of the Title I program, CUSD #5 may provide special instruction to students in language arts or math and also social/emotional development programs. The program’s services will be determined annually.

ACADEMICALLY CHALLENGING AND ENRICHED PROGRAM (ACES)

CUSD #5 provides an enrichment-based Academically Challenging and Enriched (ACES) pullout program for eligible students in grades 3-6. Students in grades 7-12 are provided with special studies advanced course work and differentiated instruction. Students in grades K-2 are provided services on a consultative basis upon teacher request.

Initial Referral

Students in grades 3-6 are selected for participation in the ACES or special studies programming after an assessment of the entire student population with standardized achievement tests. At the 1st and 2nd grade levels, all students are administered the Iowa Test of Basic Skills (ITBS). In grades 3-8, students participate in the Illinois Standards Achievement Test (ISAT). These tests as well as teacher referrals serve as an initial screening tool for the selection procedure. Any student nominated by teacher referral and/or attaining a composite National Percentile Rank of 69 or above on academic achievement tests or an "Exceeds Standards" in all subject areas on the ISAT, will receive further assessment to determine actual eligibility. Students referred on or before October 31 will be eligible for programming during the first semester. Students referred from November 1 - January 1 will be eligible for programming during the second semester. Students referred after January 1 will be eligible for services in the fall of the following school year. Transfer students that have been formally enrolled in a gifted program will be eligible for services. (*Exemplary point ranges are noted in Table I.*)

Admitted students will remain in the program until re-evaluation at the beginning of their 5th grade year. However, if necessary, students may be temporarily or permanently removed from the program. Reasons for removal may include, but are not limited to, poor classroom performance, behavioral concerns, or other reasons deemed appropriate by the ACES instructor, classroom teacher and administration.

TABLE I --ITBS

<u>Student Score Range</u>	<u>Eligibility Points</u>
83 and above	1
82-81	2
80-79	3

* Complete Rank Score information located in Appendix A

Professional Assessment

The professional staff will use two assessment instruments to assist with the identification of academically talented students. A student's **report card** serves as one professional selection tool. The CUSD #5 **Scale for Identifying Academically Talented Students** will also be completed by the classroom teacher. (*Student Report Card should reflect an A average; Scale for Identifying Academically Talented Students exemplary score ranges = 93 or above are noted in Table 2.*)

TABLE 2

<u>Teacher Checklist Rank Scores</u>	<u>Eligibility Points</u>
100-97	1
96-93	2
92-88	3

<u>Report Card/GPA</u>	<u>Eligibility Points</u>
A/+5.00-4.68	1
B/4.67-4.34	2
C/4.33-4.01	3

* Complete Rank Score list is located in Appendix A

Standardized Testing

In addition to the ITBS and ISAT, students will be administered the Slosson Intelligence Test. Prior to the administration of this test, parent permission will be obtained (*A desired score range of 125 or above is indicated on Table 3*)

TABLE 3

<u>Intelligence Test</u>	<u>Eligibility Points</u>
159-140	1
139-135	2
134-130	3
129-125	4

* Complete Rank Score list is located in Appendix A

Determination of Eligibility for Challenging Programming

Upon completion of all screening measures, student eligibility points will be plotted on an **Identification Rank Score** matrix. Any student who accrues an identification rank of 11 or below qualifies for programming in the CUSD #5 ACES/Special Studies programs.

HOMEWORK

Philosophy: The federal government research publication *What Works*, from the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc>), states, “Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it.” The same study also maintains: “They [homework assignments] also teach students to be independent learners. Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study, and developing responsibility and self-discipline.” Homework provides students with opportunities to apply learning and experience necessary practice. It is also designed to develop a certain amount of independence among students and provide an opportunity for them to take personal responsibility for their own achievement.

Specific Purposes

- 1) Teach students responsibility and planning.
- 2) Teach students self-discipline.
- 3) Provide an opportunity for students to practice skills learned in class.
- 4) Teach students to work independently.
- 5) Provide parents with an opportunity to become involved in the child’s learning.

Homework Guidelines

Types of Homework

- 1) Assignments not completed in class
- 2) Assignments to strengthen skills
- 3) Assignments to enrich or extend a lesson, such as special projects
- 4) Independent reading, parent reading to child, or child reading to parent
- 5) Long-range assignments, such as book reports

Homework Quality

Homework scores are averaged into the student’s grade for a particular subject. It is essential that students do their very best on all assignments. Students learn many important skills from homework assignments. Depending upon the assignment, homework that is not completed can seriously affect a student’s grades.

