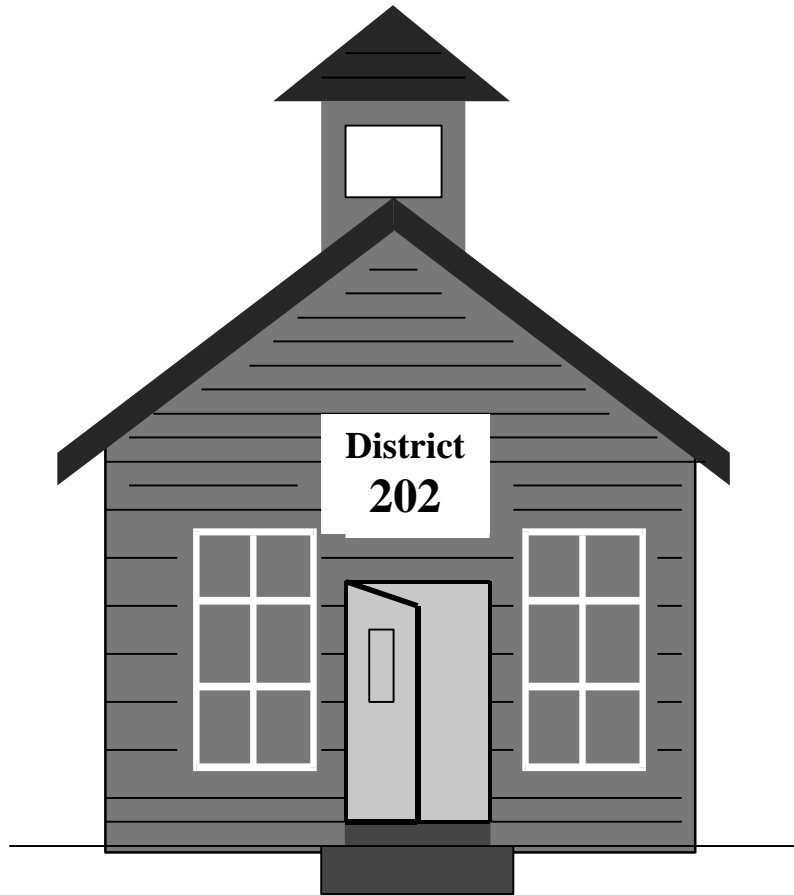


# *Parents'* *Handbook*

*for Grades Pre K – 5*  
**2011- 2012**



*Plainfield Community*

*Consolidated School District 202*

## TO PARENTS/GUARDIANS OF PreK - 5 STUDENTS:

Welcome to Plainfield! This handbook is designed to answer your general questions concerning our PreK-5 schools. For detailed information regarding the contents of this handbook, please contact your building principal.

Active participation in school and in related organizations, which are both dedicated to the benefit of children and are supportive of your schools, is greatly encouraged. Education is a partnership. We need your support to be truly effective. To that end, we pledge our best efforts to the education of your children. Best wishes for a good year. The principal's office is always open to you.

TBA, Principal  
Bonnie McBeth Learning Center  
(815) 439-4288

Christine Frederick, Principal  
Liberty Elementary School  
(815) 609-3037

Linda DiLeo, Principal  
Central Elementary School  
(815) 436-9278

Kelley Galt, Principal  
Lincoln Elementary School  
(815) 577-4500

Kevin Slattery, Principal  
Creekside Elementary School  
(815) 577-4700

Brian Sorg, Principal  
Meadow View Elementary School  
(815) 439-4828

Kathleen Baxter, Principal  
Crystal Lawns Elementary School  
(815) 436-9519

Beth Wackerlin  
Charles Reed Elementary School  
(815) 254-2160

Scott Fink, Principal  
Eagle Pointe Elementary School  
(815) 577-4800

TBA, Principal  
Ridge Elementary School  
(815) 577-4630

Trevor Harris, Principal  
Elizabeth Eichelberger Elementary  
(815) 577-3606

Joseph Simpkins, Principal  
River View Elementary School  
(815) 439-4840

Curtis Hudson, Principal  
Freedom Elementary School  
(815) 254-4005

Laurie Boyce, Principal  
Thomas Jefferson Elementary School  
(815) 577-2021

Janan Szurek, Principal  
Grand Prairie Elementary School  
(815) 436-7000

Kellie Sanders, Principal  
Walker's Grove Elementary School  
(815) 439-2885

Tina Olson, Principal  
Lakewood Falls Elementary School  
(815) 439-4560

Denise Vershay, Principal  
Wesmere Elementary School  
(815) 439-3244

## Preface

Dear Parents/Guardians:

The purpose of this handbook is to provide you with important general information about your student's school and our district including, but not limited to, curriculum guidelines, transportation arrangements, and student discipline procedures. This handbook also provides you with detailed information on other salient matters such as reporting a student absence, requesting make-up work during a student absence, school security, and much more. Each year this handbook is reviewed and often times amended by our elementary school administrators. Each year also, the members of the Board of Education read and formally adopt this handbook as Board policy. We encourage you, along with your student, to carefully read each section of this handbook. If you or your student has any questions pertaining to the information contained in this handbook, you should contact a building administrator to seek answers or clarification.

