

Community Consolidated School District 46 Student Handbook

2020-2021

www.d46.org

Table of Contents

• Overview
• Board of Education Meetings
• Board of Education Members and District Office Staff
• District School Building Contacts
• 2020-2021 Important School days
• District Mission Statement
• Educational Philosophy, Goals, and Responsibilities
• Diversity Beliefs
• Overview of District 46 Programs
• Hybrid and Remote Learning Plan
• Hybrid and Remote Learning Plan FAQ
• Extracurricular Programs
• Physical Education Program
• Health and Safety
• Erin's Law
• Admission Ages for School Attendance
• Overview of District 46 Policies
○ PBIS (Positive Behavior Interventions and Supports) System
○ Bullying Policy
○ Student Discipline
○ Discipline Rules
○ Examples of Gross Disobedience or Misconduct
○ Administrative Procedures – Agency and Police Interviews

○ Student Equity
○ Parent-Teacher Conferences
○ Assessment Program
○ Academic Achievement – Promotion and Retention
○ Report Cards
○ Students Records Policy
○ Intimidation/Harassment
○ Student Dress
○ Money and Valuables
○ Smoking, Drugs, Alcohol
○ Gang and Gang Related Activities
○ Appropriate Cell Phone Usage
○ Social Media Usage
○ Due Process Procedures
● Overview of Student and Parent Responsibilities
○ Student Rights and Responsibilities
○ Attendance
○ Absences and Excused Absences
○ Tardy Policy and Truancy
○ Make-Up Work

● Health Topics
● Overview of Pupil Services Policies
○ Pupil Services Mission Statement
○ Request for Evaluation
○ Guidelines for the Use of Behavior Interventions for Students with Disabilities

○	Procedures for Developing Behavioral Management Plans
○	Procedures for Emergency Use of Restrictive Interventions
○	Involvement of Parents and Assurance of Due Process Rights
○	Staff Training and Professional Development
○	Free and Appropriate Education for All Students
○	Medicaid Data Release
●	Overview of Student Transportation Policies
○	Student Transportation
○	Bus Discipline
○	Transportation Reimbursement and Dispute Resolution
○	Parking Lot
●	CCSD 46 Network User Agreement and Internet Safety Policy
○	Acceptable Use Policy
○	Acceptable Use of the District's Electronic Communication System
●	Miscellaneous Information for Students and Parents
○	Student Fees
○	Book Loan
○	Residency and Tuition
○	School Telephone Use
○	Lockers
○	Distribution of Non-Curricular Literature
○	Volunteers and Visitors
○	Student Birthday Parties & Outside Food
○	Safety
○	Fire Drills

○	<u>Severe Weather Alerts</u>
○	<u>Lockdown/Intruder Drills</u>
○	<u>Snow Days and Emergency School Closing</u>
○	<u>Communications and Publications</u>
○	<u>Sex Offender Registration Act</u>
○	<u>Weather and Recess</u>
○	<u>Asbestos Management Plan</u>

OVERVIEW

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

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

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

Board of Education Meetings

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

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

BOARD OF EDUCATION & DISTRICT OFFICE STAFF

Board of Education Members:

Jim Weidman, President
Stephen Mack, Vice-President
Kristy Braden, Secretary
Jason Lacroix, Member
Kristy Miller, Member
Tamika Nash, Member
Steven Strack, Member

District Office Staff:

Dr. Lynn Glickman, Superintendent of Schools
Paul Louis, Assistant Superintendent of Teaching,
Learning & Assessment
Mary Werling, Interim Chief School Business Official
Jane Lair McGowan, Interim Director of Finance
Lourie Boyd, Accounts Payable
John Canniff, District Technician
Claudia Diaz, Home School Liaison
Dr. Stephanie Diaz, Director of ELL
Frank Giannosa, Maintenance
Brandon Gill, District Technician
Adam Halperin, Director of Operations & Maintenance
Jim Johnson, Maintenance
Bambi Johnston, Food Svc /Registrar/Transportation
Brian Kalisz, Communications Specialist
Matt Malmberg, District Technician
Marko Matic, Finance Coordinator
Leslie McLeod, Webmaster/Media Relations Specialist
Cyndi Murchison, EL Assistant
Tracey Ogierman, Teaching & Learning Assistant
Brandon Pacheco, System Coordinator
Staci Parmer, Personnel Coordinator
Betsy Perry, Benefits Coordinator
Alex Prado, Custodian/Driver
Christian Sandoval, District Technician
Chuck Shaer, Maintenance
Eric Stadlman, District Technician
Clayton Stockman, Night Custodian
Gloria Ruffner, Interim Payroll
Chris Vipond, Director of Technology
Sue Walker, Executive Assistant to the Superintendent
Linda Weisenberg, Secretary Floater
Matt Wenner, District Technician
Amanda Woodruff, Curriculum Coordinator
Mark Zottman, Network Administrator

District School Building Contacts

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

Avon School Staff:

847-223-3530

Barbara Zarras, Principal
Stephanie Monarrez , Administrative Assistant
Veronica Carrasco, Health Clerk

Frederick School Staff:

847-543-5300

Eric Detweiler, Principal
James Goschy, Assistant Principal
Cheryl Tednes, Administrative Assistant
Cindy Biederer, Secretary
Maria Velasco, Health Clerk

Grayslake Middle School Staff:

847-223-3680

Marcus Smith, Principal
Aaron Gross, Assistant Principal
Kara Baysinger, Dean of Students
Eileen Allenstein, Administrative Assistant
Joni Lubrich, Administrative Assistant
Renee Hirschberg, Health Clerk

Meadowview School Staff:

847-223-3656

Laura Morgan, Principal
Christine Delahunty, Administrative Assistant
Geraldyn Obis, Health Clerk

Park Campus Staff:

847-201-7010

Matt Melamed, Principal
David Dinsmore, Assistant Principal
Irena Braun, Administrative Assistant
Kristi Sheehy, Secretary
TBD, Health Clerk

Prairieview School Staff:

847-543-4230

Vince Murray, Principal
Rosa Tellez, Administrative Assistant
Raeann Dorlack, Health Clerk

Pupil Services Staff:

847-543-4230

Fax: 847-543-4132

Heather Lorenzo, Director of Pupil Services
Linda Mizwicki, Pupil Services Coordinator
Jana Donahue, Pre-K Coordinator
Leah Brown, Pupil Services Administrative Assistant
Susan Hobson, Pupil Services Administrative Assistant
Rachel Blut, Health Coordinator
Elisa Bundy, Health Coordinator
Lori Isaacs, Health Coordinator

Woodview School Staff:

847-223-3668

Cathy Santelle, Principal
Suzanne Landsverk, Administrative Assistant
Angela Brose, Health Clerk

2020-2021 Important School days

AUGUST 2020

17	No Student Attendance	Teacher Institute Day
18	No Student Attendance	Teacher Institute Day
19	No Student Attendance	Teacher Institute Day
20	First Day of School –1 st -8 th	
21	First Day of School for Kindergarten	
24	First Day of School for Pre-K	

SEPTEMBER 2020

7	Legal Holiday	Labor Day
9	Late Start	P.M. Attends

OCTOBER 2020

12	Legal Holiday	Columbus Day
14	Late Start	A.M. Attends

NOVEMBER 2020

Conferences November 23rd 1:00-8:00 & 24th 8:00-3:00

3	Legal Holiday	Election Day
6	No Student Attendance	Teacher Institute Day
11	Late Start	P.M. Attends
23	No Student Attendance	Conference Day
24	No Student Attendance	Conference Day
25	School Closed	
26	Legal Holiday	Thanksgiving Day
27	School Closed	

DECEMBER 2020

9	Late Start	A.M. Attends
21	Winter Break Begins	

JANUARY 2021

4	School Resumes	
13	Late Start	P.M. Attends
18	Legal Holiday	M.L. King's Birthday

FEBRUARY 2021

10	Late Start	A.M. Attends
12	Half-day	A.M. Attends
15	Legal Holiday	Presidents' Day

MARCH 2021

Conferences March 17th until 6:00 p.m. & March 18th 1:00-8:00

10	Late Start	P.M. Attends
18	Half-day	P.M. Attends
19	No Student Attendance	
22	Spring Break Begins	
29	School Resumes	

APRIL 2021

2	School Closed	
14	Late Start	A.M. Attends

MAY 2021

12	Late Start	P.M. Attends
28	Half-day	A.M. Attends
31	Legal Holiday	Memorial Day

JUNE 2021

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

MISSION STATEMENT

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

EDUCATIONAL PHILOSOPHY, GOALS, AND RESPONSIBILITIES

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

I. Goals

- **Goal 1: Reading.** Every student will learn to read well, read often, and enjoy reading through a focused alliance of family support and powerful classroom instruction.
- **Goal 2: Homework & Studying.** Every student will become a self-directed learner through teaching that incorporates study skills, homework practices that build study habits, and parental guidance.
- **Goal 3: Respect & Responsibility.** Every student will develop a sense of responsibility and respect for self and others through consistent direction and support from the family and the school.
- **Goal 4: Community.** The school will function as a community of its constituents – parents, students, teachers, and other school personnel.

II. Responsibilities

A. Parent/Guardian's Responsibilities

Goal 1: Reading

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

Goal 2: Homework & Studying

- Spend a few minutes each day with interactive learning activities (activities parents and children do together) with your preschool child.
- See that your school-age child spends at least 10 minutes per grade level per day, studying and completing homework (example: 4th grader = 40 minutes).

- Establish a study place at home that is quiet, well lit, and where your child can sit to study.
- Monitor your child's study time, offering praise and encouragement.
- If applicable, check your child's assignment notebook daily.
- Assist your child with study resources by providing books and taking him/her to the library.

Goal 3: Respect & Responsibility

- Make sure that your child attends school regularly, is on time, and is prepared to learn, with necessary supplies and homework completed.
- Expect your child to behave responsibly and treat other people with respect.
- Teach your child to help other people.
- Teach and reinforce table manners and telephone manners.
- Teach your child to make proper introductions and greet people warmly and respectfully.
- Teach and encourage your child to look for the good in other people and to pay and receive sincere compliments.
- Listen attentively to your child each day.
- Teach and model acceptance of responsibility for the positive and negative outcomes of personal behavior.
- Teach and model responsible decision-making.
- Model good citizenship and encourage your child to demonstrate good citizenship in the classroom, school, home, and community.