Late Assignments

Students need to check with classroom teachers regarding consequences for late assignments. Generally, in the earlier grades students will be required to finish incomplete homework assignments during recess or other free time. While we provide support for students to be successful with programs such as tutoring and teacher-monitored study periods, student responsibility is expected to increase as they progress through the grades.

If assignments are one (1) day late, the following grade reductions will occur:

- 4th grade - beginning the 4th quarter (10% off)
- 5th grade (20% off)
- 6th grade (30% off)
- Junior High (50% off)
- High School (50% off)

If work is late, it must still be turned in. If work is not turned in, exclusion from special events and/or recess, detentions, after school mandatory tutoring, required Saturday school are all options that will be used as further opportunities for students to complete their work.

Makeup Work

It is essential that students absent from school complete makeup assignments. It is the responsibility of the student and parent to initiate requests for makeup work. Makeup work should reflect class assignments missed during an absence, and a reasonable amount of time should be allowed for its completion. Students generally are allowed one week after their return to school to turn in work related to absences. If work is not completed on time, the student will get a zero for the grade.

Parents may pick up their child's makeup work from one of the homework carts between the hours of 2:30 and 5:30 p.m. All makeup work is prepared and made available for every student (phone calls requesting homework do not need to be made). Students whose parents do not pick up their homework should visit the homework cart area between 8:00 and 8:30 a.m. on the first day they return to school to retrieve materials from the tubs.

General Recommended Time Allotment Per School Night For The Average Student

Grade K	15 minutes maximum per evening for the average learner
Grade 1	15-20 minutes maximum per evening for the average learner
Grade 2	20-30 minutes maximum per evening for the average learner
Grade 3	30-40 minutes maximum per evening for the average learner
Grade 4	40 minutes maximum per evening for the average learner
Grade 5	50 minutes maximum per evening for the average learner
Grade 6	60 minutes maximum per evening for the average learner
Grade 7	70 minutes maximum per evening for the average learner
Grade 8	80 minutes maximum per evening for the average learner

If a child is spending more than the maximum recommended time per night completing homework, the parents should contact their child's teacher. We will be very pleased to hear from you.

Teacher Responsibilities

- ◆ Provide a clear statement of expectation for homework at the beginning of the school year.
- ◆ Assign homework with specific instructional purposes and related to the classroom activities, themes, objectives, etc.
- ◆ Explain all tasks clearly. Whenever applicable, provide concise written instructions so that parents have a clear understanding of the tasks involved.
- ◆ Introduce new concepts in the classroom, not as homework tasks. Exceptions to this could include work assigned due to absence from school (i.e., illness, travel) or pre-reading activities assigned prior to new units being introduced in class.
- ◆ Abide by the recommended time guidelines for homework assignments.
- ◆ Provide time each day for students to record homework tasks and prepare materials for homework assignments.

Student Responsibilities

- ◆ Do your very best on all assignments.
- ◆ Complete assignments on time.
- ◆ Contact teachers immediately upon the return from absences to acquire makeup work and to establish a due date for the work.
- ◆ Homework planners/notebooks must be used to record daily homework tasks.

Parent Responsibilities

- ◆ Check your child's book bag, planner/notebook, notebooks, etc., each evening to see what your child's tasks are and when they are due.
- ◆ Students may receive homework assignments. Please understand that these assignments need to be completed outside of the regular school day.

- ◆ Provide support, guidance, and the structure needed to successfully complete the assignments.
- ◆ Provide a quiet, well-lit place for your child to work. To help with concentration, avoid working near the television, telephone, stereo, etc.
- ◆ Try to encourage a regular homework routine. Set a time suitable to both you and your child for the completion of homework.
- ◆ Don't take over your child's work. Oversee assignments, ask questions, and offer suggestions, but avoid doing the work or writing the answers.
- ◆ Be positive about the task at hand. Avoid negative comments that may affect your child's attitude toward school, homework, or school personnel.
- ◆ Please call your child's teacher if, on average, your child is spending more than the recommended allotment of time completing homework assignments. Please report any extenuating circumstances to your child's teacher.
- ◆ Contact the school office in a timely fashion regarding absences to request makeup work. Monitor the makeup work of your child.

Every student in grades 2-6 is required to complete an assignment notebook daily. This notebook is to be signed nightly by a parent/guardian. We hope that the use of this tool will assist with each child's academic success by increasing communication and collaboration with the home.

