

CHEBANSE ELEMENTARY SCHOOL
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CHEBANSE, IL 60922
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<http://www.cusd4.org>

STUDENT/PARENT HANDBOOK
2007 - 2008

Welcome to Chebanse Elementary School. We are confident that you will find our school is made up of winners! It is our pleasure to challenge all students to be all they can be and to encourage them to set their goals high. The years spent at Chebanse Elementary will provide a solid foundation of basic skills on which the students will continue to build. These skills will help students develop their own talents and abilities. These abilities will serve the students in coming years, as well as in life.

Please read and familiarize yourself with the contents of this handbook. It is provided to the students and the families of Chebanse Elementary to acquaint them with the rules, regulations, procedures and other relevant information necessary for the orderly functioning of the school. The handbook has been structured to help promote student progress, as well as an interest of modeling appropriate school government. In addition, this handbook provides for the physical safety of the students through appropriate rules and regulations.

When breeches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his/her parents, and other support personnel to help the student correct his/her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community as well as helping the students develop self-discipline. When determining the response for a specific breach of discipline, school personnel will consider the nature of the act, the student's previous history, his/her age and maturation, any mitigating circumstances, and the effect of his/her actions on the welfare of the school community. Disciplinary responses may include, but are not limited to, the actions described in this handbook. Your cooperation and support will help ensure a safe and effective learning environment for the students at Chebanse Elementary School.

This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations (or code of conduct).

THE SCHOOL'S PHILOSOPHY:

We believe that all students can learn. We also believe that a student's demeanor and achievements are better when the community, parents, and school share in the responsibility of educating children.

THE SCHOOL'S MISSION:

Our goal is to help students acquire basic skills, assume responsibility for their own actions, and develop a sense of responsibility to society. Therefore, our school emphasizes order, high expectations, and respect.

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CENTRAL UNIT #4 SUPERINTENDENT AND SCHOOL BOARD MEMBERS

Ms. Tonya Evans, Superintendent
Mr. David Hansen
Ms. Renee Byarley
Ms. Kari Frake
Ms. Liz Frerichs
Ms. Debbie Peters
Ms. Sharon Wahl

CHEBANSE OFFICE STAFF

Principal: Ms. Lori Morelock
Secretary: Mrs. Jeanne Boudreau
Mrs. Kay Hagler

STAFF:

Ken Earls	K1
Nancy Beagle	K2
Ann Wedgbury	K3
Cindy Orwig	K4
Sandra Grenhoff	1A
Jennifer Spittal	1B
Barbara Wettergren	1C
Brenda Yohnka	1D
Shannon Hicks	2A
Cynthia Savoie	2B
Deb Roselius	2C
Barbie Boudreau	2D
Ruth Hull	3A
Heather Prairie	3B
Donna Wine	3C
Theresa Eimen	4A
Charlotte Kramer	4B
Jolene Huddlestun	4C
April Peters	Speech Therapist
Carol Erazmus	Special Education, Resource
Amy Waters	Special Education, Resource
Dee Philips	Reading
Maureen St. Peter	Reading
Carol Morse	Reading
Barb McLaughlin	Special Education, self-contained
Martha Stanton	Music
Brock Casey	Physical Education
Beth Rieger	Social Worker
Dawn Adair	Psychologist
Ann Hummel	Library
Diane Taden	RTI Coordinator
Dawn Haigh	Computer Lab
Diane Papineau	Head Cook
Kathy Stevenson	Cook
Sue Sertich	Cook
Cathy Nicholson	Custodian-AM
Vern Hoaglund	Custodian-PM
Raymond Wilking	Custodian

SCHOOL INFORMATION

ATTENDANCE: (815) 697-2876

ABSENCES - Regular attendance is essential to a student's success in school. If a student is absent, no learning can take place. Most subjects are taught in sequence requiring the understanding of each concept in the order of its presentation. Illinois School Code mandates student attendance. The mandate states that it is the parent's responsibility to see that regular attendance is maintained and that their child is on time. Persistent absenteeism creates a genuine hardship for a student and is regarded as a serious problem. Persistent absenteeism or truancy will be reported to the Truancy Officer as required.

TARDIES - Students are expected to arrive promptly each day. If a pupil arrives in their homeroom after the 8:20 a.m. bell, he/she is counted tardy. It is the obligation of a public school to teach proper citizenship and good work habits; therefore, a student should be on time to school and class if he/she is to take full advantage of all the opportunities offered by the school. Tardiness is disruptive to the school process and is considered a serious matter. Repeated tardiness will be reported to the Truancy Officer.

ARRIVAL:

Students should not arrive before 8:00 a.m. unless transported by the bus or eating breakfast. Students eating breakfast at school may enter at 7:40 a.m. Students arriving prior to the times stated above will not be supervised or allowed to enter the building without prior approval from Ms. Morelock. The first bell rings at 8:10 a.m. The tardy bell rings at 8:20 a.m.

ASBESTOS MANAGEMENT PLAN:

Chebanse Elementary School contains some asbestos. Accordingly, the state requires the school to have an asbestos management plan. This plan is available to the public and on file in each school building.

BEHAVIORAL INTERVENTION POLICY:

Purpose

It is the purpose of this policy to describe the procedures authorized by the Board of Education of Central Community Unit School District No. 4 (CUSD #4) relative to the use of behavioral interventions with students with disabilities. The District insists that students with identified disabilities should be held, as much as possible and reasonable, to the same behavioral and social expectations and consequences as students without disabilities. Where a student's disability prevents him/her from conforming to school rules and expectations, special considerations and procedures will be employed. A fundamental principle of this policy is that "non-restrictive" interventions - positive interventions designed to develop and strengthen desirable behaviors - shall be emphasized, and are preferable to the use of "restrictive" interventions.

Procedures

It is the requirement of the Board of Education that employees charged with the implementation of this policy should incorporate procedures and methods consistent with generally accepted practice in the field of behavior intervention. Whenever a "change in placement" is being considered for a special education student for behavioral reasons, an IEP (Individualized Education Program) meeting will be convened to determine whether the behavior is related to the child's disability (a "manifestation determination"). The IEP can only be revised and an IEP meeting can only be convened with proper notification to parents and appropriate staff.

Requirements for the Creation of a Behavioral Intervention Plan

Any student receiving special education services will require a behavior management plan as part of the IEP (Individualized Education Program) when his/her disability causes the student significant difficulty behaving appropriately. The IEP team will decide which behavior intervention strategies are most appropriate for the student. Unless the IEP team specifically devises a behavior management plan that differs from the school's customary discipline policies, those policies shall apply, and may include the use of "restrictive" and/or "non-restrictive" interventions.

Monitoring the Use of Restrictive Behavioral Interventions

The use of "restrictive" behavioral interventions shall be monitored as follows:

1. When the intervention under consideration is being dropped from a course or in-school or out-of-school suspension, the Building Principal shall ensure that the

- intervention shall not constitute a change in placement, unless its use is preceded by a "manifestation determination", as described above.
2. When the intervention under consideration is: inhibiting devices, manual restraints, search of the student's person, time-outs (isolation/quiet room), or mechanical restraints (excluding restraint prescribed by physician or used as a safety procedure for transportation), the teacher or Building Principal shall ensure that the intervention is administered in such a fashion as to ensure the student's right to placement in the least restrictive educational environment; and considers the student's physical freedom and social interaction.
 3. See "Behavioral Intervention Policy Committee" below.

Emergency Situations

If a situation occurs in which immediate intervention is needed to protect students, staff, other individuals or the physical site from harm, school personnel may impose an intervention that has not been delineated in the behavioral management plan, as reflected in an IEP. When such an emergency intervention has been utilized, the parents of the student shall be notified as soon as possible. A description of the intervention applied shall be documented and placed in the student's temporary file.

Procedural Protection

All of the procedural protections available to students with disabilities and their parents under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavioral interventions.

Behavioral Intervention Policy Committee

The District shall maintain a Behavioral Intervention Policy Committee to monitor, review and make recommendations regarding the policy to the Governing board. This committee shall meet on a regular basis and shall consist of parents of students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities.