Goal 4: Community

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

B. Student's Responsibilities

Goal 1: Reading

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

Goal 2: Homework & Studying

- Pre-Kindergarten Spend a few minutes each day with your parents with an interactive learning activity (something you do together).
- Study at home in a quiet place at least 10 minutes per grade level per day, five days a week (example: 4th grade = 40 minutes; 8th grade = 80 minutes).

- Complete your homework on time in a thorough and legible way.
- Welcome help from your family on your homework and papers.
- Study while sitting up in a quiet, well-lit place.
- Plan study time to avoid conflicts with other activities.
- Complete and turn in all assignments.
- If applicable, keep an assignment notebook to record assignments, due dates, work completed, and grades.

Goal 3: Respect and Responsibility

- Arrive at school on time and ready to learn.
- Pay attention to your teachers, family, and tutors, and ask questions when you need help.
- Help other people (family members, teachers, friends) each day.
- Exhibit good table manners and telephone manners.
- Make proper introductions and greet people warmly and respectfully.
- Look for the good in other people and pay a sincere compliment to someone (family members, teacher, friend) each day.
- Listen attentively to someone (family member, teacher, friend) each day.
- Behave responsibly and treat other people with respect.
- Recognize and accept the positive and negative outcomes of my behavior.
- Accept responsibility for your learning and persist until you get the job done.
- Demonstrate good citizenship in the classroom, school, home, and community.

Goal 4: Community

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

Student Rights

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

CCSD 46 Diversity Committee Beliefs

Preamble

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

Supporting Beliefs, Values, and Guiding Principles

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

AN OVERVIEW OF DISTRICT 46 PROGRAMS

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

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

English Language Learners & Bilingual Programs

Students who are Culturally and Linguistically Diverse (CLD) may qualify for English Language Services (EL's). CLD students who indicate that they speak another language other than English on the Home Language Survey will be administered a short language screening. If the results of the screening indicate that they are not yet proficient in English (based on the indications from the state), students will have the opportunity to work with an EL teacher (a language specialist) who will develop and strengthen listening, reading, writing, and speaking skills in English. The specialists work with students during the school day for no less than 150 minutes a week. The district offers a One-Way dual program in two attendance centers. All students who qualify for services or are active in the EL program will be required to take an annual English Proficiency assessment. The assessment usually takes place in January but have been delayed until later in the year due to the pandemic. The results are reported in May. Parents wishing additional information may contact Dr. Stephanie Diaz at diaz.stephanie@d46.org or 847.986.2893.

Title I, Part A

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

Hybrid and Remote Learning Plan



CCSD 46 Hybrid and Remote Learning Plan

Table of Contents

- **Hybrid Learning Plan**
 - **Transition Timeline and Trimester Commitment**
 - **Instruction**
 - **Hybrid Learning Plan for General Education Grades 1 - 8 and LINK**
 - **Hybrid Learning Plan for General Education Kindergarten**
 - **Hybrid Learning Plan for Early Childhood Center Students**

- Hybrid Learning Plan for MILE Program
- Elementary Specials and Upper Grade Encore Classes
- Special Education and Section 504 Considerations
- Revised Class Groupings

- Operations
 - Spacing and Movement Inside and Outside Schools
 - Meals and Recess
 - Bus Transportation
 - Personal Protective Equipment, Hygiene, and Other Safety Measures
 - Symptom Screening and Attendance
 - Protocols for COVID-19 Symptoms or Positive Tests
 - Cleaning Protocols

- Remote Learning Plan
 - What Is Remote Learning?
 - Purpose of Remote Learning
 - Remote Learning Details
 - Remote Learning Responsibilities
 - Kindergarten Remote Learning Sample Schedule
 - Grades 1 - 4 Remote Learning Sample Schedule
 - Grades 5-8 Remote Learning Sample Schedule
 - Remote Learning Early Childhood
 - Remote Plan for MILE Program
 - Special Education and Section 504 Considerations
 - English Learner and Bilingual Services
 - Technology
 - Technology Tools

Hybrid Learning Plan



Sample Classroom Set Up



Sample Classroom Set Up

Transition Timeline and Commitment

○ The following transition schedule will allow the school district to bring students back onsite in phases, thus allowing grade level groups of students and staff to adjust to learning new routines and safety protocols in smaller groups:

- ✓ February 16 -- ECC, Kindergarten; MILE Program: Grades 1, 2, 5, 7
- ✓ February 22 -- Grades 3, 4, 6, 8

○ Families have been asked to commit to hybrid or remote learning for the remainder of the school year. However, the school district understands the importance of flexibility regarding model commitments.

✓ Certainly, we expect that there will be families who request a change from remote to hybrid learning as more and more individuals become vaccinated. Schools will make every effort to accommodate such changes throughout the remainder of the school year. Due to space and scheduling constraints, it is possible that it may take time for schools to be able to accommodate such program requests. Note that there is the possibility that a significant shift in the number of people requesting hybrid learning could cause a change in the model or potentially the inability to fulfill the request.

✓ Requests to move from the hybrid to the remote plan will be accommodated.

✓ Also, students in the hybrid program who experience COVID-like symptoms, COVID diagnosis, or exposure will be able to transition to all-remote learning while they are required to be at home and still participate in learning with the other students in their hybrid class.

INSTRUCTION

Hybrid Learning Plan for General Education Grades 1 - 8 and LINK

○ CCSD 46 will be using an A/B Hybrid Model for students in grades 1 - 8.

✓ Students will be broken into two groups (A or B). Families will be scheduled into the same group (A or B). For example, a family that has children in grades 1 - 8 at Avon, Frederick, and GMS will all be on one schedule.

✓ Students in Group A will attend school onsite on Mondays and Tuesdays and will participate remotely along with the Group B students who are learning onsite on Thursdays and Fridays. Students in Group B will attend school onsite on Thursdays and Fridays and participate remotely along with the Group A students who are learning onsite on Mondays and Tuesdays. All students will learn together remotely on Wednesdays, allowing our custodial

staff to do more thorough cleanings prior to the new group of students arriving the next day. This also avoids the confusion that could occur if families had to attend to changing schedules of onsite learning on alternating Wednesdays. In cases of days off during the week, this schedule will not be revised due to missing a day. Any scheduled Late Starts will impact the length of day on Wednesdays.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A Onsite Instruction Group B Remote Learning	Group A Onsite Instruction Group B Remote Learning	Remote Learning for ALL every Wednesday	Group B Onsite Instruction Group A Remote Learning	Group B Onsite Instruction Group B Remote Learning

✓ Whether students are onsite or remote on any given day, instruction will be provided through our current platform of the Google Meet. Students in the physical classroom will wear headphones and keep their Chromebooks muted at most times to avoid feedback concerns. At times, students onsite and remote will be able to interact with each other through Google Meets to build community. At other times, students who are working remotely will have independent work time while the teacher supports students onsite. Small groups will continue through the use of Google Meets as appropriate.

✓ Generally, onsite students will be in their homeroom classroom for the majority of time for all core instruction. Encore or other Specials may be synchronous or asynchronous depending on available staff. PE may be in the gyms or outside. Some students receiving reading support, English Language support, resource special education support, and related services may need to transition to other locations during the day.

✓ Lunch will be in shared spaces based on available space in each building, and will be described in more detail later in this document. Appropriate snacks that follow allergy restrictions may be eaten in the classroom.

✓ Mask breaks will be provided as a part of lunch, recess, and snack. Weather permitting, such breaks may also be provided at other times as possible.

○ Details for students in the fully remote setting are provided later in this document. Please note that remote students may be grouped with students that are in the hybrid setting, or may be clustered with other remote students in their school or across the district.

○ Students in hybrid learning or fully remote will follow the same school schedule regarding start and end times.

- ✓ MV, PV, WV, AV Grades 1-4: 8:00 AM - 2:00 PM
- ✓ Park Grades 1-4: 8:50 AM - 2:50 PM
- ✓ 5-8 : 8:50 AM - 2:50 PM

○ Students will be asked to bring the following with them each day that they will be in school:

- ✓ two face masks
- ✓ fully charged Chromebook
- ✓ headphones
- ✓ refillable water bottle
- ✓ a snack (following allergy restrictions)
- ✓ backpack -Please help your child limit what is included in the backpack
- ✓ lunch, if not getting school lunch
- ✓ school supplies (teachers will review what will be needed)
2020-2021 Grade Level Supply List
- ✓ Note - band instruments should remain at home

○ Outside spaces will be used as much as possible.

○ Assemblies will be suspended, and field trips will not be permitted.

○ Benefits of this model include:

- ✓ Maximization of synchronous instruction
- ✓ Ease of transition for students and staff (remote to hybrid to remote, as needed)
- ✓ Potential to include some fully remote students with hybrid students
- ✓ Convenience for families

Hybrid Learning Plan for General Education Kindergarten

CCSD 46 returned to half-day kindergarten for 20-21. CCSD 46 continues to see a great benefit to a full-day kindergarten model, and made this change to a half-day experience only in response to the unprecedented current health situation. A half-day experience allows teachers to have a smaller class and to more effectively support these young students.

○ CCSD 46 will be using a Modified AM/PM Hybrid Model for Kindergarten. Students will attend school onsite every day for a half day during their scheduled times except Wednesdays. Wednesdays will be a fully remote half day experience for Kindergarten students. On Late Start Days, either AM or PM will meet based on the provided schedule.

○ Fully remote students will have a fully remote teacher rather than be connected to an onsite classroom through a Google Meet.