In addition to familiarizing yourself with this information, we invite you to take an active role in your child's education by volunteering your time and talents at our schools. Research demonstrates a corollary between parental involvement in the school and student success. Your presence and your involvement in the schools sends clear messages to your student that their education is a priority to you; that school plays an important role in your life as well as their own; and most importantly, that you are invested in their success.

On behalf of the Plainfield Community Consolidated School District #202 Board of Education, as well as our certified and non-certified staff, I welcome you to the 2011-2012 school year. We pledge to you our support as we pursue our mission of "Preparing Learners for the Future".

Sincerely,

*John R. Harper*  
Superintendent

August 2011

Parents/Guardians:

The following signatures acknowledge receipt and review of the Parents' Handbook for Grades PreK-5 with your child. It is also an indication that you understand the rules and the consequences of the rules.

Upon written or oral request, the Administration will make itself available to you to clarify or otherwise discuss this handbook.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Student's Signature)

Date: \_\_\_\_\_

## **PLAINFIELD COMMUNITY CONSOLIDATED SCHOOL DISTRICT 202**

### **BASIC EDUCATIONAL PHILOSOPHY**

We believe that the primary function of the school is to provide learning experiences, which help each child to achieve his/her maximum intellectual development. The Plainfield School District shares with other social agencies the responsibility for social, physical, emotional and moral growth.

We believe that the successful performance of this function will provide for each child the fundamentals for competent citizenship in a democratic society.

### **DISTRICT MISSION STATEMENT**

*We Prepare Learners for the Future*

The mission of Plainfield Community Consolidated School District No. 202, the primary source of comprehensive, high quality education in a trusting, supportive environment, is to

**Develop, at all levels, responsible, successful citizens**

By providing an education, in cooperation with home and the community, which:

- Fosters each individual's value, uniqueness, and importance and
- Promotes lifelong learning in an ever-changing society.

### **BOARD OF EDUCATION**

The Plainfield School District encompasses approximately 64 square miles. It is governed by an elected, seven-member Board of Education. Members of the Board of Education are as follows:

Roger Bonuchi - President  
Michelle Smith – Vice President  
Eric Gallt - Secretary  
Mike Kelly  
Rod Westfall  
Kevin Kirberg  
Greg Nichols

Board of Education meetings are held at 7:30 p.m. on the second and fourth Monday of each month, except during the months of July, August, and December when only one meeting is scheduled. (Closed sessions are held from 6:30 p.m.-7:30-p.m. prior to regular meetings). Agendas for each meeting are posted in advance at the District Office. The public has the right and is encouraged to attend these meetings. For information concerning Board of Education meetings contact the District Office at (815) 577-4000.

**ADMINISTRATION CENTER**  
15732 Howard Street  
Plainfield, IL 60544  
(815) 577-4000  
(815) 436-7800 - Transportation  
[psd202.org](http://psd202.org)

Superintendent	Dr. John Harper
Assistant Superintendent for Administration & Personnel	Ms. Darlene von Behren
Assistant Superintendent for Business and Operations	Mr. John Prince
Assistant Superintendent for Curriculum & Instruction	Dr. Carmen Ayala
Assistant Superintendent for Student Services	Ms. Mina Griffith
Director of Administration & Personnel	Mr. Craig Brown
Director of Administration & Personnel	Mr. Mark Heiss
Director of Administration & Personnel	Mr. Dan Thorse
Director of Community Relations	Mr. Thomas Hernandez
Director of Curriculum & Instruction PreK-5	Ms. Joan Woolwine
Director of Curriculum & Instruction 6-8	Dr. Nancy Hayhurst
Director of Curriculum & Instruction 9-12	Mr. Glenn Wood
Director of English Language Learners	Mrs. Linda Hoste
Director of Facilities and Operations	Mr. Joel Murphy
Director of Finance	Ms. Susan Krautstrunk
Director of Instructional Technology	Ms. Linda Casey
Director of Special Education	TBA
Director of Transportation	Ms. Ellen Theobald