ISBE Guidelines

This policy has been developed based on a review of the document entitled **BEHAVIORAL INTERVENTION IN SCHOOL; GUIDELINES FOR DEVELOPMENT OF DISTRICT POLICIES FOR STUDENTS WITH DISABILITIES**. Copies of these guidelines may be requested from the Illinois State board of Education, 100 N. First Street, Springfield IL 62777-0001.

DEFINITIONS

Behavioral Intervention

Interventions by which school personnel attempt to alter inappropriate student behavior.

Change in Placement

Change in placement occurs when an IEP is altered so that a "substantial programmatic modification" is made, or when the new educational program is not comparable to the existing program. Placement does *not* change where slight modifications are made in the program. Thus, the introduction of new activities and change of classroom location or building, generally do not constitute placement changes. Likewise, suspensions in aggregate of 10 days or less do not constitute a change in placement.

Non-Restrictive Behavioral Interventions

"Non-restrictive" Behavioral Interventions are techniques which do not restrict a student from access to the regular school day, the regular school program, or to the same educational opportunities enjoyed by the student body at-large. Non-restrictive behavioral interventions may include, but are not limited to, individual student counseling, rewards systems (behavioral modification techniques), formal behavioral reports to parents, peer mentoring, in-school suspensions or time-out sessions in which the student is permitted to continue with his/her regular school work, and detentions which do not prevent the student from access to before-school, after-school, or Saturday school activities.

Restrictive Behavioral Interventions

"Restrictive" Behavioral Interventions are techniques which restrict a student from access to the regular school day, the regular school program, or restrict the student from the same educational opportunities enjoyed by the student body at-large. Restrictive Behavioral Interventions would include, but are not limited to: out-of-school suspensions, in-school suspension or time-out sessions in which the student is

not permitted to continue his/her schoolwork, and detentions which prevent the participating student from access to before-school, after-school, or Saturday school activities.

BELLS AND SCHEDULED TIMES:

Morning Times:

Arrival: **7:40 a.m.** if eating breakfast at school, otherwise 8:00 a.m. or when bus arrives
1st bell rings @ **8:10 a.m.**
Attendance and Lunch Count @ **8.20 a.m.**
Tardy bell rings @ **8:20 a.m.**

Afternoon Dismissal:

Bus dismissal begins @ **2:50 p.m.**
Town students & pick ups @ **3:10 p.m.**

BIRTHDAY PARTIES:

Students are welcome to bring in treats for all their classmates on the day of their birthday or on another day with the prior permission of their classroom teacher. Birthday treats will be distributed only to the child's present teacher and class. **Treats that are brought to school must be store bought.**

Private birthday party invitations may be distributed at school if the entire class is invited or all boys or all girls are invited depending on your child's sex.

BOOK FEES:

Grades K through 4\$60.00

All book fees must be paid in full prior to the release of student records, transcripts, or report cards.

Fee Waiver - Fees may be waived for families who qualify under the National School Lunch Program guidelines. Applications for fee waivers may be obtained at the time of registration. An application and appropriate documentation must be on file in the school office to waive fees.

BREAKFAST/LUNCH:

Breakfast:

7:40-8:15 (All students must be in classroom by 8:15.)
Regular....\$ 1.25
Reduced....\$ 0.30

LUNCH:

Regular....\$1.50
Reduced....\$.40
Adult.....\$2.50

Price of lunch is \$1.50 per single meal, including milk. Extra milk will be \$.25 per half-pint. All students are encouraged to buy lunches and breakfasts by the month or week. This practice eliminates bookkeeping at home and school. Students may charge lunches in an emergency. **No student will be allowed to charge more than 5 lunches or breakfasts at any time during the school year.**

Applications for free and reduced prices of lunch (\$.40) and breakfast (\$.30) are always available. One application covers both programs. We encourage you to apply if you have the need. This can be done at any time during the school year. The federal government sets income guidelines for the program.

Please send lunch and breakfast money in an envelope marked with your child's name, teacher's name and amount.

ANTI-BULLYING POLICY:

Rationale:

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence and self-esteem, and to lack of achievement.

Aims:

- ◆ To promote a secure and happy environment free from threat, harassment and any type of bullying behavior.
- ◆ To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- ◆ To show commitment to overcoming bullying by practicing zero tolerance.
- ◆ To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- ◆ To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Achieving Aims:

- ◆ All action relating to curricular issues underpins the belief in valuing people as individuals and their right to a bully-free environment.
- ◆ The stated aims will be further achieved through the school's policies and programs already in practice.

Staff Responsibilities:

- ◆ To implement procedures to confront bullying in any form.
- ◆ To listen to all parties involved in incidents.
- ◆ To investigate as fully as possible.
- ◆ To take appropriate action, or to refer the matter to the principal for further action.
- ◆ To record and inform parents of bullying incidents.
- ◆ To promote open management styles which facilitate communication and consultation throughout the education service.
- ◆ To foster, by example, the values we as a school believe in.
- ◆ To promote the use of interventions which are least intrusive and most effective.
- ◆ To monitor the extent to which the above are being carried out through:
 - 1) Regular discussions between principal, staff, pupils and parents.
 - 2) Recording incidents of bullying in discipline file.
 - 3) Retaining records for monitoring purposes.

**CENTRAL COMMUNITY UNIT #4
BUS DISCIPLINE POLICY**

District #4 provides a fleet of buses to transport students who live more than 1 ½ miles from school. This service is a privilege extended to students by the district.

The district has a uniform bus discipline policy. The district adopted the policy to ensure that all students receive the same consequences for violating bus rules that are appropriate for their age and the situation.

The policy applies to all K-12 students on all buses. It is a progressive discipline policy, which means that certain actions automatically bring certain consequences. The more serious the violation, the stiffer the penalty. The most serious violations result in immediate suspension from the bus.

When a student violates a rule, the driver fills out a three-part form and sends it to the office. The principal receives the form, speaks to the student, checks the policy for required consequences, records the action on the form, and sends a copy back to the driver and one to the parent.

Parents should discuss the policy with their students. The teachers will also do this during the first weeks of school.

BEHAVIOR RULES FOR BUS RIDERS

The Central Community Unit District #4 is obligated to provide a safe, pleasant and efficient transportation system for all students. All students have a right to ride a school bus without fear of unsafe bus operation, intimidation, abuse, injury, harassment or insult from other students. To ensure that all of our students receive this treatment, the following rules will apply to all students who use the regular or extra-curricular buses. The complete cooperation of all students, parents and guardians is needed and expected.

BEHAVIORAL EXPECTATIONS

1. Students will not use profanity, make obscene gestures or comments, make sexual advances, engage in sexual activity, or sexually harass other students or adults who are either on the bus or in the near proximity of a school bus.
2. Students will board or deboard the bus only at designated stops and will be on time for pickups. If the driver so directs, the students will take assigned seats without argument or resistance. They will remain seated at all times when the bus is moving. Students will not extend their arms or head out of the bus windows at any time.
3. While on a school bus, students will speak in conversational tones only. All talking must stop at railroad crossings or at other times the driver requests silence for safety reasons. Students may bring electronic devices on the bus. All electronic devices should only be heard by each individual student. Chebanse Elementary bears no responsibility for the electronic devices. When a student gets off the bus, the electronic devices must be turned off and put in each child's book bag. Any electronic devices that are used at school will be confiscated.
4. Students will not throw objects on the bus or out of windows. They will not bring any glass objects, sharp objects, animals, or materials which could harm others if broken or misused or which block bus aisles or exits onto a bus.
5. Students will obey all school rules, including those which ban alcohol, drugs, drug paraphernalia, "look-a-likes", tobacco products, and weapons from all school property. Students will not engage in fighting, intimidation or insult of others.
6. Students will not consume food or drink.
7. Students will respect the authority of drivers, teachers, or other adults at all times and will obey all driver directions, requests and instructions.
8. Students will follow driver and other school-staff instructions in all loading areas and will refrain from pushing or crowding in an area where a bus is to load or unload students. Students will not leave a bus or enter the school at a loading zone, exchange point or school, other than the school they attend.
9. Students will not walk behind or between parked buses in a loading zone, unless stop arms are out and flashing. Students will not engage in horseplay, pushing or other safety violations in a loading zone.
10. Students must obtain a pass from their school principal in order to ride a bus other than their normally assigned bus or to be permitted to board or de-board a bus at a location other than normal. Any student suspended from their assigned bus for violating this rule is not allowed to ride another route or shuttle bus during the suspension. Attempts to do so will result in an extension of the suspension or other disciplinary action.
11. Students will not vandalize or deface school property.
12. Students will not use emergency exits, except in an authorized drill or actual emergency.
13. Students will be polite and considerate of other students at all times. Older students will assist younger students and will be expected to assist the driver when called upon to do so.
14. Students will respect the rights and feelings of others at all times.
15. Students will assist the driver and other adults in enforcing District rules and in making the bus safe for all students.