Monday	Tuesday	Wednesday	Thursday	Friday
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AM Students Onsite Instruction PM Students Onsite Instruction	AM Students Onsite Instruction PM Students Onsite Instruction	AM Students Remote Learning Every* Wednesday Morning PM Students Remote Learning Every* Wednesday Afternoon *Different schedules for Late Start Days	AM Students Onsite Instruction PM Students Onsite Instruction	AM Students Onsite Instruction PM Students Onsite Instruction
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○ The scheduled time for Remote Learning for Kindergarten will be:

✓ **Avon, Meadowview, Prairieview, Woodview**

AM Session 8:00 - 10:30

PM Session 11:30 - 2:00

✓ **Park**

AM Session 8:50 - 11:20

PM Session 12:20 - 2:50

○ Generally, onsite students will be in their homeroom classroom for the majority of time throughout the day for all core instruction. Specials may be synchronous or asynchronous depending on available staff. PE may be in the gym or outside. Students with an IEP, 504, or English Learner services and some students in speciality classes or services may need to transition to other locations during the day. Appropriate snacks that follow allergy restrictions may be eaten in the classroom. Mask breaks will be provided during a snack. Weather permitting, such breaks may also be provided outside at other times.

○ When kindergarten students arrive at school and their temperature checks are completed, students will go directly to their homeroom and to their assigned seat. For social distancing purposes, teachers will invite individuals or small groups of students to go to their cubby to put their coat, boots, and lunch/snack away. Kindergarten students may also be asked to store their backpacks if needed. Students may keep their lunch/snack with them at their student desk. Students are encouraged to limit the items in their backpacks to required items only. Toys or other items should be left at home. Attendance will be taken and the school day schedule will be followed.

○ Students will be asked to bring the following with them each day that they will be in school:

- ✓ two face masks
- ✓ fully charged Chromebook
- ✓ headphones
- ✓ refillable water bottle
- ✓ a snack (following allergy restrictions)
- ✓ backpack -Please help your child limit what is included in the backpack
- ✓ school supplies (teachers will review what will be needed)

[2020-2021 Grade Level Supply Lists](#)

○ Outside spaces will be used as much as possible.

○ Assemblies will be suspended, and field trips will not be permitted.

○ Benefits of this model include:

- ✓ AM/PM schedule is already in place
- ✓ Consistency for students
- ✓ Maintenance of remote platform on Wednesdays
- ✓ Shorter mask time
- ✓ Avoidance of lunch onsite

Hybrid Learning Plan for Early Childhood Center Students

○ Priorities include creating a program that is developmentally appropriate and maximizes synchronous learning time as much as possible.

○ To meet these priorities, a hybrid model that includes time onsite, remote synchronous, and home-based activities has been created.

✓ Each teacher will have 4 total sections (A, B, C, D). At the start of hybrid learning, each section will attend school onsite once a week, either in the morning or in the afternoon. If possible, the amount of onsite instruction will be expanded over time, depending on student:staffing ratios, services needed, and ability to maximize instructional times for all students in the program.

✓ On days when a group of the students is not onsite, those students will either engage in remote learning activities with a teacher, just as occurred in the first trimester, or will have home-based activities to do. See sample schedules below.

✓ Students will engage in solo play-based activities within an individual workspace. They will not rotate workspaces or centers due to the need to follow safety and cleaning practices defined in the Health and Safety Protocols

section below. Each workspace will include toys and games available to the student on that day of attendance, a surface space for art and table based activities, and surface space for snack. These will be built large enough for students to have some opportunities for movement within them and the teacher teams will rotate in and out of the workspaces for interactions and engagement.

○ Onsite Times

- ✓ AM: 8:45- 10:45
- ✓ PM: 12:30- 2:30

Sample Early Childhood AM Schedule (Group A)

Monday	Tuesday	Thursday	Friday
Onsite 8:45- 10:45 AM	Home Based Activities	Remote 8:00- 10:45 AM	Remote 8:00- 10:45 AM

Sample Preschool For All PM Schedule (Group C)

Monday	Tuesday	Wednesday	Thursday	Friday
Remote 12:00- 2:30	Remote 12:00- 2:30	Remote AM ONLY 8:00- 10:45	Onsite 12:30- 2:30	Home Based Activities

○ Curricular Activity Plan: Comprehensive lesson/activity plans will be created that are theme-based and include all domain areas for students to work on (i.e. sequencing, sorting, fine motor tasks, physical activity, arts, and more).

- ✓ Students will receive the new theme lesson plan to start on their day or attendance through the full week.
 - Activity Plans will be sent home electronically and/or in paper form with other copies of worksheets or activity pages on the student's day of attendance.
 - Activity bins containing supplies will be provided for each student registered in the Early Childhood Program.

○ Related Services will be provided as appropriate.

- ✓ ISBE strongly encourages virtual or teletherapy whenever possible.
- ✓ These services will run Monday through Friday and will be scheduled by the therapist based on the individual needs of the students, using the following platforms:
 - Social Work - remote

- OT/PT - a combination of onsite and remote
- Speech and Language - articulation will be remote; other language needs will be a combination of onsite and remote

- ✓ To reduce the amount of people entering the school, onsite itinerant services will occur only when necessary per the student need.

○ Health and Safety Protocols:

- ✓ In order to maintain safety for students and staff, staff will be outfitted with gloves, masks, face shields, and gowns daily
- ✓ The students are expected to follow the health screening procedures set by the district. (Please see the Symptom Screening section.)
- ✓ Students 2 years old and up are required to wear masks at all times while indoors.
- ✓ Students will arrive and go directly to the classroom.
- ✓ Classrooms will have individual activity center sections where students will spend much of the activity time. There will NOT be any rotations to different centers in a single onsite day
- ✓ Movement breaks and outdoor play will be encouraged, and will follow social distancing and other health guidelines.
- ✓ Teachers, Therapists, and Paraprofessionals will rotate to the student in the student's designated area. This will reduce sharing of space and high touch areas.
- ✓ Any toys and materials used by a student in his/her designated area will remain with that student for that day and sanitized for another student to use the following day.

○ Benefits of this model include:

- ✓ As much synchronous teaching as possible
- ✓ Small groups onsite
- ✓ Larger individual work spaces for students
- ✓ Minimized impact for limitations on movement
- ✓ Shorter mask time
- ✓ Avoidance of lunch onsite

Hybrid Plan for Mile Program

○ Program priorities include:

- ✓ Adding time onsite with students
- ✓ Developmentally appropriate program
- ✓ Effective use of time to enhance learning both in and out of school
- ✓ Limit decreasing synchronous time to the greatest extent possible
- ✓ Minimizing impact from limitations on movement
- ✓ Minimizing need for mask removal due to need to be in closer proximity at times for instruction, supports, and student care
- ✓ Minimizing amount of time for mask wearing in a single day
- ✓ Decreasing the quantity of students onsite at one time in order to safely create an independent work center large enough for movement and learning to occur within while maintaining social distance recommendations for safety

○ To meet these priorities, a hybrid model that includes time onsite, remote synchronous and home-based activities has been created.

- ✓ All onsite time will be in the morning only (M, T, TH, F)

Meadowview: AM Session 8:00 - 10:30

Park: AM Session 8:50 - 11:20

- ✓ Asynchronous learning will occur in the afternoon which will include specials, physical education, teletherapy related services when appropriate, and other classwork.
- ✓ The district is planning for four days of onsite learning in the morning for all hybrid students who are in the MILE program. (M, T, Th, F)
However, if the numbers of selections for hybrid learning are too large to exercise services safely the quantity of days may be reduced or adjusted.

○ Related Services will be provided as appropriate.

- ✓ ISBE strongly encourages virtual or teletherapy whenever possible
- ✓ These services will run Monday through Friday and will be scheduled by the therapist based on the individual needs and schedules of the students.

○ Health and Safety Protocols:

- ✓ In order to maintain safety for students and staff, staff will be outfitted with gloves, masks, face shields, and gowns daily
- ✓ The students are expected to follow the health screening procedures set by the district. (Please see the Symptom Screening section.)
- ✓ Students 2 years old and up are required to wear masks at all times while indoors.
- ✓ Students will arrive and go directly to the classroom.
- ✓ Classrooms will have individual activity center sections where students will spend much of the activity time. There will NOT be any rotations to different centers in a single onsite day
- ✓ Movement breaks and outdoor play will be encouraged, and will follow social distancing and other health guidelines.
- ✓ Teachers, Therapists, and Paraprofessionals will rotate to the student in the student's designated area. This will reduce sharing of space and high touch areas.
- ✓ Any toys and materials used by a student in his/her designated area will remain with that student for that day and sanitized for another student to use the following day.

○ Benefits of this model include:

- ✓ As much synchronous teaching as possible
- ✓ Small groups onsite
- ✓ Larger individual work spaces for students
- ✓ Minimized impact for limitations on movement
- ✓ Shorter mask time
- ✓ Avoidance of lunch onsite

Elementary Specials and Upper Grade Encore Classes

- Elementary art and music specials and middle school Encore classes will occur in the homeroom space.
- Physical Education will take place in the gym and outside as possible. Students will not change into PE uniforms.
- Face masks must be worn during indoor physical education. While outdoors, masks may be removed if students are able to remain 6-feet apart from each other.

○ Library books will be available for checkout with students requesting items through the Destiny Program. Books will be delivered to students in their homeroom. Students will be informed regarding the process to return library books. Students will not be visiting the Learning Center.

○ At this time, band and choir programming at the upper grades will continue through the use of Google Meets. Instruments cannot be shared, and face masks must be worn during singing.

Special Education and Section 504 Considerations

○ Each student who is currently eligible to receive special education services through an Individualized Education Plan or has a Section 504 Plan will be assigned to a Case Manager for Onsite Learning.

✓ Students might require an IEP meeting to adjust the learning plan elements necessary to meet the needs of the students in their learning model via a Remote Learning Plan. Existing Remote Learning Plans will continue to be implemented and students onsite will be receiving relevant accommodations and modifications.

✓ Students will receive any combination of onsite, teletherapy, or activity based services. ISBE strongly encourages teletherapy or virtual therapy whenever possible to reduce interactions with more peers and adults. All Articulation SLP services will remain teletherapy.

✓ Students will also be required to wear face masks unless documentation is provided by a physician that it poses a health risk to the student. Adapted face coverings, assistive technology and other supports will be provided, as determined necessary by the IEP team, in order to ensure the proper ability to communicate and receive services.