<b>BONNIE MCBETH LEARNING CENTER</b>	15730 Howard St. Plainfield, Il 60544 (815) 439-4288 TBA, Principal
<b>CENTRAL ELEMENTARY</b>	23723 Getson Drive Plainfield, IL 60544 (815) 436-9278 Ms. Linda DiLeo, Principal Ms. Rachael Solomon, Assistant Principal
<b>CREEKSIDE ELEMENTARY SCHOOL</b>	13909 South Budler Road Plainfield, IL 60544 (815) 577-4700 Mr. Kevin Slattery, Principal Mr. Adam Uben, Assistant Principal
<b>CHARLES REED ELEMENTARY</b>	2110 Clublands Parkway Plainfield, Il 60586 (815) 254-2160 Ms. Beth Wackerlin, Principal Ms. Christine Wells, Assistant Principal
<b>CRYSTAL LAWNS ELEMENTARY</b>	2544 Crystal Drive Joliet, IL 60435 (815) 436-9519 Dr. Kathleen Baxter, Principal Mr. Casey Hartman, Assistant Principal
<b>EAGLE POINT ELEMENTARY</b>	24562 Norwood Dr. Plainfield, IL 60585 (815) 577-4800 Mr. Scott Fink, Principal Ms. Erin Lutz, Assistant Principal
<b>ELIZABETH EICHELBERGER ELEM</b>	12450 S. Essington Rd. Plainfield, IL 60585 (815) 577-3606 Mr. Trevor Harris, Principal Mr. Casey Hartman
<b>FREEDOM ELEMENTARY</b>	11600 Heritage Road Plainfield, IL 60544 (815) 254-4005 Mr. Curtis Hudson, Principal Ms. Patricia Connell, Assistant Principal
<b>GRAND PRAIRIE ELEMENTARY</b>	3300 West Caton Farm Road Joliet, IL 60431 (815) 436-7000 Ms. Janan Szurek, Principal Ms. Julianne Palmer, Assistant Principal
<b>THOMAS JEFFERSON ELEMENTARY</b>	1900 Oxford Way Joliet, IL 60435 (815) 577-2021 Ms. Laurie Boyce, Principal Jennifer Jachowicz, Assistant Principal

<b>LAKWOOD FALLS ELEMENTARY</b>	14050 S. Budler Road Plainfield, IL 60544 (815) 439-4560 Dr. Tina Olson, Principal Mr. Ryan Anderson, Assistant Principal
<b>LIBERTY ELEMENTARY</b>	1401 Essington Road Bolingbrook, IL 60490 (815) 609-3037 Ms. Christine Frederick, Principal Mr. Richard Henderson, Assistant Principal
<b>LINCOLN ELEMENTARY</b>	14740 Meadow Lane Plainfield, IL 60544 (815) 577-4500 Ms. Kelley Galt, Principal Ms. Kimberly Rutan Assistant Principal
<b>MEADOW VIEW ELEMENTARY</b>	2501 Mirage Avenue Plainfield, IL 60586 (815) 439-4828 Mr. Brian Sorg, Principal Ms. Heather Whisler, Assistant Principal
<b>RIDGE ELEMENTARY</b>	1900 Caton Ridge Dr. Plainfield, IL 60586 (815) 577-4630 TBA, Principal Ms. Lori House, Assistant Principal
<b>RIVER VIEW ELEMENTARY</b>	2097 Bronk Road Plainfield, IL 60544 (815) 439-4840 Mr. Joseph Simpkins, Principal Ms. Megan Calleros, Assistant Principal
<b>WALKER'S GROVE ELEMENTARY</b>	24810 West 135th Street Plainfield, IL 60585 (815) 439-2885 Dr. Kellie Sanders, Principal Ms. Stacey Wilke, Assistant Principal
<b>WESMERE ELEMENTARY</b>	2001 Wesmere Parkway Plainfield, IL 60586 (815) 439-3244 Ms. Denise Vershay Principal Ms. Tracey Markowski, Assistant Principal
<b>AUX SABLE MIDDLE SCHOOL</b>	2001 Wildspring Parkway Joliet, IL 60431 (815) 439-7092 Ms. Sharon Alexander, Principal Mr. Michael Merritt, Assistant Principal TBA, Assistant Principal

**DRAUDEN POINT  
MIDDLE SCHOOL**

1911 Drauden Road  
Plainfield, IL 60586  
(815) 577-4900  
Mr. Patrick Flynn, Principal  
Ms. Amy Kuna, Assistant Principal  
Ms. Angelina Strum, Assistant Principal

**HERITAGE GROVE  
MIDDLE SCHOOL**

12450 S. Van Dyke Road  
Plainfield, IL 60585  
(815) 439-4810  
Mr. Steve Diveley, Principal  
Mr. Marc Campbell, Assistant Principal  
Ms. Nicole Kundrat, Assistant Principal

**INDIAN TRAIL  
MIDDLE SCHOOL**

1005 North Eastern Avenue  
Plainfield, IL 60544  
(815) 436-6128  
Mr. Christian Rivara, Principal  
Ms. Sharon Miller, Assistant Principal  
Ms. Jennifer Archer, Assistant Principal

**JOHN F. KENNEDY  
MIDDLE SCHOOL**

12350 S. Essington Rd.  
Plainfield, IL 60585  
(815) 439-8024  
Ms. Jennifer Orlos, Principal  
Mr. John Evans Assistant Principal  
Mr. Amandeep (AJ) Hundal, Assistant Principal