CHEBANSE ELEMENTARY BUS EXPECTATIONS AND PROCEDURES

- Treat others the way you want to be treated.
- Listen to the bus driver and follow his/her instructions.
- Sit in your seat and stay there until your ride is over.
- Use inside voices at all times.
- Do your best.
- Inform the driver of unsafe or inappropriate behavior.
- Keep hands, feet and other objects to yourself.
- Model good behavior even if others don't.

Central Community Unit No. 4 Progressive Discipline Policy-Bus Riders

The disciplinary actions outlined below are the minimum consequences of student misbehavior or failure to cooperate fully with school bus drivers and other school

employees. Certain flagrant violations or repeated violations may result in discipline of the student beyond the consequences listed below and may include detention, suspension and expulsion from school.

Level I Discipline

A student rider will receive a verbal warning the first time he/she violates any of the following rules and the student's parents will be notified of the problem. A second offense will result in a written warning to parents. A third offense will result in a five- (5) school day suspension of bus riding privileges. If a student's behavior or action is deliberately defiant of authority or provoking and/or endangers the student or others, a first and second warning may not be issued before suspension occurs.

- d. Fails to be at the loading zone on time.
- d. Boards or deboards at an unauthorized location.
- d. Places arms or head out of window.
- d. Fails to sit properly in seat or fails to ride assigned bus.
- d. Fails to remain in assigned seat.
- d. Raises voice level to a point that is distracting to the driver.
- d. Brings food or drink on the bus.
- d. Misbehaves in a school loading zone.
- d. Fails to obtain a pass to change buses or boarding site.

Level II Discipline

A student will receive one written warning for violating any of the following rules and the rider's parents will be notified. A second violation will result in a ten- (10) school day suspension of bus riding privileges.

- d. Brings glass, animals or other objects onto a bus that might cause injury to others or interfere with the safe operation of the bus.
- d. Throws objects on the bus.
- d. Eats or drinks on the bus.
- d. Brings tobacco products on the bus.
- d. Uses an emergency exit in a non-emergency situation.
- 6. Pushes, trips, etc. others on a bus or in a loading zone.
- 7. Uses moderately offensive profanity.

Level III Discipline

A student will be immediately suspended from the school bus (no written or verbal warning necessary) for a period of ten (10) school days for a violation of any of the following rules. A second violation will result in a twenty- (20) school day suspension. A third violation will result in suspension for the remainder of the semester or thirty (30) school days, whichever is longer.

- d. Throws object(s) with the intent of causing injury or which does cause injury intended or not.
- d. Throw object(s) out of a bus window.
- d. Fighting, physically aggressive behavior, or behavior which inflicts harm on others.
- d. Uses offensive or provocative profanity, obscene language or gestures, engages in sexual activity or sexual harassment or innuendo.
- d. Threatens or intimidates other riders on the bus or regarding incidents which occurred on the bus.
- d. Is disrespectful, defiant and/or disobedient to a driver or adult staff member.
- d. Uses tobacco products or lights a flame on a school bus.
- 8. Vandalizes or defaces bus equipment.
- 9. Uses or brings alcohol, drugs, weapons (or objects used as weapons), or "look-alike" objects on a school bus.

ANY ACTION WHICH IS SO FLAGRANT, DISRESPECTFUL, OR DANGEROUS AS TO CAUSE CONCERN FOR THE CONTINUED SAFETY OF OTHERS MAY RESULT IN THE IMMEDIATE AND PERMANENT SUSPENSION OF BUS RIDING PRIVILEGES AND/OR MAY RESULT IN OTHER SCHOOL DISCIPLINARY ACTION AS WELL AS THAT CALLED FOR BY THIS POLICY. **THE PARENTS/GUARDIANS OF A STUDENT SUSPENDED FROM A BUS MUST MAKE ARRANGEMENTS TO ENSURE THE STUDENT ATTENDS SCHOOL DURING THE BUS SUSPENSION.** FAILURE TO ATTEND SCHOOL DUE TO A BUS SUSPENSION WILL BE CONSIDERED TRUANCY AND SHALL BE REPORTED TO THE REGIONAL OFFICE OF EDUCATION FOR PROSECUTION.

School personnel shall be the sole judge as to which discipline level or category a student's actions or behavior may fall. Student age, intent and circumstances may be used to determine what disciplinary action is appropriate, fair and instructional for the student.

Video surveillance may be used on buses to substantiate inappropriate behaviors that may not be seen by the driver.

BUS REIMBURSEMENT:

If you live less than 1 1/2 miles from school but must transport a pupil due to a serious safety hazard, you may wish to file a claim to offset some of the cost. To do so you must verify that a serious safety hazard exists by completing appropriate forms at the Regional Superintendent's office in Kankakee, Illinois, by February 1st of the school year. If the safety hazard is approved, the parent/guardian must complete a claim form at the school the pupil attends between February and June.

CAUGHT BEING GOOD:

"Caught Being Good" is our school-wide positive behavior program. If a student is following the rules, showing good character traits, etc., they will be given a "Caught Being Good" ticket. The students will put their tickets into a drawing for prizes. Drawings will be held two times per month during lunch.

CHARACTER TRAITS:

The students will be taught the six pillars of character. One character trait will be taught per month. The character traits for our school are: respect, trustworthiness, responsibility, fairness, caring and citizenship. There will be a school-wide assembly two times per month to recognize students in each class that have displayed that month's trait. The winners will receive a certificate and their names will be displayed in the hallway for everyone to see.

CLASS REQUESTS/TRANSFERS:

As a matter of policy, students are assigned to classes by school personnel. Please do not make requests for individual teachers. Requests will not be honored.

DISMISSAL OF STUDENTS FOR EMERGENCY:

School cancellations take place only in circumstances such as inclement weather, equipment failure, or a public crisis. Weather and other emergency situations may result in school closing, early dismissal or delayed bus schedules. The School Board and administrators are aware of the hardship which can be caused by an abrupt cancellation. Therefore, school will not be cancelled unless a significant safety risk has been created by unusual circumstances. Every practical means is used to notify parents of a cancellation. Check the district website for school closure information. The address is <http://www.cusd4.org>. Please listen to the following radio stations for school closing information.

WKAN (1320 AM)
WBUS (99.9 FM)
WLRT (92.7 FM)
WONU (89.7 FM)
WBYG (94.1 FM)
WGFA (1360 AM)

Radio messages are often the school's only notification route for emergency changes in our schedule. Parents must have a pre-arranged procedure for their children to follow during such emergency situations. If extreme circumstances dictate that school must be cancelled during the school day, teachers will make sure that all students have satisfactory transportation and supervision at their home before releasing them from school.

Note: Times announced on the radio are for high school students. Your child will be dismissed approximately 30 minutes earlier. Do not depend on a phone call from the school.