DRUG-FREE SCHOOLS PROGRAM

A priority of the federal government has been the provision of anti-drug educational information in the public schools. Based on the number of students per district, funds are provided to districts that develop an organized program to educate students about the dangers of drug/alcohol abuse. CUSD #5 does have such a program.

SCHOOL MEDIA CENTER

Books may be checked out by students for one week and renewed for an additional week. If a book is lost or damaged, the **replacement** price is charged for the book. Students may enter the media center on a pass issued by the classroom teacher. There are also instances when a teacher may take a whole class to the media center for research work. Students are under the supervision of the librarian, classroom teachers, or library aide, while in the media center and are to follow his/her rules and regulations. Students are not to bring personal recordings or software to the media center. Failure to abide by media center rules will result in the loss of a student's media center privileges.

FROGGY

FROGGY (Family Reading Opportunities Grow Great Youngsters) is an interactive reading program for parents and students. FROGGY bags can be checked out from the media center for parents and students to work on together. There will be orientation meetings, FROGGY nights, and other exciting opportunities to promote literacy and the family. Information will be included on lunch menus.

CHAPTER 7: STUDENT HEALTH AND MEDICAL INFORMATION

MEDICATION

Administering medication during school hours or during school-related activities is discouraged unless it is necessary for a student's health and well-being.

All medications must be in their original containers. If not, the medication will not be dispensed.

Parents/guardians may authorize their child to self-administer a medication (i.e., asthma medication, epipen, and other medications identified by a child's physician) according to the District's procedures for student self-administration of medication.

No school district employee shall administer to any student any prescription medication or nonprescription medication until a completed and signed School Medication Authorization Form is signed by physician and parent. No school district employee shall administer to any student any non-prescription medication unless written authorization from the parent and physician is submitted.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to a student, including administering medication.

FOOD ALLERGY

If your child has a food allergy, please contact the school nurse.

Although we are not a “nut-free” school, we do make accommodations for students with food allergies. These accommodations include designated “nut-free” lunch tables and classrooms. Students in a “nut-free” classroom are not allowed to bring food or snacks that contain any nut or nut by-product into the classroom.

ACCIDENTS/ILLNESS

School personnel will notify parents in the event of a serious accident or sudden illness. If a parent is not at home, school personnel will call the alternate phone numbers on the student’s emergency card. Parents should be sure to include telephone numbers of relatives or friends who can be contacted during the school day. It is essential that all accidents occurring on the school premises be reported immediately to a person in charge, such as the teacher, playground supervisor, school nurse, or principal. An accident report form will be completed and kept on file for each accident that occurs at school. Students will be offered the opportunity to call home. A copy of the report will be sent home with the student.

According to the guidelines from the Illinois Department of Public Health, **students who have a fever, rash, vomiting, diarrhea, or contagious disease should stay home from school until the symptoms have been gone for 24 hours.** Students may return sooner if a doctor provides a written statement indicating it is safe to do so. These guidelines are necessary to protect the health of the students and to control the spread of colds and illnesses.

HOMEBOUND/HOSPITAL INSTRUCTION

Home and hospital instruction shall be provided to any child whose impairment, in the opinion of a physician, will cause an absence from school for more than two consecutive weeks. Also, school personnel should determine that the student could educationally benefit from such a program. Parents should contact the building principal for proper authorization to receive these services. The Home and Hospital Service Program shall be operated according to the policies and procedures established by the Williamson County Special Education District. Parents should contact the building principal for proper authorization to receive these services.

HEAD LICE

Students may be included in routine head lice checks by the school nurse or designee. If nits (lice eggs) and/or bugs are found in the hair, parents will be immediately contacted and the child removed from the school setting. Children will be allowed to return to school after being treated at home and checked by the school nurse or designee and determined to be lice- and nit-free. The following procedures should be followed:

1. Call the school to schedule an appointment with the nurse.
2. An adult must accompany the child to the school nurse’s office at Tri-C Elementary School (or other school office if directed).
3. A student may not be sent to school on the bus until he/she has been checked and cleared to return to school by the school nurse or designee.
4. A student will be allowed up to two consecutive excused absence days after being identified with head lice. The third day and any day thereafter will be recorded as unexcused.
5. The truancy office will be contacted after the third unexcused absence day.

PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

A student’s parent/guardian shall present proof that the student was examined by a licensed physician/mid-level provider (PA/APN) and received the immunizations against and screenings for preventable communicable diseases as required by the Illinois Department of Public Health. IDPH regulations state that a physical shall be given within one year before entering kindergarten or first grade, upon entering the sixth and ninth grade, and whenever a student first enrolls in a District school, regardless of the student’s grade.

Failure to comply with the above requirements by the first day of the school year will result in the student’s exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization, the student must present an immunization schedule and a statement of medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, registered nurse or local health department responsible for administering the immunizations. All new students who are first-time registrants shall have 30 days following registration to comply with the health examination and immunization regulations. Parents/guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning in accordance with state law. A student may be exempted from this policy’s requirements on religious grounds if the student’s parents present to the superintendent a signed statement explaining the objection. A student may be exempted from the health examination or immunizations on medical grounds if a physician provides written verification.

CHAPTER 8: PARENTS

COMMUNICATION WITH PARENTS

Communication with parents concerning a student's academic performance is an essential part of any student's assessment program. The school will keep parents informed if any problems develop with the student's academic program or with the student's behavior. CUSD #5 encourages parents to talk to their child's teacher if concerns arise. If the concern cannot be resolved with the teacher, then it should be referred to the building principal. In almost all circumstances, problems can be resolved at the parent-teacher level. Ultimately, the problem could be referred to the superintendent and possibly to the Board of Education.

CUSD #5 will dismiss schools and have a time for parent-teacher conferences in November and in March. Teachers will meet with each student's parents at other times during the school year when necessary and when it is in the best interest of the student.

ANNOUNCEMENTS

Announcements, including a schedule of all special activities, athletic events, and meetings, are released from the Unit Office on a weekly basis. These are posted in each school office and in the Unit Office. Special school announcements are also included with the breakfast/lunch menu and district Web site.

ALERT NOW

ALERT NOW is our district's student/parent notification system. You will receive emergency and/or nonemergency information through your designated contact phone numbers. It is imperative that you keep the office notified of any changes in contact information to ensure that you receive the messages. This can be utilized to notify parents of school closing due to inclement weather, an emergency on campus, or other nonemergency messages.

EMERGENCY EARLY DISMISSAL

In the event of an emergency early dismissal, upon arrival to school, parents will be escorted to their child's classroom where they will need to sign their child out of school on the Student Sign-Out Sheet located in the classroom. Due to the age of our students and for student supervision and safety concerns, school buses will not run on days with emergency early dismissals.

THREATENING WEATHER CONDITIONS AND OTHER EMERGENCIES

In the event of inclement weather conditions or other emergency situations affecting the school schedule, local radio and television stations will be contacted. The television stations include WSIL-TV, KFVS-TV, and WPSD-TV. The radio stations include WCIL, WJPF, and W3D. If inclement weather conditions strike after school is in session and a decision is made to dismiss classes early, the announcement will also be made over local radio, television stations and through our ALERT NOW parent notification system.

GUIDELINES FOR OUTSIDE RECESS

Students will go outside for lunch recess, weather permitting. A guideline of 30 degrees combined wind chill and temperature will be used. Parents should provide a written request to their child's teacher for their child to stay indoors if he or she has been ill.

DISTRIBUTION OF MATERIALS

The distribution of materials that are not directly a part of CUSD #5's program must be approved by the Superintendent before they are distributed to the students, teachers, or staff members. This includes brochures, announcements, schedules, questionnaires, registration forms, or any other literature not directly produced by the school district.

PARENT VOLUNTEER POLICY

Cartersville Unit School District #5 appreciates the interest of volunteer work within our district. Volunteers are welcome, appreciated and provide a valuable service to our students and staff. To insure the safety of our students and school, volunteers will need to obtain a copy of our Parent Volunteer Guidelines and fill out a Volunteer Authorization Form.

To protect the learning environment of our classrooms, as well as allow all volunteers an equal opportunity, volunteers must have a prearranged scheduled date. The time should be limited to 1 time per week for up to 2 hours (unless approved by an administrator), and any variation to this schedule must be prearranged with the teacher.

VISITORS ON SCHOOL GROUNDS

Visitors are welcome in CUSD #5 schools as long as they have approval from the building principal or the superintendent. CUSD #5 asks that visitors notify the office or classroom teacher in advance of their visit. In cases where prior approval has been granted by the principal or superintendent, visitors should enter the front door of the building, report to the school office, and sign in each time they visit. At no time should any visitor proceed past the office without a visitor pass. Identification tags should then be obtained from the school secretary or building principal.