**RICHARD IRA JONES  
MIDDLE SCHOOL**

15320 Wallin Drive  
Plainfield, IL 60544  
(815) 267--3600  
Dr. Ed Boswell, Principal  
Mr. Tom Novinski, Assistant Principal  
Ms. Shelley Ramos, Assistant Principal

**TIMBER RIDGE  
MIDDLE SCHOOL**

2101 Bronk Road  
Plainfield, IL 60586  
(815) 439-3410  
Mr. Dean Kariotakis, Principal  
Mr. Keith Holderman, Assistant Principal  
Ms. Mary Ann Deliberto, Assistant Principal

**PLAINFIELD HIGH SCHOOL  
CENTRAL CAMPUS**

611 West Fort Beggs Drive  
Plainfield, IL 60544  
(815) 436-3200  
Mr. Robert Smith, Principal  
Mr. Darcie Kubinski – Associate Principal  
Ms. Mary Jones, Assistant Principal  
Mr. Matthew Ambrose, Assistant Principal

**PLAINFIELD EAST HIGH SCHOOL**

1200 S. Naperville Rd.  
Plainfield, IL 60585  
(815) 577-0324  
Mr. Anthony Manville, Principal  
Ms. Jill Sperling, Assistant Principal  
Mr. Joseph O'Brien Assistant Principal  
Mr. Chris Chlebek Assistant Principal

**PLAINFIELD NORTH HIGH SCHOOL**

12005 S. 248<sup>th</sup>  
Plainfield, IL 60585  
(815) 609-8506  
Mr. Raymond Epperson, Principal  
Mr. Stan Bertoni, Associate Principal  
Mr. Ross Draper, Assistant Principal  
Ms. Tracy Cullinson , Assistant Principal

**PLAINFIELD SOUTH HIGH SCHOOL**

7800 W. Caton Farm Road  
Plainfield, Il 60586  
(815) 439-5555  
Mr. Daniel Gogins, Principal  
Ms. Scott Albright, Associate Principal  
Ms. Andrea McKinsey, Assistant Principal  
Ms. Jennifer Hoffman, Associate Principal

**PLAINFIELD ACADEMY**

305 W. Lockport St.  
Plainfield, IL 60544  
(815) 439-5521  
Mr. Tod Schnowske, Principal  
Dr. Kathleen Benton, Assistant Principal

**TURN ABOUT PROGRAM**

305 W. Lockport St.  
Plainfield, IL 60544  
(815) 439-5521  
Ms. Holly Weigel, Principal

**SCHOOL POLICIES AND  
GENERAL INFORMATION**

*Acceptable Use of Electronic Networks*

**ACCESS TO ELECTRONIC NETWORKS**

The School Board’s goal is to include electronic networks, including the Internet, in the District’s instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator.

The School District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

**Curriculum**

The use of the District’s electronic networks shall (1) be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library-media center materials. Teachers may, consistent with the Superintendent’s implementation plan, use the Internet throughout the curriculum.

The District’s electronic network is part of the curriculum and is not a public forum for general use.

**Acceptable Use**

All use of the District’s electronic network must be (1) in support of education and/or research, and be in furtherance of the School Board’s stated goal, or (2) for a legitimate business purpose. Use is a privilege, not a right. General rules for behavior and communications apply when using electronic networks. The District’s *Authorization for Electronic Network Access* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded materials, including files deleted from a user’s account but not erased, may be monitored or read by school officials.

## Authorization for Electronic Network Access

Each teacher must sign the District's *Authorization for Electronic Network Access* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted supervised use.

The failure of any student or teacher to follow the terms of the *Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Authorization forms will be signed by parents/guardians of all students entering a Plainfield School and kept on file.

### ***Animals/Pets on Property***

In order to provide the safest and most non-threatening environment for all our students and parents, we ask that you not bring your dogs on the school property, exclusive of service animals. There are a number of children at each campus that are allergic to dogs and/or are very frightened by them. We appreciate your cooperation.

### ***Asbestos Management Plan***

Plainfield School District has an Asbestos Management Plan in place and available for inspection at the Administration Center.

### ***Assessment***

Plainfield School District is committed to gathering and providing appropriate, accurate, understandable and useable information about student achievement to all members of the learning community in a timely manner. Assessment information is gathered at the classroom, district and state levels to assist in maximizing the achievement of all learners. Ongoing, varied, timely classroom assessment data is gathered continuously as part of the instructional process. Clear, effective means of communicating student achievement is essential in understanding the academic success of every learner. We refer to our assessment system as being a "Balanced Assessment System".

Subject Area Outcome Assessments are administered to all students upon completion of a series of instructional components. These outcome assessments are directly aligned to the PCCSD202 curriculum and the Illinois Learning Standards. This series of assessments serves as the backbone of our district's balanced assessment system.