DRESS CODE:

Dress codes for students have two major purposes. The first is to ensure that a decent and appropriate atmosphere for learning is maintained. This means that not only does the school maintain an atmosphere free from distractions due to dress, but that it also reinforces values and standards considered appropriate for well-mannered and polite individuals. Clothing must not pose a danger to the wearer or to other students. Second, clothing should be comfortable and allow children to move about freely during physical activities. Clothing should be appropriate for weather conditions. It should keep the students warm during the winter months and cool when temperatures are high. **Shorts may be worn from the beginning of school until November 1st. They may be worn again after April 1st until the end of the school year.**

Inappropriate clothing:

- Flip-flops, high heeled shoes, shoes with wheels (For safety reasons, shoes must have a front and back to keep a child's feet in them.)
- Shirts that do not completely cover mid-riff
- Skirts, dresses & shorts that measure more than 4 inches above the knee
- Spaghetti-strap or backless tops
- Hats & scarves in the building

If students wear inappropriate clothing, they will call home for someone to bring them a change of clothes.

DRUG, TOBACCO AND ALCOHOL POLICY:

In compliance with state law, district policy forbids the use or possession of drugs, tobacco or alcohol on all school property. Violations of this mandate will result in suspension and /or expulsion from school.

EMERGENCY DRILLS/FIRE, TORNADO, BUS EVACUATION:

The school conducts drills and establishes procedures for the safety of students. Teachers and bus drivers review these procedures with their students. The staff expects the full cooperation of the students.

EMERGENCY PHONE NUMBERS:

Parents must give the school **at least three** telephone numbers for emergency and notification purposes. Parents must label telephone numbers appropriately (i.e. home, work, father, mother, grandparents, neighbor, etc.)

GANGS & THE OCCULT:

There will be zero tolerance for display of or involvement in gang activity. Articles of paraphernalia, printed materials, symbols, slogans, or anything else related to gang activity, Satanism, and/or the occult are not to be brought to school property or to school events. Such items will be confiscated and not returned. In addition, other disciplinary action may result, and law enforcement authorities may be notified.

Students who display graffiti, gang signs or tattoos will be disciplined and asked to remove or cover such symbols.

GRADE SYSTEM:

Kindergartners will receive the following grades:

- E Exceeds expectation
- S Satisfactory
- N Needs improvement
- No mark - Not tested

First and second graders will receive the following grades:

- S+ Exceeds Expectations
- S Satisfactory
- S- Improvement Needed
- U Unsatisfactory

Third and Fourth Graders will receive the following grades:

- A 92% - 100%
- B 85% - 91%
- C 77% - 84%
- D 70% - 76%

GRADING AND PROMOTION:

The decision to promote a student to the next grade level shall be determined by successful completion of the curriculum, attendance, performance based upon the Illinois Standards Assessment Program tests, the Stanford Achievement Test, or other testing (standardized or locally developed). A student shall not be promoted or retained based upon age or any other social reason not related to academic performance. Chebanse Elementary staff will make the final decision to determine a child's placement each year.

GRIEVANCE PROCEDURE:

Students, parents, guardians, employees, or community members should notify any District Complaint Manager if they believe that the School Board, it's employees, or agents have violated their rights guaranteed by the State or Federal Constitution, State or Federal Statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Sexual harassment (Illinois Human Rights Act, title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
5. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children; or
6. Curriculum, instructional materials, programs.

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

1. Filing a Complaint

A person (hereinafter Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager may assist the Complainant as needed.

2. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student, the Complaint Manager will notify his/her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

Within 10 school days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the School Board, which will make a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

3. Decision and Appeal

Within 5 school days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and Complaint Manager by first class US mail.

Within 5 school days after receiving the Superintendent's decision, the Complainant may appeal the decision to the School Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the School Board. Within 10 school days, the School Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information for the Board. Within 5 school days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action. The Complainant may appeal the School Board's decision to the Regional Superintendent pursuant to Section 3-10 of The School Code and, thereafter, to the State Superintendent pursuant to Section 2-3.8 of The School Code.

This grievance procedure shall not be construed to create an independent right to a School Board hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Complaint Managers

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator, if any, may be appointed a Complaint Manager. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of current complaint Managers.

HEALTH EXAMINATIONS & IMMUNIZATIONS:

Kindergarten and 1st grade students must present a birth certificate (courthouse certificates not a hospital certificate) on their initial entry into school.

IMMUNIZATIONS - The school will adhere to the Illinois State immunization requirements. All students entering Kindergarten/1st grade must have:

- current physical
- 4 or more doses DTP with the last dose received on or after the 4th birthday
- 3 or more doses Oral Polio with the last dose received on or after the 4th birthday
- 2 doses of measles vaccine with the first dose received on or after twelve months of age
- 1 dose of chicken pox vaccine
- Lead screening/lead assessment
- Diabetes screening
- Dental examination

HEAD LICE

Lice checks will be conducted periodically during the school year. All children identified with nits will be sent home immediately. The parents will be provided a packet of helpful information and an opportunity to take a specimen card with them. When returning to school the child must report directly to the office with a parent/guardian and a note from the Public Health Department or physician stating that the child is net free. The rechecking process will begin after 7:40 a.m. The students will be checked in order of arrival. Please be advised that this could be a lengthy process as there are other duties which must be performed for the building to operate. A child will not be allowed to attend school or ride the bus unless the child is lice and nit free.

TRANSFERS from within Illinois must present health and immunization records upon entry or will be excluded from school until records are provided to the school. A birth certificate and a student transfer record must also be on file.

OUT OF STATE TRANSFERS must present health forms comparable to the Illinois requirement within thirty days (birth certificate, physical, immunization card, grades, etc.).

HOMEWORK:

Homework is an important part of a child's learning process. Parents and teachers need to work together to help a child learn and develop greater learning power. When a child has homework, parents can help by:

- 1) Providing a special place at home where the student can study uninterrupted.
- 2) Helping when requested by the student, without doing the homework.
- 3) Setting a special time to study each evening.
- 4) Reminding the student to take the finished work back to school the next morning or when it is due.

The responsibility to complete out-of-class or out-of-school work will be taught beginning at the Kindergarten level. Students will perform more homework as they progress through the grades. The school requires teachers to contact parents after the 2nd instance of a student failing to submit homework. Teachers may also ask parents to sign notes and/or homework and return them to the teacher. Parents should expect a call at home or at work when these papers do not return signed. Students may forfeit recesses until work is completed.

The homework expectations for each grade are:

- Kindergarten students will be encouraged to read each evening. Parents will be asked to listen to their child read each Letter People book and mini books made in class and review often. The Kindergarten teachers will send flashcards and manipulatives home on an "as needed" basis.
- First grade students will be required to read for 10 to 15 minutes each night and practice spelling words and math flashcards.
- Second grade students will have homework Monday through Thursday evening each week.
- Third grade students will read for 15 minutes, practice spelling, finish any assignments not completed at school, practice math facts and complete family projects or other special assignments.

- Fourth grade students will be assigned practice on a daily basis. Any work that is not completed during class must go home and be returned finished the next morning.

HONOR ROLL:

Fourth grade students can earn high and regular honors each nine weeks. To earn high honors a student must have straight A's or all A's and only one B. To earn regular honors a student can have any combination of A's and B's. Honor roll students will receive recognition each month in the newspaper and a certificate from Ms. Morelock.

ILLNESS OR INJURY:

If a student becomes ill or is injured at school he/she will be sent to the office to determine the seriousness of the situation. If the office staff determines the illness or injury is serious enough to necessitate the child being sent home, the parent will be notified immediately. It is extremely important that parents provide the school with several ways to contact them or other specified persons to be called in case of emergency. 911 will be called in extreme emergencies.

INSURANCE/INSURANCE WAIVERS:

Any pupil having school insurance who is injured at school or on the way to or from school, must notify his/her teacher or the principal's office immediately. Parents may request claim forms from the school office. Parents who do not purchase school insurance must sign an insurance waiver.

INTERNET USE POLICY:

The Central School District is now able to enhance your child's education through the use of Internet. Internet is a group of computers from all over the world connected to each other through phone lines. Students so connected can call another computer, and if it is "on-line" and not busy, they can look at some of its files, which can contain text, pictures or both. Because Internet provides access to such places as the Library of Congress, museums, and university libraries throughout the country, it is a valuable tool for research. However, parents should be aware that even though the district takes every precaution to prevent children from accessing inappropriate materials, it could occur. Therefore, please read the district's Authorization for Electronic Network Access form carefully and sign only if you agree with the terms that are stipulated. Authorization forms are available in the school office and must be signed before a student is permitted to use Internet.