✓ Any new or upcoming evaluations will be conducted either in-person or virtually based on the educational team's recommendations for gathering appropriate data to inform eligibility determination decisions. These will be held at Prairieview School until the hybrid model initiates. Once Hybrid initiates, evaluations will be held at the school building the student attends.

Revised Class Groupings

Keeping students in the same groups and with the same teacher with whom they started the school year is ideal. However, in some cases, this may not be possible.

Below is a sample of situations in which students may need to change groupings and/or teachers:

○ Some staff members may be unable to be onsite due to medical concerns or for other reasons. This could result in a staff member receiving a remote assignment if one is available, or taking a leave of absence.

✓ In such a case, another teacher might need to take over the hybrid class.

✓ Also, students who have selected the remote setting may be put together in a new class, and assigned to a remote teacher.

○ Administration will attempt to provide staff with assignments that meet their health needs and those of their family in relation to COVID 19 while keeping disruptions to current staff/student assignments to a minimum.

OPERATIONS

Spacing and Movement Inside and Outside Schools

○ Only 50 individuals are allowed in one space. Outside, groups of 50 must be 30 feet apart from each other.

○ Students will sit at least 6 feet apart from each other.

○ Classroom desks will all face in the same direction.

○ Most tables and other extra furniture will be removed from classrooms.

○ Students will remain in one classroom as much as possible, and teachers will be traveling between classrooms as needed.

✓ There will still be need for some small group movement for instructional purposes.

✓ Some students who receive advanced math instruction in 5th and 6th grade will go to separate classrooms during math.

○ Based on the physical structure of each school, arrival and dismissal procedures will vary to limit students congregating in outside or inside spaces and to limit the number of people entering individual doors and hallways at one time.

✓ Walkers and students arriving by car will be expected to arrive at specific

times; students will not be allowed to be present on school grounds early.

✓ All students will go directly to their classrooms upon arrival after temperatures have been checked.

✓ For social distancing purposes, individuals or small groups of students will be invited to go to their lockers/cubbies to put away coats, snacks, etc. K-4 students may also be asked to store their backpacks if needed while 5-8 students will be asked to keep their backpacks with them at their desks to keep all of their needed supplies. Students are encouraged to limit the items in their backpacks to required items only. Toys or other items should be left at home.

○ Staff will develop school-specific hallway and bathroom guidelines to limit the number of individuals in those spaces at one time.

✓ To the extent possible, schools will designate hallways for one-way travel. It is noted that this is not possible in some of the CCSD 46 schools.

✓ Upper grade locker usage will be carefully structured using time staggering so that social distancing can be maintained as much as possible.

Meals and Recess

○ Students will wash their hands prior to and after eating.

○ Students will be seated at least 6-feet apart at lunch. A variety of spaces in a school may be used, including multi-purpose rooms / cafeterias and other common areas, order to maximize social distancing.

○ Students will be allowed to remove their masks while eating.

○ Meals provided by CCSD 46 will be individually packaged.

○ Allergen-free areas will be available for students. Locations will vary by school. Families will be offered a health plan meeting to discuss the Allergy Health Plan with the nurse and/or a Section 504 Plan meeting when appropriate.

○ Areas where students consume meals outside their classrooms will be thoroughly cleaned and disinfected between groups and after meals.

○ Food service personnel will use appropriate PPE, including gloves and face coverings, while preparing and distributing food, and will wash hands frequently.

- Weather permitting, K- 4 students will go outside for recess. Regular outside experiences remain important for students.
 - ✓ Students may use this time for mask breaks, as long as they stay 6 feet apart from others.
 - ✓ Playground equipment and other shared recess equipment will not be used.
- To avoid unnecessary mask-removal during the school day, breakfast will not be eaten in school. Instead, students will be offered packaged breakfasts to take home at the end of the day, which they can eat at home the next morning. Each day, students who have indicated that they are taking school lunch that day will also receive a school breakfast.

Bus Transportation

- Students without siblings riding the bus will have assigned seating with only one child to a seat, and seating within one row (aisle in between) will be one aisle seat and one window seat, alternating each row to maximize the distance between students. Siblings may be assigned to the same seat to maximize capacity but with continued minimal contact with other students. These seating arrangements will result in fewer students per bus and well below the Illinois State Board of Education's guideline of 50 students per bus. However, maintaining a 6 foot distance between all students cannot be guaranteed.
- All students will be assigned seats, and will be seated in an order that prevents them from passing each other. The first row of seats behind the driver will be kept clear, for social distancing from the driver.
- Students must wear masks upon boarding, and throughout the ride. The school district will provide extra masks for the driver to distribute if a student doesn't have one.
- Drivers will wear masks when loading and unloading. Masks may be pulled down (but not removed) while driving, as masks can hinder vision for driving. Face shields will be provided to drivers of Special Education buses. These shields will be worn while helping students get into seats and bucked, and will be worn along with the masks.
- Parents will complete the electronic self-certification process for students before students board the bus. Student temperatures will not be taken on the bus (although they will be taken by school personnel upon student arrival at school).

Personal Protective Equipment (PPE), Hygiene, and Other Safety Measures

○ Face coverings are mandatory for everyone inside a school facility or school bus.

✓ Face masks are the rule, and face shields are the rare exception. Students may be allowed to wear face shields in lieu of masks if they present a medical note that documents a medical contraindication to wearing a medical mask. This medical note must be issued by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches who is treating the person with respect to the medical condition for which wearing a mask is contraindicated. Once received, the note will be reviewed by an interdisciplinary team to determine appropriate plans or accommodations that may be necessary. A full review of medical history and other influencing criteria will be reviewed by the team.

✓ It is not known if athletic face coverings/neck warmers provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of athletic face coverings (e.g., “gaitors” / neck warmers as a substitute for cloth face coverings., and therefore these types of face coverings will not be allowed.

✓ CCSD 46 will provide two cloth face masks for each student and staff member. Individuals will be expected to provide their own cloth face masks as well, as a clean face mask must be worn daily. Any individuals who arrive on busses or in schools without face masks will be provided with temporary masks.

✓ Face coverings may be removed outdoors if social distancing is practiced.

○ Health office staff and custodians have been issued specialized PPE for use when assessing staff or student COVID-like symptoms, or sanitizing spaces that have been used by individuals with COVID-like symptoms.

○ Adequate hand soap and hand sanitizer will be available throughout the schools.

○ Staff will teach and reinforce handwashing with soap and water for at least 20 seconds, and scheduled handwashing/san will take place throughout the school day, including before and after eating meals.

○ Sharing of any personal items or school supplies will not be permitted.

○ Plexiglass protective partitions have been installed in school offices.

Symptom Screening and Attendance

○ A self-certification process will be used for symptom screening of all students, staff, and visitors.

✓ All staff must self-certify daily that they are COVID-19 symptom and fever-free prior to entering buildings and buses, and will take their temperatures upon entering buildings.

✓ Parents must certify daily that their child is symptom and fever-free prior to boarding a bus or entering a school building. Parents will use the Frontline Health Portal to certify their child. The Frontline Health Portal is available online or through the app.

✓ Student temperatures will be taken upon entering a school.

✓ All visitors will have temperatures taken and asked symptom screener questions. Please note that visitors will be limited to those who are absolutely necessary to the functioning of the school.

○ If a student is unable to attend school regardless of being a remote or onsite day, parents/guardians should call the school office to report their child's absence prior to school starting. If a student needs to be picked up early from school, the parent/guardian is asked to let the school office know as soon as possible and will be asked to sign out the student in the school office.

Protocols for COVID-19 Symptoms or Positive Tests

○ Individuals with any symptoms of COVID-19 must remain home.

- ✓ New cough
- ✓ Fatigue from an unknown cause
- ✓ Fever of 100.4° or higher
- ✓ Muscle or body aches
- ✓ Nausea or vomiting
- ✓ Diarrhea
- ✓ Abdominal pain from an unknown cause
- ✓ New loss of taste or smell
- ✓ Sore throat
- ✓ Shortness of breath
- ✓ New congestion or runny nose
- ✓ New onset of moderate to severe headache

○ Students who present with COVID-19 symptoms will be supervised in an isolated space until they can be picked up from school within 30 minutes. Quarantine spaces will be separate from the health offices.

○ Staff who present with COVID-19 symptoms will leave the building immediately.

○ Follow up care and protocols will be in accordance with the guidance per the IDPH Interim Decision Guidance Decision Tree found [here](#).

✓ Any student attending CCSD 46 schools that resides in the same household of a symptomatic student will also be sent home.

✓ Without evidence of medical care releasing the student to return to school, symptomatic students must be excluded a minimum of 10 days and asymptomatic students in close contact with a probable case must be excluded a minimum of 14 days.

✓ Students and staff who are required to isolate due to close contact will transition to remote learning during the isolation period.

✓ ISBE and IDPH do not require full school closure due to a positive COVID-19 test, although full school closure could be indicated based on the number of individuals who are positive for the virus or an indication that the virus was contracted at school. Also, it is possible that a full class or even grade level could revert to remote learning due to exposure.

✓ Those required to isolate due to close contact may include bus contacts.

✓ CCSD 46 will work with the Lake County Health Department to contact trace to the greatest extent possible, and will notify affected families in a timely manner per the parameters set by the LCHD. Updates from the Lake County Health Department are monitored regularly.

Cleaning Protocols

○ High touch points will be sanitized 2-3 times a day, using an EPA-approved disinfectant, including:

- ✓ Doorknobs, Handles, and light switches
- ✓ Countertops, desks, and table
- ✓ Phones
- ✓ Keyboards
- ✓ Water bottle fillers
- ✓ Pencil sharpeners
- ✓ Plexiglass

○ Bathrooms will be cleaned with detergent-based soap and sanitized 4-5 times daily.

○ Rooms will be sprayed nightly with electrostatic discharge sprayers, using an EPA approved disinfectant that kills bacteria in order to sanitize large areas quickly while using fewer chemicals.