The Illinois Standards Achievement Tests (ISAT) is administered in the spring to students as follows:

Grade 3 – Reading, Mathematics, and Writing

Grade 4 – Reading, Mathematics, and Science

Grade 5 – Reading, Mathematics, and Writing

Student progress is measured relative to the Illinois Learning Standards. The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with significant cognitive disabilities. Students with severe disabilities take the IAA if participation in the state's regular assessments — the Illinois Standards Achievement Test (ISAT) — is not appropriate, even with accommodations. Additional information about ISATs and the IAA can be obtained by visiting the Illinois State Board of Education web site, [www.isbe.state.il.us](http://www.isbe.state.il.us).

The Discovery Benchmark assessment is a standardized test administered to all students 3 times per year in Grades K-5. In grades K-2, the Discovery assessment is referred to as the Early Skills assessment. The Early Skills Discovery assessment measures essential skills identified by the National Reading Panel and the National Math Panel as being crucial to early childhood development. Assessments evaluate student development and identify poorly developing skills before students are put at risk for persistent academic underachievement. All Discovery assessments at all grade levels are aligned to the Illinois Learning Standards and provide data for individual, building, and program planning and evaluation purposes.

Additional diagnostic assessments are given to students identified as at-risk based on student need.

The Naglieri Nonverbal Ability Test is given to all 2nd grade students and newly enrolled 3rd-5th grade students each year. This test measures nonverbal reasoning ability and general problem solving abilities in children and adolescents.

The ACCESS for ELLs™ is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. Section 14C-3 of the School Code and Section 228.25(c) (1) and (3) of the Administrative Code require school districts to assess each student who has been identified as having limited English proficiency, even if the parent has refused ELL services. All identified LEP students must be assessed during the annual ACCESS examination each year until he or she achieves a "proficient" score.

## ***Attendance***

### *School Responsibility*

The obligation of the Plainfield School District is to provide the best possible education, within available resources, during the days that school is in session. Our goal is to increase and maintain excellent student attendance in order to best serve our students, families, and the community. Education is a partnership between our district staff, parents/guardians, and students. The quality of education we strive for can only be accomplished when students are consistently in attendance. As mandated by state law, the Plainfield community Consolidated School District must follow Illinois School Code when differentiating between excused absences and tardiness, and incidents of truancy.

### *Parental Responsibility*

In conformance with the State of Illinois **Compulsory Attendance Law**, parents/guardians are expected to see that his/her child is in school when classes are in session. School attendance is not optional. Daily attendance and timeliness will increase the student's probability for successful performance and foster the development of self-discipline and responsibility. Conversely, absences, repeated tardiness and other trancies will have a negative effect on the student's overall classroom experience and grade. Time missed from school can never truly be made up; the interaction in the classroom cannot be replicated by doing make-up work.

### *State Mandated Time in Attendance*

The State of Illinois mandates student are in attendance a set number of minutes per day. Below are guidelines regarding absence for elementary children:

The guidelines of the State of Illinois mandate time in attendance and consider the following minutes as half or full day absences.

For elementary grades K-1:

\*Absent 31-90 minutes will show as ½ day absent.

\*Absent 91 or more minutes will show as a full day absent.

For elementary grades 2-5

\*Absent 31-150 minutes will show as ½ day absent.

\*Absent 151 or more minutes will show as a full day absent.

Supervision of students begins when the building doors open 15 minutes prior to the start of the school day.

### *Tardiness/Early Sign-Out*

Students that are not in the classroom and ready for instruction when the school day begins will be considered "tardy" for that day. Students' en-route to school on a bus will not be marked tardy if the bus is late.

According to the Illinois Compulsory Code, absence "without valid cause for a school day or portion thereof," is truancy. Please have your child at school on time and in attendance until dismissal, since tardiness and early sign-out are not only a detriment to your child's academic growth, but it is an interruption the entire class as well. If your child is tardy, or being signed -out early, a parent must

come to the office and sign your child in/out.

Parents are discouraged from releasing their children prior to dismissal time since instructional time will be lost.

#### *Reporting an Absence*

Personal illness, family tragedy and unavoidable emergencies necessitate absence, and the Plainfield School District understands these problems. To help us report absences accurately to the District's Attendance Officer and Will County, please provide a reason for your child's/children's absence whenever you report them absent. Parents/guardians must notify the school office by telephone for each day their child will be absent. If the school is not notified by the start of the school day, the school will call the parent/guardian. If there is no contact with the parent or guardian of the absent child, the absence will be considered "truant/unexcused" for that day. If a student is not in attendance at school due to illness, he/she may not participate in performances or attend special events after school on that day, unless they have a medical note from a doctor or a dentist.