LIBRARY POLICY:

Library books are checked out for a period of one week. If a student's book is two weeks late, a reminder notice is sent home. If a book is returned damaged beyond repair, students will be assessed a replacement cost. Other damaged books will be assessed 1/3 the cost of the book. If a book is lost, students will be required to pay a replacement cost and a \$5.00 non-refundable Lincoln Trail Library system fee. All library privileges are suspended until the library book is returned, paid for, or a payment plan has been worked out. Refunds are given if the book is found and returned. The library will hold a student's report card each quarter for non-payment of a lost or damaged book.

MAKE-UP WORK:

Students who have had excused absences from school will be allowed to turn in make-up work for work missed during the absence. Normally two days for each day missed should be ample time to get make-up work returned. If any more time is needed, students must secure teacher permission. Example: If a student is absent on Monday, all make-up work for Monday would be due at the start of class on Thursday. Also, the responsibility for making up the work should and must be the responsibility of the student. Students who fail to complete make-up work will not receive credit for the assignment. If the dates of a student's absence are known in advance, the teacher should be notified and planned assignments may be given. A student will not receive credit for make up work when the absence is unexcused. **Requests for make-up work must be made by 9:00 a.m. in order to be ready for same day pick-up.**

MEDICAID:

IF YOUR CHILD IS MEDICAID ELIGIBLE . . .

. . . the therapy and diagnostic services that his or her school provides are partially reimbursable to that district. Unless you object in writing, your child's school will automatically release information concerning these services to the government in order to qualify for Medicaid/KidCare reimbursement.

Please note: Claims by your child's school for Medicaid/KidCare reimbursement do not have any impact on your personal ability to receive Medicaid funding now or in the future.

Written confirmation is required if you do not wish to have your child's school release information regarding the therapy and diagnostic services that are provided to him or her. Please send these notes directly to your child's teacher or to Kankakee Area Special Education Cooperative, 1 Stuart Drive, Kankakee, Illinois 60901.

Remember: Medicaid reimbursement is a source of federal funds that have been approved by Congress to help school districts maintain and improve their special education services. Every little bit helps every one of our children.

MEDICATION:

Chebanse Elementary School has stringent rules regarding medicine. As of 1/2/92 the School Code reads: "It shall be the policy of the State of Illinois that the administration of medication to students during regular school hours and during school-related activities should be discouraged unless absolutely necessary for the critical health and well being of the student. Under no circumstances shall teachers or other non-administrative employees, except certified school nurses, be required to administer medication to students." As used in the act, "medication" is not limited to prescription medications, but includes over the counter medications as well.

In accordance to this law, the parents or guardian and the school must strictly follow this set of procedures:

1. Parents/guardian(s) and physician must complete and sign a School Medication Authorization Form and file it in the school office.
2. Medication must be brought to the school in the original package.
 - A. Prescription drugs shall display:
 - Student name
 - Prescription number
 - Medication name/dosage
 - Administrative route/or other direction
 - Date and refill
 - Licensed prescriber's name
 - Pharmacy name, address, and phone number
 - Name or initials of pharmacist
 - B. Non-prescription drugs shall be brought to school and stored with the manufacturer's original label indicating the ingredients and the student's name affixed to the container.

PLEASE NOTE: NO SCHOOL PERSONNEL SHALL ADMINISTER TO ANY STUDENT, NOR SHALL ANY STUDENT POSSESS OR CONSUME ANY PRESCRIPTION OR NONPRESCRIPTION MEDICATION UNTIL A SIGNED SCHOOL MEDICATION AUTHORIZATION (WRITTEN FORM) IS FILED.

NONDISCRIMINATION STATEMENT:

Central Community Unit School District #4 does not discriminate in programs, activities, or employment on the basis of race, color, national origin, sex, or handicap.

Central Community Unit School District #4 complies with federal and state laws governing public schools, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Americans with Disabilities Act of 1990, and P.A. 87 - 1103.

PAGERS, BEEPERS, & CELL PHONES:

Students are not allowed to carry or wear pagers or beepers on school property. When it is necessary for a student to have a cell phone for use after school dismisses, the cell phone must remain in the student's locker and the ringer must be silenced.

PARENT CONCERNS:

Central Community School District #4 recognizes that parents/guardians will have questions or concerns about students' grades, discipline, or other matters directly impacting their child's education. If these situations do arise, the parent/guardian will be directed to communicate with the staff member directly related to the concern. If the situation is not resolved, the parent/guardian may communicate with the District representative responsible for supervising the employee with the initial concern. The following is an example of the District protocol to be followed:

1. Parent/guardian of student addresses/communicates concern to teacher or

- counselor.
2. Parent/guardian addresses/communicates concern to school administration.
 3. Parent/guardian addresses/communicates concern to Superintendent of Schools.
 4. Parent/Guardian addresses/communicates concern to Board of Education.

PARENT/TEACHER CONFERENCES :

Parent/teacher conferences will be held at the end of the first grading period. Parents are asked to make a specific appointment with the teachers of the children, regardless of the progress of the child. These conference times are very valuable to the overall education program. Parents are encouraged to contact teachers if they have any concerns or questions at anytime during the year.

PARENT INVOLVEMENT :

Parents are invited and encouraged to be a part of their child's educational process. Several opportunities throughout the school year are available for parents to be an active part of school.

- { Open House/Parent Meeting: an opportunity to view the entire school and speak with the teachers and staff
- { Parent Teacher Conferences: conferences are held to discuss curriculum, student progress, expectations, and goals for the individual student
- { C.A.R.E.: A parent, teacher, school, community organization group that meets four times a school year. This group actively promotes and supports school activities such as: Fall Festival and Field Day
- { Shopping: Many businesses offer programs where the school receives a portion of the sale. The following businesses are cooperating with our school for us to receive some additional funds - Target, K-Mart

PARKING :

Buses load and unload in front of the school and in the south driveway. Cars will drop off and pick up students in front of the building and use the circle drive to exit. When dropping your child off, pull up to the front door, have your child exit the car, and then exit through the circle drive. During pick-up, cars will line up beginning at the front door of the school and extend through the parking lot and down School Street. Please do not get out of your car. The students will be dismissed as you pull up to the front of the building. Cars will then exit through the circle drive and can proceed right on School Street or straight onto Second South Street. To avoid congestion, cars will not be allowed to exit the circle drive and turn left onto School Street. **If you arrive to pick up your child at 2:30 or after, you must get in line and wait for your child. Only in emergencies will students be dismissed after 2:30.**

Visitors are requested to park in the south parking lot for extended visits of more than 30 minutes.

PHYSICAL EDUCATION REQUIREMENTS :

In order for your child to be safe while participating in PE we ask that their shoes are in good condition, tied at all times, white rubber soled, have shoelaces, and worn with socks. No skate shoes will be allowed. No skirts or jewelry should be worn on PE days. If your child cannot participate in PE, the teacher must have a doctor's note or parent note before your child can be allowed not to participate. Doctor's notes must have a return date or another note is needed to let us know when your child can return to PE. Only one parent note for one day out of PE is allowed per semester. If a child is unable to participate in PE, he/she will also be excused from outdoor recess activities.

PICKING UP CHILDREN DURING SCHOOL HOURS :

To pick up your child during the school day, please go to the school office to request your child be called from the classroom and to sign your child out. Teachers will not release students unless notified by the office to do so. Children will be released from the school office, not the classroom. Parents may not take their children off the playground during recess.

Picture identification WILL BE REQUIRED by anyone, other than the custodial parent(s), who attempts to pick up a child from school. If someone other than the custodial parent(s) attempts to pick up a child for any reason during the school day, and that person is not listed on the emergency information card in the office or the child does not have a note or verbal permission from the custodial parent, the parent will be contacted for verification. If the office is unable to reach the parent, the child will not be permitted to leave the school building.

REPORT CARDS/PROGRESS REPORTS:

Report cards for 1st, 2nd, 3rd and 4th grade students will be sent home at the end of each quarter. Kindergarten report cards will be sent home three times per year. Parent conferences will be held at the end of the 1st grading period for parents to visit with the teacher and to pick up the grade cards. Report card covers are to be signed and returned promptly. The school may issue mid-term reports at each mid-term period.