- Soft surfaces, such as carpeted areas, rugs and curtains will be sanitized nightly.
- Water bottle fillers have been installed in all schools and will be sanitized multiple times daily. Existing drinking fountains without bottle fillers will be shut down. Students should bring water bottles to school every day.
- Cloth toys or other cloth material items that cannot be disinfected should not be used.
- All areas that have been used by individuals with COVID-like symptoms will be cleaned and disinfected after the room has sat empty for 24 hours. This means that we will move students out of that room and into another room. 100% fresh air from the HVAC system will be brought in and run continuously for the 24 hour lockdown period of the room or area. If waiting 24 hours isn't feasible, the custodial staff will wait as long as possible to clean and disinfect.
- Custodial staff must wear appropriate PPE including mask, gloves, and gowns when cleaning and sanitizing after possible exposure.
- Current cleaning staff include both CCSD 46 custodians during the school day, and a contracted night custodial team. If new cleaning protocols create a need, the contract company will be able to provide more staff either in the evening or during the day.

Remote Learning Plan

What Is Remote Learning?

Remote Learning enables schools to provide continuous educational opportunities for students and are specifically designed for those times when students and educators are not able to physically be onsite. Remote learning may be used for extreme weather (ex. Snow Day) or during times of pandemics such as COVID-19. Remote learning is delivered remotely and online through a device (Chromebooks for our K-8 students) or other means for our Pre-K students.

Remote Learning for the 20-21 school year is significantly different from the Remote Learning used at the end of the 19-20 school year based on feedback received from families and staff, and the revised guidelines and expectations provided by the state. For students continuing with full remote learning for the remainder of the school year, the overall structure will be similar to the current structure.

Much of the information presented here applies to students who are participating in a fully remote setting and also to students participating in the Hybrid Model on the days that they are not onsite.

Purpose of Remote Learning

The purpose of Remote Learning is to provide students with access to learning using a combination of technology-based instruction, as well as face-to-face interaction. Access to learning, with an emphasis on technology-delivered instruction, will also include other instructional delivery models as needed by our students. These may include related projects, research, and other small group assignments.

Remote Learning in District 46 will focus on:

- Supporting meaningful learning during times where students and educators are unable to connect within the same physical space.
- Providing continuous learning aligned to our scope and sequence documents.
- Engaging in virtual collaboration with students.
- Providing for strong partnerships between home and school.
- Supporting students' Social Emotional growth through daily interactions.
- Striving for consistency between Onsite and Remote Learning.
- Providing structure and predictability so that students, parents/guardians, and educators know what to expect.
- Instituting accountability with flexibility based on current needs and realities.

Remote Learning Details

The D46 Remote Learning will include the following:

- At least 5 clock hours of daily learning activities for students in grades 1-8. Kindergarten students will have 2.5 hours of daily learning activities.

○ Daily student attendance continues to be an expectation. Daily attendance is necessary for students to experience success with Remote Learning and/or onsite. For students in K-4, teachers will take daily attendance. For students in grades 5-8, teachers will take attendance for each course or subject. It is expected that students will be in attendance and engaged during the entire school day. Parents/guardians will be expected to call the school office and follow typical attendance procedures to report that their child(ren) would not be in attendance that day. Students will need to complete any required assignments upon their return to Remote Learning.

○ Students in Grades 1-8 in hybrid learning or fully remote will follow the same school schedule regarding start and end times.

✓ MV, PV, WV, AV Grades 1-4: 8:00 AM - 2:00 PM

✓ Park Grades 1-4: 8:50 AM - 2:50 PM

✓ 5-8 : 8:50 AM - 2:50 PM

○ The scheduled time for Remote Learning for Kindergarten will be:

✓ Avon, Meadowview, Prairieview, Woodview

AM Session 8:00 - 10:30

PM Session 11:30 - 2:00

✓ Park

AM Session 8:50 - 11:20

PM Session 12:20 - 2:50

○ Students will be expected to be fully available during these hours to participate in learning activities. Students may need to complete any assignments after the designated school time as necessary, although teachers will be providing time during the school day to work on assignments during the school hours.

○ Engagement in Remote Learning is important. Students will be expected to appropriately participate in discussions and instruction and complete assignments. Students and/or parents/guardians will need to communicate with their teachers if they need additional support or have questions.

○ Students will follow a daily schedule during the identified remote learning hours each day.

○ Students will be expected to participate in the daily class meetings or check-in activities.

○ Teachers will be providing regular direct instruction through Google Meet and/or recorded means.

○ Whole group, small group, and individual teacher/student interactions are expected.

- Google Meet is being used as the primary tool for meeting with students.
- For the 20-21 school year, we will return to the grading procedures used in prior years. Grades will be based on multiple data pieces including formative assessments (quizzes and assignments), and summative assessments (chapter or unit tests and projects). We will have trimester report cards. It is understood that feedback from teachers is essential for students' growth and development. Formal and informal means of providing feedback will be utilized.
- As needed, schools may schedule times to pick up materials that will be beneficial during remote learning. Principals will provide details when a pick up is scheduled.

Remote Learning Responsibilities

○ District Responsibilities

- ✓ Develop thoughtful, accessible Remote Learning Plans with stakeholder input.
- ✓ Support schools in creating and implementing remote learning plans.
- ✓ Identify curriculum that can be facilitated remotely.
- ✓ Support district-wide Social Emotional Learning.
- ✓ Develop a professional development plan for Remote Learning.

○ School Responsibilities

- ✓ Implement Remote Learning Plans.
- ✓ Communicate regularly with all families and stakeholders.
- ✓ Support teachers in planning and implementing the Remote Learning Plan.
- ✓ Assist families to develop skills necessary to support Remote Learning.
- ✓ Develop a plan to check on students' well being.

○ Staff Responsibilities

- ✓ Provide academically rigorous, differentiated remote learning activities that

promote student growth in learning.

- ✓ Create and maintain a safe, engaging, and empowering culture for learning.
- ✓ Communicate regularly with students and families.
- ✓ Collaborate with staff, students, and parents to seek continuous improvement of the e-learning program.
- ✓ Provide timely feedback to students on progress related to learning activities.

○ Student Responsibilities

- ✓ Prepare to learn
 - Sitting in designated quiet workspace, with upright seating.
 - Chromebook is charged, powered on and ready to use or charger is nearby.
 - Have materials as designated by teacher (i.e., paper, pencil).
 - Take responsibility for own learning.
- ✓ Attend all Google classes and meetings in their entirety.
- ✓ Follow School or Grade Level Student Google Meet Expectations.
- ✓ Complete assigned work by the due date.
- ✓ Ask clarifying questions and seek help when needed.
- ✓ Be curious, engaged, and ready to collaborate.
- ✓ Review and respond to ongoing feedback and communication from teachers.

○ Parent / Caregiver Responsibilities

- ✓ Review digital learning platform expectations.
- ✓ Provide a space for students to complete Remote Learning work.
- ✓ Set a schedule to help students establish and follow regular daily routines.
- ✓ Review and monitor assignments with students frequently.
- ✓ Request technological support as needed.
- ✓ Follow attendance procedures.

Kindergarten Remote Learning Sample Schedule

Please see this sample daily plan below. The order of instruction may vary by school.

Class Meeting to begin the day (5-20 minutes long)

Math (a minimum of 45 minutes)

Literacy - (a minimum of 1 hour)

Specials - (Potentially 40 minutes for PE once a week)

Wrap Up Class Meeting (5-20 minutes long)

Class Meeting - This meeting may be 5-20 minutes long. The day will begin with a class meeting through Google Meet. During this time, attendance will be taken. The class meeting may include an overview of the day's activities and SeeSaw details, a SEL topic, an introduction to a technology tool or skill and/or classbuilding activities.

Math - (a minimum of 45 minutes) Math will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. After the instruction, students will be provided time and support for practicing the assigned topics independently or in small groups. After this, some students will go off line and continue their work while other students might continue working in small groups or individually for additional support.

Literacy - (a minimum of 1 hour) Literacy will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. This instruction may include shared reading, handwriting, writing instruction and phonics/foundational skills. After the instruction, students will be provided time and support for practicing the assigned topics independently or small groups. After this, some students will go off line and continue their work and independent reading and writing time while other students might continue working in small groups or individually for additional support.

Specials - (approximately 40 minutes once a week) PE instruction will be delivered through a combination of direct instruction through Google Meet and pre-recorded instructional videos.

Wrap Up Class Meeting This meeting may be 5-20 minutes long. The day will end with a class meeting through Google Meet. The class meeting may include a review of the day's activities and Google Classroom / SeeSaw details, a SEL topic, a preview for the next day's plan, an introduction to a technology tool or skill and/or classbuilding activities.

Grades 1-4 Remote Learning Sample Schedule

Please see this sample daily plan below understanding that the order of instruction may vary by grade level.

Class Meeting to begin the day (5-20 minutes long)

Math (a minimum of 60 minutes)

Literacy - (a minimum of 1 hour and 45 minutes)

Specials - (approximately 40-60 minutes) Art, Music, PE, others

Lunch and Movement - (40 minutes)

Social Emotional Learning (SEL), Science, Social Science (combined minimum of 60 minutes)

Wrap Up Class Meeting (5-20 minutes long)

Class Meeting - This meeting may be 5-20 minutes long. The day will begin with a class meeting through Google Meet. During this time, attendance will be taken. The class meeting may include an overview of the day's activities and Google Classroom / SeeSaw details, a SEL topic, an introduction to a technology tool or skill and/or classbuilding activities.

Math - (a minimum of 60 minutes) Math will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. After the instruction, students will be provided time and support for practicing the assigned topics independently or in small groups. After this, some students will go off line and continue their work while other students might continue working in small groups or individually for additional support. All students will understand what their assignments are and when they will be due through Google Classroom or SeeSaw.

Literacy - (a minimum of 1 hour and 45 minutes) Literacy will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. This instruction may include shared reading, handwriting, writing instruction and phonics/foundational skills. After the instruction, students will be provided time and support for practicing the assigned topics independently or small groups. After this, some students will go off line and continue their work and independent reading and writing time while other students might continue working in small groups or individually for additional support. All students will understand what their assignments are and when they will be due through Google Classroom or SeeSaw.