Students will be sent to the office from their classroom when a parent comes to sign them out early. Parents should not go to the classroom when coming to sign a student out of school. Parents and other guests waiting in the entryway should remain in the foyer area and not proceed into the building.

While it is acceptable for pets to be inside vehicles, for the safety of our children, no pets are allowed on campus without administrative approval during school hours.

Parents or adult visitors must have an appointment to observe in a classroom. If parents wish to become informed about a program or their child's progress, they may choose any of the following activities to become more involved/informed: view their child's report cards, test data, work samples, and homework samples; request a parent-teacher conference; attend PTO meetings; attend open houses.

The administration and faculty recognize that kindergarten parents wish to make their child's transition to the public school smooth. Therefore, parents may visit their child's room within reason during the first day of school. After the first day, kindergarten parents will be asked to leave their child's room unless they are volunteering their time to assist the teacher. Student visitors are not permitted in CUSD #5 Schools unless special permission is granted by the building principal.

PARENT RESOURCE AREA

A variety of materials are available in the Parent Resource Area, located in the Media Center, for parents to check out. Materials include FROGGY kits, videos, magazines, books, pamphlets, etc. on topics relevant to parents and families. Check in with the office prior to visiting the Parent Resource Area.

BIRTHDAY INVITATIONS

There are many occasions in which parents and students wish to communicate with other families within their classroom. Due to confidentiality laws, we are not able to share personal contact information. We understand that this poses an obstacle for sending communications such as thank you cards and birthday invitations. To assist with this issue, families may choose to have their address included in a classroom directory. The directory will only contain your child's name and address and will be shared with other families within your child's classroom. Party invitations are not to be distributed at school.

REFRESHMENTS AT SCHOOL

In accordance to the recommendation made by the Illinois Department of Public Health, **ALL** refreshments brought to school must be pre-packaged or purchased from a **licensed** food facility. This applies to all classroom parties and birthdays.

STI HOME

Parents of third and fourth-grade students have a tool to access their child's grades and attendance information online. Follow these steps:

- Go to our District Web site by typing in www.cartervillelions.com.
- Select *STI Home* on the left side of the screen.
- Select *Carterville CUSD 5* in the drop down box.
- Select *Tri-C Elementary School* in the drop down box.
- Type in child's student number.
- Type in child's PIN (personal identification number).
- On the left side of the screen, select the option you desire. (To access current grades, click on *current class averages*. Follow the prompts on the screen to access quarterly averages and/or specific grades for each assignment recorded for each subject.)

Each student's *student number* and *PIN* are **confidential**. Therefore, to protect the confidentiality of a child's records, parents should not give out his or her student number or PIN to anyone.

If parents do not have Internet access, they may access their child's grades by visiting the Media Center at the school (please remember to stop by the office to receive a visitor pass). A computer is available there for parents to access the Internet. Teachers will update grades at least weekly. If parents have questions regarding their child's grades, they should contact his or her homeroom teacher. We hope this new tool will continue to improve communication between school and home.

CHAPTER 9: TOTALLY KIDS LATCHKEY PROGRAM

PURPOSE AND GOAL OF PROGRAM

The purpose of the Totally Kids Latchkey Program is to provide quality after-school care for children in grades K–8. The goal of the program is to provide adult-supervised after-school activities that are fun and educational.

DAILY PROGRAM

The Totally Kids Latchkey Program emphasizes learning experiences through art, dramatic play, investigation, games, puzzles, coloring activities, study time, music, videos, and field trips.

OPERATING POLICIES

The program will be in operation Monday through Friday from 2:35–5:30 p.m. on a regular school day. In the event school is in session for a half day, latchkey services will be provided from the time of dismissal until 5:30 p.m. Lunch will be provided on half-day dismissal days for each student. Fees for lunch are included in the initial registration fee. However, students may bring a sack lunch if they choose.

No latchkey services will be provided on any school holiday, snow day, other emergency dismissal day or during school vacations. If there is an early dismissal due to weather or other incidental emergency, the program will not be available on that school day and pick-up arrangements will need to be made.

ADMISSION AND DISCHARGE

Students eligible for enrollment must be in grades K–8. To formally enroll a student, a \$40 non-refundable deposit per child is required. The fee will cover all field trips fees and meal charges on half-day dismissals. This fee is due when enrollment papers are returned to the building principal or latchkey supervisor.