REQUIRED INSTRUCTION:

SUBSTANCE ABUSE/ABDUCTION

Public schools are required to instruct students about effective methods by which pupils may recognize the danger of and avoid abduction. They also provide instruction, study, and discussion of effective methods for the prevention and avoidance of drug and substance abuse.

SEXUAL ABUSE

The State Superintendent of Education, in cooperation with the Department of Children and Family Services, shall disseminate information on instructional materials and programs about child sexual abuse for use by public schools. No pupil in grades K-8 shall be required to take or participate in any class providing instruction in recognizing and avoiding sexual abuse if the parent or guardian submits written objection, or refuses to grant permission for their child to attend such a class. Parents and guardians will receive no less than five days notice before the presentation of such a class or program.

RESIDENCY REQUIREMENTS:

Proof of residency will be required for all students upon registering each year. Students have to be registered by parents or a court appointed guardian. Please refer to board policy and procedures for further information. The laws of the State of Illinois require us to charge tuition for students who are not legal residents of our school district or those who have established a residence with adults other than the parent(s), guardian(s), or foster parent(s) solely for the purpose of attending school in this district.

All Proof of Residency items must have the physical address on them.

Current Real Estate Tax Bill, and Proof of Payment	Driver’s License/State of Illinois ID
Mortgage Papers	Vehicle Registration
Signed/Dated Lease, and Proof of Last Month’s Payment (cancelled check or receipt) [Mobile Home Park] [Renters]	Voter Registration
Housing Letter (military personnel)	Public Aid Card w/physical street address
	Homeowners or Renters Insurance Policy, and Premium Payment Receipt
	Gas, Electric, or Water Bill

RIGHTS OF HOMELESS STUDENTS:

The Central School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children and youth not living with a parent or guardian applies to all services, programs, and activities provided or made available as prescribed in the McKinney-Vento Homeless Assistance Act.

In an effort to comply with the McKinney-Vento Homeless Assistance Act, Central School District affirms that all homeless students will not be denied the benefits of or be subject to discrimination under any educational program or activity as students who are not homeless.

RULES/DISCIPLINE:

CHEBANSE ELEMENTARY

EXPECTED SCHOOL BEHAVIORS

BE RESPECTFUL
BE RESPONSIBLE
BE PRODUCTIVE

CAFETERIA EXPECTATIONS AND PROCEDURES

- Students enter the lunchroom in a quiet and orderly manner.
- All students, excluding those eating sack lunches, must stay quietly in line.
- Students will have assigned seating or will sit in the order in which they enter the lunchroom.
- When the lights are turned off, all students will immediately get quiet.
- No pop.
- While eating, students may talk quietly, unless instructed otherwise.
- Students are to observe good table manners.
- Students are not to trade or give food to others.
- After eating, students will check the floor around their area and clean trays in an orderly manner.
- When instructed to do so, students will walk slowly and quietly to place (not throw or toss) milk cartons, silverware, trays and garbage in the proper places and line up for dismissal.
- While waiting to be dismissed, the students are to stand in a quiet straight line with their arms crossed.
- When their teacher arrives, the students will exit the cafeteria.
- Students are expected to do their best, treat others the way they want to be treated and model good behavior even if others don't.

Teachers will provide students with the opportunity to go to the restroom and wash their hands prior to lunch. When absolutely necessary, students may be excused by the supervisor during their lunch period.

Choosing not to follow the lunchroom procedures will result in the following consequences:

- ✓ Warning
- ✓ Isolation - sitting at separate table and no interacting with others.
- ✓ Report to principal - warning, call parents, miss recess for one, three or five days (detention with principal), in-school or out-of-school suspension, or principal determined alternatives depending on infraction.

PLAYGROUND EXPECTATIONS AND PROCEDURES

The school expects all students to participate in recess and play periods. Students go outside for play, except during rainy or very cold weather. Children who must stay inside during good weather because of recent or chronic illness will present a written excuse from the parent stating the reason.

The playground expectations are:

- Respect and proper language is expected at all times.
- Fighting, rough housing, or pushing and shoving outside or in line is not acceptable.
- Throwing or kicking of rocks, snow, or gravel is not permitted.
- Only one student at a time on a swing.
- Keep hands, feet and other objects to yourself.
- No more than two students at a time in the tire swing.
- No jumping from swings or monkey bars.
- Share and include others.
- Follow the rules of the game you are playing.
- Stop play immediately and line up quickly when play period is over.
- Quietly enter the building after recess displaying hallway manners.
- Listen and follow the instructions of the recess supervisors.

- Do your best.
 - Treat others the way you would like to be treated.
 - Model good behavior even if others don't
- Playground equipment from home is not permitted.**

Breaking the playground rules will result in the following consequences:

- ✓ Warning
- ✓ Standing next to building for a period of time, or walking the track.
- ✓ Report to principal - warning, call parents, miss recess for one, three, or five days (detention with principal), in-school or out-of-school suspension, or principal determined alternatives depending on infraction.

SCHOOL RULES:

- ◆ Bicycles must be pushed off the school grounds: no loaning or borrowing.
- ◆ Children are never to play in parking areas.
- ◆ Students will not throw snowballs, rocks, or other objects capable of injuring another person.
- ◆ Profanity, vulgarity, or rude language is not permitted on school property.
- ◆ Knives, skates, guns (either water or otherwise), matches, skateboards, sleds, or any article with potential to injure others may not be brought to school.
- ◆ **Personal play equipment, toys, electronics, trading cards; etc. may not be brought to school. Items may be confiscated and not returned. The school will not be responsible for any items lost, confiscated, broken, or stolen.**
- ◆ Caps, hats, scarves, or handkerchiefs may not be worn in the building.
- ◆ A student's actions are sometimes influenced by their dress. If a student's appearance causes a disturbing influence, that student will be excused from school. See **Dress Code**.
- ◆ Pupils will not be permitted to chew gum or eat candy during school hours, unless permitted by the teacher in that classroom only.
- ◆ Students eating lunch at school will not leave the playground during lunch recess, unless the principal's office has written permission from the parent.
- ◆ Under no circumstances will anyone bring pupils from other schools or pre-school children with them to visit school without advance permission from the principal.
- ◆ A request signed by the parents for a student to eat at any other place except school must be presented in the office of the principal for approval.
- ◆ Hallways must be quiet at all times. Always walk on the right side, unless instructed otherwise.
- ◆ Students will keep desks & lockers in an orderly and clean condition at all times. The desks and lockers are school property and accessible to authorized school personnel at all times. Students may use desks and lockers with no expectation of privacy. The school assumes no responsibility for items left in the desks or lockers. Students bear full responsibility for their contents.
- ◆ Students are responsible for damaging or defacing school property or the property of others. The cost that results from abuse of property or equipment must be borne by the student or his/her parent or guardian.
- ◆ Students must show respect for themselves, other students, and staff. For example, students will not lie, cheat, or speak unkindly about or to others; they will not "talk back" to staff members or in any way display disrespect towards others.
- ◆ Bullying or aggressive actions towards others is not permitted on school property. (**See Anti-Bullying Policy**)
- ◆ Students will not exhibit any behavior that disrupts the orderly process of the school or classroom.
- ◆ Students shall not play in the restrooms.

All school rules apply to all school-sponsored events, even those events occurring off campus. In addition, each principal, within his or her school, may establish certain written rules and regulations not inconsistent with those established by the Board of Education and the Superintendent of Schools.

SCHOOL DISCIPLINARY MEASURES:

To ensure an effective learning environment, students must respect each other. Just as parents expect their children to grow in self-discipline, our teachers hold high

expectations for pupil behavior. The school, therefore, asks students to cooperate in observing some general rules.

Students sent to the principal for first and less serious infractions of school rules may receive a number of consequences including, but not limited to, the following:

1. Conference with principal/warning issued and discipline notice sent home
2. Miss recess
3. Parents called
4. Receive office detention
5. Miss special events/field trips
6. Receive after school detentions

Parents will be required to make reparations for defacing or damaging school property.