#### *Excused Absences*

The State of Illinois lists the following reasons as "valid cause" for absence, and will lead to an excused absence for the student once the office has discussed the absence with the parent or guardian and/or received the required written excuse or physician's note:

- Illness
- Observance of a religious holiday
- Death in the immediate family
- Family emergency
- Other situations beyond the student's control
- Other circumstances that cause reasonable concern to the parent/guardian for the safety or health of the student
- Other reason as approved by the Superintendent or designee

#### *Truancy/Unexcused Absence*

Most other absences, with the exception of those listed above, will be considered truancy. Illinois School Code 105 ILCS 5/26-1 states that a "truant is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof."

#### *Truancy Consequences*

Truancy may lead to significant disciplinary action ranging from parental contact and attendance team interventions to a truancy petition being filed with the Will County Courts. District #202 is required to report attendance and truancy information to the Will County Regional Office of Education (ROE). Chronic truancy may result in the ROE filing a truancy petition.

Truant student will not receive credit for missed exams, quizzes, presentations or other assignment for the days of the truancy. Truancies will not be cleared after two days.

#### *Excessive Excused Absences*

After eight (8) days of excused absences (per semester), parental contact will be made. The school attendance team will continually monitor and evaluate student absences on an individual basis to determine supportive action to be taken to develop and maintain the student's regular attendance at school.

Possible other outcomes may include any or all of the following: parent contact, attendance letters, attendance contract, attendance team interventions, requirement of a physician's note/for outlining the illness for future excused absences, and/or meeting with the District Attendance Office or Will County Truancy Officer. We will work with students and families to determine the cause of excessive absences, and offer whatever supportive services available to correct it. In order to keep parents apprised of their child's/children's attendance record throughout the school year, attendance and tardy letters will be sent to parents after the 10<sup>th</sup> and 17<sup>th</sup> incident. After the 25<sup>th</sup> absence or tardy the parents and District Attendance Officer will be contacted. Principals may request doctor verification for absences. In addition, you may receive a home visit by building and district administration inquiring as to the absences, and to attempt to achieve the best resolution for your family and the school district.

*Readmission after Hospitalization, Illness, Emergency, or Urgent Care Treatment:* a student who was

treated in a hospital or urgent care facility including surgery, should present a physician's release to the nurse's office upon return to school.

In addition a student that has been absent from school for five (5) or more consecutive days due to illness, hospitalization, or surgery must present a physician's release before being readmitted to school. Student shall be readmitted to school according to the isolation/exclusion requirements in Rules and Regulations for the Control of Communicable Diseases published by the Illinois Department of Health. (See the "Communicable Diseases" portion of this handbook.)

\*\*\*\*\*Keeping children home from school for reasons other than illness may have a negative effect on their attitude, work habits and progress. Please bear in mind that much of what is missed in the classroom cannot be learned through written assignments. Use your own good common sense and remember: sick children belong at home and well children belong in school.

#### *Unavoidable Medical Appointment*

We encourage all of our students' parents to arrange doctor and dental appointments after school hours or on weekends. Although the State of Illinois does not list medical appointments as "valid cause" for absence, the Plainfield School District understands that at times medical appointments during school hours may be unavoidable.

When medical or dental appointments are necessary during school time, we ask that a note be sent to the office. We also require that the person(s) picking up or dropping off the student at school sign the student in and/or out in the attendance office. The student is asked to present a note from the doctor or dentist verifying the appointment upon returning to school.

#### *Homebound*

A student who will be absent for ten (10) or more consecutive school days due to medical reasons may qualify for homebound instruction. Parents/Guardians should contact the building principal to complete the necessary forms by the program, which includes a physician's statement regarding the medical absences. The district may request updated medical orders for students who are returning to school following homebound due to illness or surgery. The orders may include, but are not limited to feeding and medication orders.

#### *Vacation*

Parents are discouraged from taking students out of school for vacations. The State of Illinois and Plainfield School District 202 do not consider absences due to vacation to be excused. Please contact your school's administration if there is a need for your child to be absent for an extended period.

#### *Make-Up Work*

When requesting make-up work, please call the school office before 10:00 a.m. This will allow the classroom teacher time to compile the homework assignments and have them available for you at the end of the day. Make-up work can be picked up in the school office unless other arrangements have been made. Students are allowed one day for each day missed to complete make-up work.

#### ***Attendance Zone Regulations***

Attendance zones for all schools within the Plainfield School District are established by the Board of Education prior to the beginning of school. Attendance zones are changed when space needs and enrollment disparities between schools occur. In addition, participation in special programs may dictate student attendance sites.

A parent/guardian may petition the Board of Education for a deviation from the established elementary attendance area when before and after school child care is an issue. All requests by parents currently residing in the district must be submitted by June 1<sup>st</sup>. The Board of Education reviews each request for a change in attendance boundary due to childcare issues on a case-by-case basis. If approval is granted to enroll the student in another elementary school attendance area, it is with the understanding that transportation to and from the approved elementary school is the responsibility of the parent/guardian or childcare provider. Students who have been assigned to an elementary building by virtue of their residence who move out of that attendance area during the school term may be allowed to complete the term in the building to which they were originally assigned. However, transportation after the move becomes the responsibility of the parent/guardian.