Specials - (approximately 40-60 minutes) Art, music, and PE instruction will be delivered through a combination of direct instruction through Google Meet and pre-recorded instructional videos. Students will be expected to fully participate in specials as grades will be assigned for students. Additional activities involving technology and Learning Center may also be included in this time.

Lunch and Movement - (40 minutes) Lunch and movement will be embedded into the daily schedule. This will be non-teacher directed time.

Social Emotional Learning (SEL), Science, Social Science (combined minimum of 60 minutes) Each of these classes will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. After the instruction, students will be provided time and support for practicing the assigned topics independently or in small groups. After this, some students will go off line and continue their work, some students might continue working in small groups or individually for additional support. All students will understand what their assignments are and when they will be due through Google Classroom or SeeSaw.

Wrap Up Class Meeting This meeting may be 5-20 minutes long. The day will end with a class meeting through Google Meet. The class meeting may include a review of the day's activities and Google Classroom / SeeSaw details, a SEL topic, a preview for the next day's plan, an introduction to a technology tool or skill and/or classbuilding activities.

Grades 5-8 Remote Learning Sample Schedule

Please see this sample daily plan below. The order of instruction may vary by grade level. The variances in the minutes are based on school specific details.

Core Subjects -Math, Literacy, Science, Social Science (ranges from 40-80 minutes)

Lunch (ranges from 30-40 minutes)

Encore Classes (ranges from 30-40 minutes)

Physical Education (ranges from 30-40 minutes)

Core Classes - Math, Literacy, Science and Social Science classes will begin with a whole class meeting that will include direct instruction through Google Meet and/or potentially pre-recorded video lessons. After the instruction, students will be provided time and support for practicing the assigned topics independently or in small groups. After this, some students will go off line and continue their work while other students might continue working in small groups or individually for additional support. All students will understand what their assignments are and when they will be due through Google Classroom or SeeSaw. Attendance will be taken for each core class.

Encore and Physical Education Classes - Encore and PE classes will be delivered through a combination of direct instruction through Google Meet and pre-recorded instructional videos. Students will be expected to fully participate in specials as grades will be assigned for students. Attendance will be taken for each Encore class.

Lunch and Movement - Lunch and movement will be embedded into the daily schedule. This will be non-teacher directed time.

Band and Choir - At this time, band and choir programming at the upper grades will

continue through the use of Google Meets. ISBE/IDPH guidance discourages indoor music rehearsals and classes due to evidence of substantial spreading of the coronavirus during musical events, and recommends that music and band classes be organized into smaller classes. Instruments cannot be shared, and face masks must be worn during singing.

Remote Learning Early Childhood

○ Priorities include:

- ✓ Developmentally appropriate program
- ✓ Effective use of time to enhance learning both in and out of school
- ✓ Limit decreasing synchronous time to the greatest extent possible

○ Remote ONLY Students

- ✓ Student will attend Remote Learning 4 days per week AM or PM for Early Childhood and 5 days per week AM or PM for Preschool For All
- ✓ On shorter days, students will be doing home based activities the remainder of the session
 - 2 Days per week - Full remote session
8:15-10:45 AM
12:00- 2:30 PM
 - 2 Days per week - Beginning Remote session only
8:15- 8:35 AM
12:00- 12:20 PM
 - Preschool For All Students attend Remote session Wednesdays in the AM

Sample Early Childhood AM Schedule (Group A)

Monday	Tuesday	Thursday	Friday
Remote 8:15- 8:35 AM	Remote 8:15- 8:35 AM	Remote 8:15- 10:45 AM	Remote 8:15- 10:45 AM

Sample Preschool For All PM Schedule (Group C)

Monday	Tuesday	Wednesday	Thursday	Friday
Remote 12:00- 2:30	Remote 12:00- 2:30	Remote AM ONLY 8:15- 10:45	Remote 12:00- 12:20	Remote 12:00- 12:20

○ Curricular Activity Plan: Comprehensive lesson/activity plans will be created that are theme-based and include all domain areas for students to work on (i.e. sequencing, sorting, fine motor tasks, physical activity, arts, and more).

- ✓ Students will receive the new theme lesson plan to start on their day or attendance through the full week.
 - Activity Plans will be sent home electronically and/or in paper form with other copies of worksheets or activity pages on the student's day of attendance.
 - Activity bins containing supplies will be provided for each student registered in the Early Childhood Program.

○ Related Services will be provided as appropriate.

- ✓ ISBE strongly encourages virtual or teletherapy whenever possible those options will be used whenever possible.
- ✓ These services will run Monday through Friday and will be scheduled by the therapist based on the individual needs of the students
- ✓ Activity Plans will include tasks from Social Work, Speech and Language, Physical Therapy, and Occupational Therapy. Vision and Hearing Services will be individualized for students.

Remote Plan for MILE Program

○ Priorities include:

- ✓ Developmentally appropriate program
- ✓ Effective use of time to enhance learning both in and out of school
- ✓ Limit decreasing synchronous time to the greatest extent possible

○ To meet these priorities, a remote model that includes remote synchronous, asynchronous, and home-based activities has been created.

- ✓ All Remote synchronous time will be in the afternoon only.

Meadowview: PM Session 11:30- 2:00

Park: PM Session 12:20- 2:50

- ✓ Asynchronous learning will occur in the morning which will include specials, physical education, teletherapy related services when appropriate, and other classwork.
- Related Services will be provided as appropriate.
 - ✓ ISBE strongly encourages virtual or teletherapy whenever possible those options will be used whenever possible.
 - ✓ These services will run Monday through Friday and will be scheduled by the therapist based on the individual needs and schedules of the students

Special Education and Section 504 Considerations

- Each student who is currently eligible to receive special education services through an Individualized Education Plan or has a Section 504 Plan will be assigned to a Case Manager during Remote Learning.
 - ✓ Students might require an IEP meeting to adjust the learning plan elements necessary to meet the needs of the students in their learning model.
 - ✓ Students will receive any combination of videotherapy, teletherapy, or activity based services.
 - ✓ Evaluations that were unable to be completed due to the need for in-person testing will be completed as quickly as possible once school resumes. A determination of location (either virtual or individually onsite) can be made with the educational team and parent/guardian.
 - ✓ Any new or upcoming evaluations will be conducted either in-person or virtually based on the educational team's recommendations and parent/guardian input for gathering appropriate data to inform eligibility determination decisions.

English Learner and Bilingual Services

○ One-Way Dual Bilingual Language Program PreK-6th Grade

- ✓ Incoming Kindergarten students and current students in the One-Way Dual (OWD) Language Classes will continue remotely or onsite based on the number of students in each option.
- ✓ OWD students will follow the grade level and building-specific schedules.
- ✓ No changes to the Language Allocation Model (Percentage of English and Spanish used at each grade level by subject.)

○ English as a Second Language

- ✓ Students who receive English Development services will continue to receive these services for at least 150 minutes a week.
- ✓ EL students in half day kindergarten will receive at least 25 minutes a week.
- ✓ Incoming EL PreK students will be screened for EL services through the ECAT and Special Education evaluation team.

Technology

○ All students in grades K-8 will be provided district-issued Chromebooks.

○ All K-8 students will be provided instruction and information about the care and use of their Chromebooks. Parents/guardians and students will be asked to review and sign the technology acceptable use policy. All students will be expected to follow the guidelines for safe and appropriate use of the Chromebooks. It is understood that teachers will need to spend time during the first weeks of school teaching students to use the many different tools, websites, and subscriptions.

○ Our district will be promoting the use of Google Meet for whole class meetings and instruction. To facilitate this, all of our K-8 students will be provided a district email. Email addresses for students can only be used internally between students and teachers in District 46.

○ The district acknowledges the transition to Remote Learning coupled with the addition of a new device and new platforms will require additional support. A new technology resource website has been added with tutorials on how to use the student Chromebooks in addition to troubleshooting tips and access to the district's technology support team. The website can be accessed [here](#).

Technology Tools That May Be Used During Remote Learning

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Google Suite of Tools (Docs, Sheets, Forms, etc)	X	X	X	X	X	X	X	X	X
Google Mail	X	X	X	X	X	X	X	X	X
Google Classroom				X	X	X	X	X	X
Kami	X	X	X	X	X	X	X	X	X
SeeSaw	X	X	X						
RazKids	X	X	X	X	X				
NEWSEla				X	X	X	X	X	X
Envisions Math Resources	X	X	X	X	X	X			
Carnegie Math Resources including Mathia							X	X	X
Handwriting Without Tears	X	X	X						
Zaner-Bloser Handwriting				X	X				
ABC-CLIO							X	X	X
BrainPop / BrainPop Jr.	X	X	X	X	X	X	X	X	X
STEMScopes 3D	X	X	X	X	X	X	X	X	X
Mystery Science	X	X	X	X	X				
Additional Technology Tools may be used by Special Education students or English Learners (EL) based on their needs. Additional Technology Tools may be added in the future.									

[Plan de aprendizaje híbrido y remoto de CCSD 46](#)

Hybrid and Remote Learning Plan FAQ

[Link](#)

[Preguntas frecuentes](#)

Extracurricular Programs 5-8 There are numerous athletic and academic extracurricular activities and organizations for the students' participation such as: girls softball, boys and girls soccer, boys and girls basketball, boys and girls volleyball, boys wrestling, track, cheerleading, pom poms, cross country, yearbook committee, student council, dramatic performances, drama club, spelling bee, intramural activities, chorus, band, art, scholastic bowl, math counts, speech team, illuminations, science Olympiad, and others. These are significantly limited in the 20-21 school year due to the pandemic. A current sport physical exam (within the last year) and tryouts are required for participation in any sport's extracurricular program, if such programs are available. There are limited programs at K-4 schools. Contact your building administration for additional information.

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

Physical Education Program

All students in grades K-8 participate in physical education or physical education activities. Uniforms are not necessary for grade K-6 students, but are usually required for 7th and 8th grade students. However, they are not required this time, as there are programming changes due to the pandemic.

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

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

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

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

Erin's Law

Erin's Law was passed in January 2013 requiring all public schools to implement an age-appropriate, prevention-oriented child sexual abuse educational program for pre-kindergarten through 12th grade.