In other cases and for repeated infractions, the student may receive an in-school suspension. During the in-school suspension, the student is totally isolated from other students. An in-school suspension may result from infractions such as:

- Repeated failure to do assigned work.
- Repeated violations of school or classroom rules.
- Poor lunchroom/hallway/gym/ or playground behavior.

The following violations may result in an out-of-school suspension of one to ten days:

- Theft or extortion from students and/or faculty.
- Vandalism of private or school property.
- Indecent gestures or behavior, profanity, vulgar language.
- Disrespect for school personnel and others, including threats or abusive or profane language.
- Repeated serious disruptions of classroom activities.
- Cumulative violations of school rules for which in-school suspension has been previously used.
- Failure to appropriately serve in-school suspension.
- Physical aggressiveness towards others.
- Possession or use of drugs, or look alike drugs, alcohol, or tobacco.
- Possessing, using, selling, or giving a weapon or obscene material to another student.

These disciplinary measures serve as general guidelines, which may be modified according to the professional judgement of the principal.

In order to promote uniformity and high expectations, Chebanse Elementary has established expectations and procedures to be followed school-wide.

HALLWAY EXPECTATIONS AND PROCEDURES

- Treat others the way you want to be treated.
- Do your best.
- Walk safely; no running.
- Keep hands, feet and other objects to yourself.
- Stay in one straight line; one person right behind the other.
- Face forward with your arms crossed.
- Pay attention to your line.
- If you see a friend, smile.
- Listen to instructions.
- No talking.
- Walk on the third tile on the right side of the hallway.
- Model good behavior even if others don't.

MORNING AND AFTERNOON DISMISSAL PROCEDURES

- Treat others the way you want to be treated.
- Sit on your bottom (pretzel legs) at all times.
- Use your inside voices.
- Bags and materials should be in your lap.
- Keep hands, feet, and other objects to yourself.
- When the bell rings, everyone should immediately get quiet.

- Listen to the instructions from adults.
- When your class/bus is dismissed, quietly leave the gym and proceed to your class/bus.
- Model good behavior even if others don't.

RESTROOM EXPECTATIONS AND PROCEDURES

- Treat others the way you would like to be treated.
- Do your best.
- Keep others privacy in mind
- Leave the restroom as soon as you are finished.
- Quiet at all times.
- Wash your hands and use one pump of soap.
- Clean up any mess.
- Keep hands, feet and other objects to yourself.
- Do your business in the appropriate place.
- Model good behavior even if others don't.

CLASSROOM EXPECTATIONS AND PROCEDURES

- Treat others the way you want to be treated.
- Do your best.
- Raise your hand and wait your turn to speak.
- Keep hands, feet and other objects to yourself.
- Listen to your teachers and other adults.
- Clean up after yourself.
- Be prepared to learn (homework, materials).
- Use your time wisely.
- Stay on task.
- Model good behavior even if others don't.

ASSEMBLY EXPECTATIONS AND PROCEDURES

- Treat others the way you want to be treated.
- Do your best.
- Enter and exit the gym quietly.
- While waiting for the assembly to begin, you should also remain quiet.
- Be attentive.
- Stay seated at all times.
- Give assistance only when asked.
- Keep hands, feet and other objects to yourself.
- Model good behavior even if others don't.

FIELD TRIP EXPECTATIONS AND PROCEDURES

- Treat others the way you want to be treated.
- Do your best.
- Keep hands, feet and other objects to yourself.
- Be mindful of the place, the chaperones, and the people who work there.
- Stay with the group.
- Listen to and follow instructions.
- Give assistance if asked.
- Model good behavior even if others don't.

SCHOOL GROUNDS AND PROPERTY:

Chebanse takes pride in its school. Please report to a teacher or to the principal's office those things you see that are in need of repair.

SEARCH POLICY AND PROCEDURES:

If the principal has a reasonable basis for believing that a student is concealing material which is prohibited by federal, state, or local law or the provisions of the code, searches of a student's personal possessions (including: desk, locker, purse, duffel bag, etc.) shall be conducted by the principal or her designee.

SEX EQUITY:

Educational and extracurricular programs are open to all students regardless of gender. If there are any concerns regarding the policy of sex equity please contact the office or notify the building principal.

SEXUAL HARASSMENT:

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - A. Substantially interfering with a student's educational environment;
 - B. Creating an intimidating, hostile, or offensive educational environment;
 - C. Depriving a student of educational aid, benefits, services or treatment, or;
 - D. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating", "hostile", and "offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include: unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment are encouraged to discuss the matter with the building principal, or the Complaint Manager.

SPECIAL EDUCATION SERVICES:

PHILOSOPHY & VISION:

The Board of Education believes that it's primary obligation to the community and children it represents is to provide an instructional program which offers high quality educational experiences designed to meet the present and future needs of individuals in a dynamic society. This philosophy is predicated upon the belief that each child is entitled to participate in, and benefit from, an educational program appropriate to the child's interests, abilities, and aspirations.

SPECIAL EDUCATION PROCEDURES:

A specific method of referral has been developed and is accessible to all concerned persons. Referrals may be made by school district personnel, parents, persons having primary care and custody of the child, other persons having knowledge of the child's problems, the child, or the Illinois State Board of Education. All children ages 3-21 who may require special services are referred for a case study evaluation and appropriate educational planning. Each student placement is reviewed annually or upon request by parents or school personnel. A Multidisciplinary Conference (MDC) is held to determine eligibility. The provision of special education programs or services is based on an Individual Education Plan (IEP).

PROGRAMS:

- ◆ Early Childhood Education
- ◆ Learning Disability - Resource/Self-Contained
- ◆ Trainable Mentally Handicapped
- ◆ Hearing Impaired
- ◆ Vision Impaired Itinerant

SERVICES:

◆ **Preschool Screening:**

Preschool screenings are held in the spring to identify preschool children who may be in need of special services. Children are screened in the areas of gross and fine motor skills, cognitive functioning skills, speech-language skills, social skills, vision and hearing.

◆ **Speech and Language:**

Students are eligible for speech-language services when their speech or language behaviors are noticeably different from that of other children of their same age or grade level. Communication disorders can involve language, articulation, voice

and fluency. Diagnostic and remedial services are provided to students who have a communication delay or deficit which adversely affects his/her educational or social growth. Consultation is also provided for parents and teachers.

◆ **Physical and Occupational Therapy:**

These services are provided by therapists licensed in the State of Illinois. Students are referred to these services when they have a fine or gross motor difficulty that is affecting their ability to learn or to access their learning environment. Students receive physical and occupational therapy services in their school. Scheduling of therapies is a collaborative effort between teacher and therapist(s). Therapists also assist with procurement of adaptive equipment for the classroom and for the individual student.

◆ **Hearing Impaired:**

Services provided to students with hearing losses include direct classroom instruction, consultation with staff, and maintenance of hearing aides and auditory trainers. Sign language interpreters are available for students as identified per their IEP. Speech reading, auditory training, and compensatory strategies are emphasized as well.

◆ **Vision Impaired:**

The vision itinerant teacher provides direct classroom services and consultations to teachers and parents of students with vision impairments. Classroom material adaptations include large print, Braille and auditory presentations. Adaptive living skills are also addressed depending on the student's needs.

◆ **Psychological Services:**

School Psychologists participate in case study evaluations to determine eligibility for special services. Consultation is provided to teachers and parents to assist in providing appropriate programming for students. Psychologists also participate in crisis intervention, behavioral analysis, program planning and inservice training.

◆ **Social Work Services:**

School Social Workers provide direct services for students in individual and group settings. Social developmental histories are completed as a direct result of the Social Worker's participation in the case study evaluation process. Consultation is also provided for parents and teachers, and children and families are assisted with access to community resources when necessary.

◆ **Transitional Services:**

Transitional services are provided as a part of the annual review process. Each spring every student's progress is reviewed and a plan is developed to meet the student's educational needs for the next school year. Students who are 14 years or older are consulted about their employment goals, educational goals and residency goals for their post high school years. The transition plan records these goals and also indicates the services which will be provided to help students attain these goals.