## ***Bicycles***

Any student riding a bicycle to school should provide his/her own lock and lock the bike in the designated bike parking area, which will be defined by the building principal. Please check with your local school to determine if students are allowed to ride bicycles to and from school.

## ***Birthday and Party Treats***

Please refer to the District 202 Wellness Policy, which is posted on the district website for information on the types of items that can be brought in for parties and class birthday celebrations.

## ***Bullying***

Bullying is defined as behavior that is intended to intimidate or control another student that occurs on an ongoing basis. District 202 Elementary Schools work hard to eliminate and resolve bullying situations. One of the biggest challenges in addressing the problem is being aware of the situation. Bullies are very good at getting away with mean and inappropriate actions. We need everyone's help in resolving the issue. Below are some examples of what to report bullying:

- Encourage the student to confide in someone they can trust
- Encourage the student to tell an adult
- Call the bullying hotline (visit the school website for information)
- E-Mail the school ([www.psd202.org](http://www.psd202.org)) then find your school's contact information)

## ***Bus Regulations***

The following rules should be reviewed with your student(s). The Board of Education expects that student conduct on school buses be in keeping with the high standards expected of students while they are in school. Video cameras recording both audio and visual may be present on school buses to monitor student behavior. The bus driver is in full charge of the bus and its passengers at all times. All school rules and behavior expectations for students are applicable while traveling to and from the bus stop, waiting at the bus stop, boarding the bus, riding, and disembarking from the bus.

Cooperative bus riders **do** the following:

1. Accept the driver as being in full charge of the bus and the students.
2. Obey the driver's instructions promptly and respectfully.
3. Arrive on time at his/her bus stop, realizing that if he/she misses the bus, he/she shall be required to find other means of transportation to school.
4. Stand well off the road while waiting for the bus.
5. Carry on only quiet, ordinary conversations during the bus ride.
6. Go to assigned seats immediately and remain there until the bus stops at designated stops.
7. Ride only on the bus to which he/she has been assigned or obtain written permission from his/her building principal to ride on a different bus. In case of a family emergency, written permission from building principal must be obtained before a student will be allowed to ride on a different bus.
8. Understand that only assigned students or school personnel may board or ride on the school bus.
9. Notify the building principal of a move so that he/she may be transferred to another bus route.
10. Keep hands, feet, and personal belongings to themselves.
11. Follow the applicable guidelines listed under the "Expected Behavior of Students" section of this handbook.

Cooperative bus riders **do not** do the following because they realize that such activities may lead to suspension and/or expulsion of the student from the bus or that other appropriate disciplinary action may be taken by the building principal (see Discipline). All Plainfield elementary schools follow due process procedures and have the right to search a student and his/her belongings under reasonable suspicion guidelines as defined in School Board Policies.

1. Eat and/or drink on the bus, unless it is medically necessary and approved by the school nurse.
2. Throw waste paper or rubbish on the floor, behind the seats, or out of the windows.
3. Put their hands or heads out of the windows.
4. Chase the bus. Once the doors are closed and the bus begins moving, the student does not attempt to board the bus or touch it in any way.
5. Deface the bus in any way. Parents/guardians are held responsible for any damage to the inside or outside of a bus by students.
6. Shoot articles, such as water pistols or rubber bands, at one another or at the driver.

7. Cross the road behind the bus at bus stops.
8. Hang on to the rear, the sides, or any part of the bus after getting off the bus.
9. Play with or use the rear emergency door when no emergency exists.
10. Place hands on the driver's operating equipment (i.e., the door handle mechanism).
12. Violate the applicable behavior guidelines listed under the "Expected Behavior of Students" section of this handbook.

**If your child chooses to disregard bus regulations, thereby placing him/herself and others in danger, the following steps will be implemented:**

- 1st offense – verbal warning from bus driver
- 2nd offense – write up, parent contact
- 3rd offense - write up, parent contact
- 4th offense - write up, parent contact, minimum one (1) day suspension from bus
- 5th offense - write up, parent contact, minimum three (3) day suspension from bus
- 6th offense - write up, parent /administrator conference, minimum five (5) day suspension from bus, possible manifestation determination review if student receives special education services (see Special Education section of this handbook)
- 7th offense - write up, parent /administrator conference, minimum seven (7) day suspension from bus
- 8th offense - write up, parent /administrator conference, ten (10) day suspension from bus, possible recommendation to Board of Education for expulsion from the bus for remainder of the school year

Serious misconduct could warrant a student being removed from the bus immediately following informing the parents.