Districts must provide training for school personnel on child sexual abuse. CCSD 46 provides training on:

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

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

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

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

Admission Ages for School Attendance

Children who will be five years old on or before September 1st of the current school year may be admitted to kindergarten. Children entering first grade must be six on or before September 1st. An official birth certificate or certified copy thereof must be presented to verify date of birth of beginning pupils. A certificate of live birth (or certified copy) must be presented for **all** new students. Requests for consideration for early admittance need to be initiated through the building principal between April 15 and May 15.

AN OVERVIEW OF DISTRICT 46 POLICIES

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

PBIS (Positive Behavior Interventions and Supports)

What is PBIS?

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

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

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

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

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

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

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

Bullying Policy

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

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

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

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

Bullying also includes one or more individuals repeatedly taking negative actions against another, including without limitation to one or more of the following: harassment, threats, verbal taunts, name-calling and put-downs, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, social exclusion, social

isolation, damage or destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Student Discipline

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

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

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

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

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

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

This handbook is only a summary of Board Policies governing the District. Board Policies can be accessed on the School District's website at www.d46.org. If you have trouble accessing any policy, or otherwise would like a printed copy of a policy, please contact the District Office. The

District reserves the right to amend the handbook during the year without notice, but shall provide for prompt circulation of the change.

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

Discipline Rules

Students are subject to disciplinary action for exhibiting inappropriate behavior.

Examples of Gross Disobedience or Misconduct

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

1. Possession, use or sale of alcohol, tobacco products, non-prescribed and illegal drugs or drug paraphernalia
2. Fighting, harassment or bullying of others
3. Threatening the safety of others
4. Leaving the school grounds during the school day without permission
5. Destruction of school property or personal belongings of others
6. Theft of school property or personal belongings of others
7. Cheating
8. Possession of a firearm or other weapon, or any item threatened, attempted or used as a weapon
9. Insubordination towards teachers or administrators
10. Gang activity
11. Truancy*

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

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

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances, which cause reasonable concern to the parent for the safety or health of the student.

Administrative Procedure – Agency and Police Interviews

These procedures should be used in conjunction with the Ill. Council of School Attorneys' *Guidelines for Interview of Students*, which is available at:
<http://www.iasb.com/law/icsaguidelines.cfm>.

Interviews by Police

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

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

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

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

1. The School Principal or other administrator will check and make a copy of the DCFS agent's credentials and any papers pertaining to a legal process.

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

Student Equity

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

Within seven calendar days of receiving a grievance or complaint of illegal discrimination, the Coordinator shall send a copy of the district's written grievance procedure to the complainant.

The Coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited in the complaint. The Coordinator may seek advice from related state agencies or legal counsel.

PROCEDURES:

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

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

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

Parent-Teacher Conferences

CCSD 46 schools have two scheduled conferences each year. However, you are welcome to request a conference at any other time. It is wise to call during those hours to make

arrangements for a conference or to discuss your questions or concerns on the telephone. If a teacher is out of the building or in class, we will make arrangements for a return call as soon as possible. Conferences should be held at a time convenient to both the parent and the teacher. In order to insure proper communication with the school, parents and guardians may request an interpreter or sign language interpreter when meeting with school staff. Due to the time that may be needed to schedule an interpreter, please make this request to the building administration as soon as possible.

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

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

Assessment Program

The below information describes our assessment program in a typical year. Please note that due to the pandemic, assessment procedures for the 20-21 school year continue to be developed.

A State approved assessment will be given to grades 3-8 in reading and math.

Measures of Academic Progress (NWEA/MAP), computerized adaptive reading and mathematics tests for achievement, will be administered to students in grades 1-7 three times during the school year (September, February and May). Kindergarten and 8th grade are two times per year.

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

Per the Illinois State Board of Education, all schools will administer the Illinois FitnessGram Assessment to students in grades 3-8 during the second semester of school.

Kindergarten students will be assessed with the KIDS Assessment in the fall.

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

Academic Achievement - Promotion and Retention

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

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

Report Cards

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

Student Records Policy

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

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

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

1. The right to inspect, review and copy the student's education records within 15 school days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and ISSRA authorize disclosure without consent. One exception, which permits disclosure without consent is disclosure to school employees and officials with educational or administrative interests. A school official may include a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate administrative or educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to copy any school student record or information contained therein proposed to be destroyed or deleted.

5. CCSD 46 distributes the following directory information, which may be released without parent consent unless the parent indicates on the student registration form that this information should not be included: Student's name, grade, homeroom teacher, home address and primary phone number.

6. No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the security by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right under ISSRA.

7. The right to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district.

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

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

Intimidation/Harassment

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

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

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

Student Dress

Students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Our student dress code is designed to accomplish the following:

- Maintain a safe learning environment in classes where supportive clothing is needed (PE)
- Maintain an environment where all students should be able to dress comfortably for school and engage in the educational environment without fear, unnecessary discipline or body shaming
- Maintain an environment where school staff should use student/body-positive language to explain the code and to address code violations
- Maintain an environment where all students should be able to wear clothing that expresses their self-identified gender
- Maintain an environment where all students should be able to wear religious attire without fear of discipline or discrimination

Dress Code:

The CCSD 46 student dress should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the students and their parents or guardians. CCSD 46 is responsible for seeing that the attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students **must** wear:

- Clothing must be worn that ensures all underwear is fully covered. This does not include visible straps on undergarments worn under other clothing (spaghetti straps)
- Students must wear a shirt, pants/jeans or the equivalent (skirt, sweatpants, dress or shorts)
- Shoes when in school

Student **may** wear:

- Religious headwear
- Athletic wear
- Ripped jeans as long as underwear is not exposed
- Tank tops, including spaghetti straps

Students **cannot** wear clothing with:

- Violent language or images
- "Half tops"
- Images or language depicting drugs, tobacco or alcohol
- Any clothing that reveals visible undergarments

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

Money and Valuables

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

Smoking, Drugs, Alcohol

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

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

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

Gang and Gang Related Activities

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

Appropriate Cell Phone Usage

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

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

Social Media Usage

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

Due Process Procedures

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

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

AN OVERVIEW OF STUDENT AND PARENT RESPONSIBILITIES

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

Student Rights and Responsibilities

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

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

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

Absences

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

In December 2015, the federal government passed the Every Student Succeeds Act (ESSA). Previous federal legislation did not have explicit guidelines to define student absences. However, the current State of Illinois ESSA plan, that was recently approved by the US Department of Education, in August 2017, has new definitions for reporting chronic absenteeism and chronic truancy.

- CHRONIC ABSENTEEISM is defined as missing 10 percent or more of enrolled school year days for any reason- excused, unexcused, or disciplinary.
- CHRONIC TRUANCY is defined as 5 percent (9 or more days) unexcused absences without a valid cause (i.e., illness, bereavement, religious observances, family emergency).
- **Excused absences** are defined as students who are absent for the day because of illness, bereavement, doctor/dentist appointments, religious observances and military deployment.
- **Unexcused absences** are defined as vacation or student refusal to attend school
- **Disciplinary absences** are defined as students who are suspended from school. These are not excused absences

Tardy Policy

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

Truancy

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

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

Make-Up Work

Students in grades 5-8 who are absent for any reason may be required to make up work in each class. Normally, every excused day or absence allows the student to have one additional day to make up his/her work after returning to school. Each teacher may give additional time in extreme cases of prolonged absence. Students are responsible for asking for make-up work from each subject area teacher.

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

Health Topics

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

1. Physical & Dental Exams and Immunizations: The State of Illinois requires that all students entering school for the first time have a physical examination by a licensed physician. This exam must be conducted within one year prior to the date of entering school. The state also requires a physical exam for entry into kindergarten and sixth grade. Children entering school at any grade level (kindergarten through 12) shall show proof of having received the Basic Immunizations requirements listed in the chart below. The State also requires that students in kindergarten, second and sixth grade have a dental examination on file.

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

Child Health Examination Code, Section 665.240 Basic Immunizations

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

Varicella	Entering kindergarten, 6 th grade, or 9 th grade for the first time shall show proof of having received 2 doses of varicella vaccine, the first dose on or after the first birthday and the second dose no less than four weeks (28 days) after the first dose, or proof of prior varicella disease or laboratory evidence of varicella immunity.	For student attending school programs where grade levels (kindergarten through 12) are not assigned, proof of having received at least 2 doses of varicella vaccine or other proof of immunity shall be submitted prior to the school year in which the child reaches the ages of 5, 11 and 15.
Invasive Pneumococcal Disease	Any child under 2 years of age entering a child care facility or school program below the kindergarten level shall show proof of immunization that complies with the pneumococcal vaccination schedule. Any child who has reached his/her 5 th birthday shall not be required to provide proof of immunization with pneumococcal conjugate vaccine.	

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

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

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

3. Illness or Injury: PLEASE KEEP YOUR CHILD HOME IF he/she has a fever, vomiting, diarrhea, unexplained rash or red eyes the night before or the morning of school. Diarrhea is defined as 3 loose stools in 24 hours or a change in bowel habit. A fever is defined as a temperature of 100°F. Most fevers subside in the morning, but go up again during the day. **Your child can return to school when he/she has been symptom free for 24 hours.** If your

child will be absent from school, you need to call the attendance line (847-223-3540), by 9 a.m. This is a 24-hour line so you can call anytime--even during the night if necessary.

If your child has a contagious disease, he/she must stay home for at least 24 hours on appropriate medication/treatment. Please call the school to notify us of your child's illness (strep throat, scarlet fever, pink eye, chicken pox, measles, rubella or any other contagious disease). Notes will need to be sent home to your child's classmates' stating the contagious illness was identified. This will help to prevent the spread of illness.

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

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

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

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

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

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

- a. Notify the school of your child's allergy
- b. Arrange a meeting with teacher and district nurse at the start of the school year

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

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

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

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

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

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

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

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

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

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

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

AN OVERVIEW OF PUPIL SERVICES POLICIES

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

Pupil Services Mission Statement

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

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

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

Request for Evaluation

If you believe your child is experiencing education related problems and alternative intervention strategies have not been successful, you should request a meeting to discuss the need for

further evaluation. To do so, you should contact your child's building principal, school psychologist or social worker.