STUDENT ASSESSMENT:

All students in 2nd, 3rd and 4th grade participate in the *Stanford Achievement Test* at the beginning of the school year. The purpose of this test is to determine student abilities and achievement at Chebanse Elementary according to a Nationally Normed Scale. These tests are also aligned to the Illinois State Learning Standards and assist in the development of goals and objectives for the Chebanse Elementary School Improvement Plan.

All students also participate in district assessments developed by classroom teachers as authentic assessments of specific grade level curriculum. These are primarily "hands on" assessments and are scored by rubrics.

Third and fourth graders participate in the Illinois Standards Achievement Test in the spring. The ISAT assesses reading and math skills at the third and fourth grade level. The ISAT also assesses science skills for fourth graders. Student performance is rated as Exceeding Standards, Meeting Standards, Below Standards, or Academic Warning. This test is also used to develop goals for the Chebanse Elementary School Improvement Plan.

Each teacher uses many other types of strategies and methods to assess student progress and achievement throughout the year.

STUDENT RECORDS:

Central Community Unit #4 student record policy 735 was developed in accordance with the Illinois School Student Records Act of 1975 and the Illinois State Board of Education Regulations. This policy is available in its entirety for inspection in any of the attendance centers. Main provisions include the following points:

- The parent/guardian or student shall have access to permanent school records and shall be entitled to challenge the accuracy and/or relevancy of any information in the record, except grades.
- Student records are confidential and shall be released only under the conditions set forth in the Illinois State Board of Education Regulations.
- The District may release student records to another school, in which the student has, or intends to enroll.
- The District shall release "directory information" regarding any student requests in writing that it not be released.
- The District shall send copies of correspondence and reports initiated by the District and relevant to the student upon the request of either parent and to both parents when the parents are divorced, unless a court order exists to the contrary.
- The District shall grant access to information from student records without parental/guardian consent when a demonstrable, educational or administrative need is shown.
- The District may release student records or information under certain emergency situations without parental consent.

STUDENT PERMANENT RECORD - INFORMATION maintained includes:

- Basic identifying information, including student's and parents' names and addresses, birth date and place, and gender.
- Academic transcripts; including grades, class rank, and grade level achieved.
- Attendance records; accident reports and health records, and record of release of permanent record information.
- Honors and awards received, information about participation in school-sponsored activities or athletics, or offices held in school sponsored organizations.

The permanent record shall be maintained for at least 60 years after the student has graduated, withdrawn, or transferred from the District.

STUDENT TEMPORARY RECORD - INFORMATION maintained may include:

- Family background information.
- Intelligence test scores, aptitude test scores, and achievement test results.
- Reports of psychological evaluations.
- Participation in extracurricular activities.
- Honors and awards received.
- Teacher anecdotal records.
- Disciplinary information.
- Special Education files.
- Other verified information of clear relevance to the education of the student.
- Any verified reports or information for non-educational persons, agencies or organizations.

The District will maintain the student's temporary record for at least 5 years after the student has transferred, graduated, or permanently withdrawn from the District.

SUPPLIES:

Supply lists vary by grade level. Generally, student supply needs are minimal. Before purchasing unnecessary materials, please check with the teacher. Supply lists are available in the office as well. We do request that when you purchase gym shoes or everyday shoes that you choose shoes with shoelaces and **white soles only.**

TEXTBOOKS:

Textbooks are owned by the school and are used until they are either in poor physical condition or the material has become obsolete. Students should write their names in the textbooks immediately upon receiving them. No assignments, comments or diagrams are to be written in the books by the students.

- Teachers will issue books only to students whose schedules have been marked

"paid" in the office, to students with approved fee waivers on file, or to students with approved payment schedules on file.

- Teachers are to number all new and rebound texts.
- Teachers label the condition of the text as it is issued - new, good, fair.
- The school will assess charges for lost and damaged books.
 - New books - 4/5 purchase price
 - Second year books - 3/5 purchase price
 - Third year books - 2/5 purchase price
 - Over four years - 1/5 purchase price
 - Workbooks replaced at purchase price
 - Assessments must be paid prior to the end of the school year for release of records, transcripts, and report card.

TELEPHONE USE:

The school office is the center of activities and is busy at all times. Students may use the phone only in cases of emergency. It must be used with discretion and with the permission of the office personnel. Your cooperation in guiding your child in this area is appreciated.

TRANSFER:

The custodial parent or legal guardian must notify the school in person when a student will be withdrawn from Chebanse Elementary School. Withdrawal and release forms must be filled out and signed by the custodial parent or legal guardian when a student is to be taken out of the school. (In compliance with Illinois School Code 105.5/10-20.12, 105:5/26-1, 105:5/13-3)

Chebanse Elementary will forward the cumulative folder and health card to the receiving school upon the parent request. We will also provide a "letter of good standing for the student" for entry into a new school, providing the student is in good standing.

TRANSPORTATION CHANGES:

Any changes in transportation must be made before 1 p.m. daily. Exceptions will only be made in the case of an extreme emergency.

1. Any student riding a different bus must have a bus pass. The student must submit a written request from the parent. When the student goes to someone else's home, the school requires a note from **BOTH STUDENTS'** parents. The principal will issue bus passes on a limited basis and only when space is readily available on buses. The students must present the pass to the teacher. The teacher will inform the student of the location of the bus in the afternoon bus line.
2. Students being picked up will be released with the town students after the buses have departed. Parents must come into the office and sign a student out. Students with alternate transportation arrangements will not be released to walk out of the building unattended.
3. A note must be sent with a child to notify the school of a transportation change. Due to the high volume of phone calls received in the office and the disruption to the classrooms, we will accept phone messages as notification of a transportation change only in case of an emergency.
4. Any student needing to leave school during the day due to illness, doctor appointment, etc. must be signed out in the office. The school recommends that parents send a written note informing the teacher of the appointment, etc. so students can collect any missed assignments.
5. Parents are requested to have alternate plans on file if their child is not to follow the original destination plan.

TRUANT/CHRONIC TRUANCY:

A student absent from school for a school day or portion thereof without valid cause is truant. A truant may be reported to the Regional Office Attendance Program.

CHRONIC TRUANCY: A student who has been absent without valid cause from school attendance for 18 out of the previous 180 regular attendance days is considered a chronic truant.

Chronic truants will be reported to the Regional Office Attendance Program. The Regional Office Attendance Assistance Program has the right to look at records for the last 180 days, which may include all or a portion of the last school year.

VISION:

Visions screening will be done, as mandated for Chebanse children as appropriate for our school in the spring or fall. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. This notice is not a permission to test and is not required to be returned. Vision screening is not an option. If a vision examination report is not on file at the school for your child, your child in the mandated group of Chebanse children will be screened.

VISITORS:

We are proud to have people visit our school and become acquainted with our school's programs. All visitors to the building, including parents, must report to the office to secure a visitor's pass and sign in. Please do not be offended if you are stopped and asked if you have reported into the office. Our responsibility for the safety of hundreds of students is taken very seriously. Parents are allowed to each lunch with their child if they call 24 hours in advance to let us know they are coming.

WEAPONS:

No weapons of any kind should be brought to school or to school functions. Weapons will be confiscated and will not be returned. Disciplinary action may result and, if necessary, the proper authorities will be notified.

WEATHER:

Students will go out to recess each day unless the air temperature is below 25 degrees. Make sure your child is dressed appropriately for the weather each day. It is important that the students dress in layers, because the morning temperature may be significantly cooler than the afternoon high.

Chebanse Elementary School
Parent/Student Handbook Sign-Off Form

Yes, I have read and discussed the Chebanse Elementary Handbook with my child. I understand and support the information presented in the handbook.

Parent/Guardian Signature _____

Date _____

Yes, I have read, or may parents have read to me the Chebanse Elementary Handbook. We have discussed the handbook together. I understand, will follow and support the information presented in the handbook.

Student Signature _____

Date _____

RETURN THIS TO YOUR CLASSROOM TEACHER
AUGUST 21, 2007