A student may be discharged from the program if a severe or continuous disruptive behavior occurs or if the child is habitually signed out after 5:30 p.m. The removal of a child may be requested by the latchkey supervisor or building principal during a parent conference and/or in writing. The administration reserves the right to deny admission or release students from latchkey if the program does not meet the needs of the student.

FEES AND PAYMENT PLAN

Student attendance/fees will be calculated at the end of each month. At that time, parents will be given a bill on the first day of each month for the previous month's service and the bill will be due by the 10th day of each month. Failure to pay bill on time may result in loss of enrollment in the program.

The fee for attendance is \$2 per hour. After the first hour of attendance, fees will be calculated up to the nearest quarter-hour. Students will be charged for actual attendance hours/minutes only. There is no weekly minimum. Returned checks must be redeemed with cash. Cash will be required for future payment if a second returned check occurs.

Latchkey closes daily at 5:30 p.m. There will be a late charge of \$5.00 per child for late pick-up within ten (10) minutes after closing. After 5:40 p.m., an additional charge of \$10.00 per child will be added. Three (3) late pick-ups within a monthly billing cycle will result in a one (1) week loss of Latchkey privileges.

PICK-UP PROCEDURES

If someone other than a parent or legal guardian is to pick up a student, the latchkey supervisor must have on record his or her name and phone number. This procedure is to help secure the safety of the students enrolled in the program. Photo identification may also be requested. On occasion, emergencies will arise and childcare will be needed on days not previously scheduled. If this situation occurs, parents are asked to call their child's school so that a message may be left for the latchkey supervisor to expect the child. All doors will be locked except the front door, so parents must enter and exit the front door when picking up their child.

STUDENT SNACKS

As part of the service provided by the latchkey program, a snack will be provided for each student. The snack will include a milk and a healthy food selection.

STUDENT DISCIPLINE

The latchkey program is an extension of the educational program of CUSD #5. Therefore, students enrolled in the latchkey program are expected to follow the school rules outlined in this handbook.

Consequences for Rule Violation

Students who disobey the rules may experience a verbal warning, removal from the setting, note sent to parents, phone call to parents, suspension and/or expulsion from the latchkey program.

When a student displays inappropriate behaviors the principal or designee may elect to do any of the following:

1. Request parents to immediately pick up their child from school.
2. Require the student to serve a latchkey suspension for a maximum of ten school days.
3. Request that the parent and/or student attend a conference with the latchkey supervisor and/or principal.
4. Assign other consequences as deemed fair and appropriate.
5. Severe or repeated violations may result in the student's expulsion from the latchkey program.

Consequences which result in a written Disciplinary Office Referral:

- 1st offense—Written Disciplinary Office Referral sent home with students. Parents will need to sign and return the referral.
- 2nd offense—Written Disciplinary Office Referral sent home with students. Parents will need to sign and return the referral. A conference may be requested that the parent and/or student attend with the latchkey supervisor and/or principal.
- 3rd offense—Students will receive a written Disciplinary Office Referral and a five (5) day latchkey suspension.
- 4th offense—Student will receive a written Disciplinary Office Referral and a ten (10) day latchkey suspension.
- 5th offense—Consequence will be determined at the discretion of the principal and will be based on the infraction and previous disciplinary referral(s). Students may be expelled from the latchkey program.

CHAPTER 10: FACILITIES

ASBESTOS NOTIFICATION

The following notification is being released for compliance with the regulations of the Federal AHERA guidelines for the management of asbestos containing materials (ACM). The Inspection Report and Management Plan is on file for review at each school office and the Unit Office.

This notice is to inform building occupants and parents/legal guardians of the locations of ACM. It has been determined by the United States Environmental Protection Agency that asbestos is a potential health hazard and that precautions should be taken to avoid disturbing any ACM. Inspections are conducted to determine any change in the condition of the known or assumed asbestos. Any evidence of disturbance or change in conditions will be documented as required by law.

Cleaning and maintenance personnel who recognize the danger of asbestos take special precautions during their work to properly guard against disturbance of ACM. Additional measures will be taken when needed to protect the health of building occupants.

Material containing asbestos has been found in the following school buildings:

- Carterville High School gym and storage building, 816 S. Division, Carterville, IL 62918
- Carterville Intermediate School, 300 School Street, Carterville, IL 62918

The inspection reports and management plans for the above listed buildings are available for review during the business hours of 8:00 a.m.–4:00 p.m. at 306 Virginia Avenue, Carterville, IL 62918.