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

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

Students with disabilities who do not qualify for an individualized education program under the federal Individuals with Disabilities Education Act, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) is regarded as having a physical or mental impairment. Questions about the identification, assessment and placement of students should be directed to Heather Lorenzo, Director of Special Education at 847-543-4230.

Guidelines for the Use of Behavior Interventions for Students with Disabilities

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

A committee of parents, teachers, and administrators from CCSD 46 developed the guidelines outlined in this document. A fundamental principle of these guidelines is that positive behavior interventions are the most effective way to strengthen positive student behavior, and that these approaches are preferable to the use of more restrictive procedures. When a student requires a behavior management plan, the goals of that plan should clearly reflect a balance between learning and expected positive behavior.

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

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

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

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

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

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

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

Highly Restrictive Interventions (inappropriate in most circumstances)

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

Prohibited Interventions

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

Procedures for Developing Behavioral Management Plans

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

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

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

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

Procedures for Emergency Use of Restrictive Interventions

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

1. If restrictive interventions are used more than two days in a thirty-day period, or a pattern of behavior significantly interferes with learning, then an IEP meeting is convened.
2. The student's IEP team should meet no later than 10 days after any emergency procedure is used.

3. A functional analysis of behavior should be completed, and a behavior plan written.
4. The parents or guardian should be notified within 24 hours when a restrictive procedure is used in an emergency situation.

Involvement of Parents and Assurance of Due Process Rights

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

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

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

Staff Training and Professional Development

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

Free and Appropriate Education for all Students

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

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

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

Medicaid Data Release – Special Education Students Only

If your child receives special education services and is also Medicaid eligible, District 46 can seek partial reimbursement from Medicaid for health services documented in your child's

Individualized Education Program (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students.

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

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

If you object to the release of information to Medicaid, now or at any time in the future, please state your objection in writing and forward it to the Director of Pupil Services. Regardless of your decision the district must continue to provide, at no cost to you, the services listed in your child's IEP.

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

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

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

AN OVERVIEW OF STUDENT TRANSPORTATION POLICIES

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

Student Transportation

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

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

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

1. Be on time
2. Never run to or from the bus
3. Stand back from the curb
4. Don't push or shove
5. Stay in your seat

6. Don't yell or shout
7. Always obey the driver
8. Wait for the driver's signal before crossing
9. Always cross at least 10 feet in front of the bus
10. Never crawl under the bus
11. Appropriate use of cell phone

Bus Discipline

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

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

Transportation Reimbursement and Dispute Resolution

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

Parking Lot

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

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

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

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

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

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

The Information Technology Department oversees the district's electronic communication system. The Information Technology Staff and building administrator at each site is responsible for interpreting the district's AUP. This includes ensuring that students and staff receive proper training in the use of the system and the requirements of this policy, establishing a system to ensure adequate supervision of students using the system, and maintaining active user rights. Students who use their own device must adhere to all administrative procedures of the district Acceptable Use Policy. Failure to do so will lead to, but are not limited to consequences listed in Section K Sub Section 8 of the Acceptable Use Policy. Students that use their own electronic devices must first get permission from their teacher for each curricular subject or classroom use of the device. When the device is not being used for curricular purposes, the device is stored in the student's backpack or locker. The district is not liable for the device for any issue that may occur regarding a personal device.

Acceptable Use of District's Electronic Communication System

A. Purpose

1. CCSD 46 provides employees and students with access to the district's electronic communication system, which includes Internet access. Access to the CCSD 46's computer and electronic communication systems by employees, students, and others

requires adherence to the district's Acceptable Use Policy and other district policies. Violation of these policies may result in loss of the privilege of accessing these systems.

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

B. District Responsibilities

1. The Information Technology Department oversees the district system.
2. The Information Technology Staff and building administration serves as the building level coordinator for the district system, approves building level activities, ensures staff and students receive proper training in the use of the system and the requirements of this policy, works with staff to ensure adequate supervision of students using the system, and is responsible for interpreting the district's Acceptable Use Policy at the building level.
3. Staff will actively monitor students who are engaged in online learning activities.
4. Staff will actively monitor students who are utilizing personal devices for specific curricular activities.
5. Staff at grades K-8 must preview and/or monitor web sites for student access prior to or during use.
6. The district shall maintain an Internet filtering measure that blocks access to the three categories of visual depictions specified by CIPA – obscene, child pornography, and material that is deemed harmful to minors.
7. The district's Internet filtering measure may be relaxed or disabled for bona fide research or other lawful purposes.

C. Access to the System

1. The district's Acceptable Use Policy, set forth in section K, governs all uses of the district network and personal devices used by students and staff.
2. All CCSD 46 staff must sign an Employee Network User Agreement form before access to the network is granted.

3. Long-term substitute accounts - A long-term substitute may receive an individual account with the approval of the Information Technology staff or the building administrator if there is a specific, district-related purpose requiring such access. Use of the system by a long-term substitute must be specifically limited to the district-related purpose.
4. All students will receive access to the network.

D. Parental Notification and Responsibility

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

E. District Limitation of Liability

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

F. Due Process

1. The District will cooperate fully with local, state or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District system.
2. In the event there is an allegation that a student has violated the district Acceptable Use Policy the Information Technology Staff will investigate and meet with building administration. The student and parents will be given an opportunity to be heard in the manner set forth by district policy.
3. Disciplinary actions are tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.

4. Employee violations of the District's Acceptable Use Policy are handled in accordance with the district policy and the collective bargaining agreements.
5. A long-term substitute user's account may be terminated at any time.

G. Search and Seizure

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

H. Copyright and Plagiarism

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

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

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

J. District Website

1. The district maintains a web site that presents information about the district. The Information Technology Department establishes a process and the criteria for the establishment and posting of material, including links to other sites, on these pages.

2. Schools and classes may establish web pages that present information about the school or class activities. The building Information Technology Department (or a designated staff member) is responsible for managing the school website.

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

1. Personal Safety
 - Students will **not** post personal contact information about themselves or other people. Personal contact information includes, but is not limited to, address, telephone, and work address.
 - Students will **not** agree to meet or communicate with someone they have met online without their parent(s)/guardian(s) approval and participation.
 - Users will promptly disclose to their teacher or other staff members present any messages they receive that are inappropriate or make them feel uncomfortable.
2. Unauthorized Activities
 - Users will **not** attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files.
 - Users will **not** use personal devices during school hours unless authorized by their teacher or staff member for curricular specific use.
 - Users will **not** install software on the local hard drive nor will they download files without prior approval from the Information Technology Department. Users will not alter any software configuration that is stored on a workstation. Users may use media stored on data storage devices to transport data files that are being worked on at home and school.
 - Users will **not** make deliberate attempts to disrupt the computer system performance or destroy data by intentionally spreading computer viruses or by any other means.
 - Users will **not** use the district system to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, utilizing packet capture programs, or threatening the safety of another person.
 - Users will **not** be engaged in activities that are not related to district educational purposes or which are contrary to the instructions from the supervising district employees as to the system's use.
3. System Security
 - Users are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their personal accounts. Under no conditions should a user provide his/her password to another person.
 - Users will immediately notify the building Information Technology staff if they have identified a possible security problem. Users will **not** search for security

problems because this may be construed as an unauthorized attempt to gain access, i.e. computer hacking.

4. Inappropriate Language/Respect for Privacy

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

5. Respecting Resource Limits

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

6. Plagiarism and Copyright Infringement

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

7. Inappropriate Access to Material

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

MISCELLANEOUS INFORMATION FOR STUDENTS AND PARENTS

Student Fees

The School Code of Illinois grants school districts the right to purchase textbooks and loan them to students. Accordingly, the district will charge student fees for all grades as the district furnishes many of the materials and supplies for children in each class. Textbooks and materials are partially offset by student fees. The Board of Education will determine this amount annually. This fee may be waived in a hardship case for families meeting the requirements. The fee schedule for CCSD 46 schools is \$100.00 for Pre-K, \$145.00 for Kindergarten, 1st and 2nd, \$195.00 for grades 3-4, \$220.00 for grades 5-6, and \$240.00 for grades 7-8. A \$25.00 increase will be implemented if paid after the due date.

Book Loan

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

Residency and Tuition

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

School Telephone Use

Students should not ask to use the phone except in emergency circumstances. Students will not be called from classes to answer the phone, nor can they leave class to use the phone, unless in an emergency. Students who are sick must allow the nurse, health clerk, administrator, or secretary to make all phone calls.

Lockers

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

Distribution of Non-Curricular Literature

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

Volunteers and Visitors

Due to the pandemic, during the 20-21 school year visitors to the schools must be limited to individuals who absolutely must be on site. We look forward to future years when we can again welcome volunteers and visitors to our schools.

Student Birthday Parties and Outside Food

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

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

Outside Food- We understand at times a parent needs to bring a lunch for their child. Lunch will be allowed for their child only, due to allergies.

Safety

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

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

Fire Drills

The purpose of the fire drill is to perfect a system of evacuating the building in a quick and orderly fashion. This will be of great value in saving lives in case of fire or other emergencies. When the fire alarm is sounded, all students, in a single file, will leave the building quickly and quietly, but without confusion, by the exit designated on the bulletin board in the room.

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

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

Severe Weather Alerts

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

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

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

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

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

1. Students should file out in a single file.
2. Students should sit as near as possible to the beginning of the shelter section.
3. After the back row against the wall is completely filled, a second row should be started in front of the first.
4. Students should:
 1. Not sit in front of doorways
 2. Not block the middle of the corridor
 3. Be as **quiet** as possible
5. Remain seated until the messenger from the office has notified the teacher to proceed back to class.

Lockdown/Intruder Drills

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

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

Snow Days and Emergency School Closing

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

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

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

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

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

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

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

Communications and Publications

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

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

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

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

Sex Offender Registration Act

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

Weather and Recess

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

Asbestos Management Plan

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

[Manual del estudiante 20-21](#)