### ***Cell Phones***

Board of Education policy does permit students to bring cell phones to school for emergency purposes only. If a parent chooses to send a cell phone to school with the student, the phones must be turned OFF and be kept in the student's backpack, cubby, or designated storage space. . Cell phones are NOT to be used during the school day, which includes while riding on the school bus. . Since the phones will not be stored in secure locations, the school does not assume any responsibility for lost, stolen, or broken phones.

### ***Civil Defense and Disaster Plans***

In the event of fire, flood, tornado, plane crash or any major disaster, procedures outlined by each building principal shall be followed. The school building is considered to be the safest area in the event of a disaster (other than fire). Students will be held in the safest area of the building, dispersed to homes, or to a designated shelter away from the building, depending upon the type of disaster. Fire departments from both Plainfield and Joliet maintain close contact with the Plainfield School District.

### ***Communicable Diseases***

Plainfield School District recognizes that a student with a communicable and chronic infectious disease is eligible for all rights, privileges and services provided by law and the District's policies. The District shall balance those student rights with the District's obligation to protect the health of all District students and staff. In order to promote optimum health in the schools, the following guidelines are to be observed regarding communicable diseases:

Chicken Pox	Exclude from school until 24 hours after last pox scabs over
Pink Eye	Exclude from school until 24 hours after start of medication
Strep Infection	Exclude from school until 24 hours after start of antibiotic
Meningitis	Exclude from school until physician's permission to return
Hepatitis	Exclude from school until physician's permission to return
Impetigo	Exclude from school until 24 hours from start of antibiotic
Measles	Exclude from school until doctor's permission to return
Mumps	Exclude from school until doctor's permission to return

**("Exclude" means that the school will not permit attendance.)**

### ***Guidelines for Keeping Your Children Home:***

Fever – The best way to check for fever is with a thermometer. No child with a temperature of 100 degrees or higher should be sent to school. Your child should be fever-free for 24 hours (without the use of fever reducing medication) before returning to school

Mild Cough/Runny Nose – If no fever is present, even though your child may have a runny nose and cough, we recommend he/she attend school.

Severe Cough/Cold Symptoms – Children with severe and/or persistent coughs need to stay home since that could be symptomatic of bronchitis, flu, or pneumonia. However, once the cough improves, and the child is feeling better, please send them back to school. Do not wait for the cough to disappear entirely – that could take a week or longer!

Sore throat – If your child complains of a slight sore throat and has no other symptoms, he/she may go to school. If white spots can be seen in the back of the throat or if a fever is present, keep him/her home and contact your doctor.

Rash – Rash may be one of the first signs of one of many childhood illnesses, such as chicken pox or measles. A rash or “spots” may cover the entire body or may appear in only one area. Please do not send a child to school with a rash or skin eruption until your doctor has said that it is safe to do so.

Stomachache, Vomiting, and diarrhea – Consult your doctor if your child has a stomachache that is persistent or severe enough to limit his/her activity. If vomiting occurs, keep your child home until he/she can keep food down. A child with diarrhea should be kept home. Call your doctor if prompt improvement does not occur.

Tooth pain – Contact your dentist.

Ear pain – Consult your doctor.

Headache – A child whose only complaint is a headache need not stay home. With proper over the counter medications, headaches can be managed and the pain can be alleviated so they can attend school.

Keeping children home from school for reasons other than illness may have a negative effect on their attitude, work habits and progress. Please bear in mind that much of what is missed in the classroom cannot be learned through written assignments. Use your own good common sense and remember: sick children belong at home and well children belong in school.

### ***Concerns***

Occasionally, differences of opinion exist between the home and school concerning what is best for the child. When such differences occur, parents/guardians are urged to go first to the source of the concern. When instructional or discipline questions are involved, a conference should be held first with the teacher. If the situation cannot be resolved to mutual satisfaction, a meeting should then be scheduled with the principal. In most instances, we are confident that a mutual resolution and/or understanding of the concern will be reached at one of these two conferences. If not, parents/guardians may pursue the issue further through the appropriate District Administrator. Because the Plainfield School District is committed to a partnership between parents/guardians and professional educators to work together towards common goals and understandings, we anticipate that most feedback, both from the school to the home and from the home to the school, will be positive.

### ***Conferences***

Parents/guardians are expected to keep in close contact with their child's teacher and building principal. These contacts should be made early in the year especially if the child is experiencing any difficulty. Conferences regarding student progress should occur before or after school at a time convenient for both parent/guardian and teacher, or on scheduled conference days. There are two scheduled conference opportunities each year. The expectation is that parents will attend both conferences.

### ***Connect Ed***

District 202 uses the "Connect-ED" recorded telephone message system to communicate with district families. This system is used to share a wide range of important information including school-level news, school closings, and emergencies. "Non-emergency" calls, including traditional, weather-related school closings ("snow days"), are placed to the family's primary phone number. This is the number that the family uses as its home phone, whether that is a landline or cell. "Emergency" calls will automatically be made to up to six numbers that the family has provided. E-mail messages are also sent. "Emergencies" are defined as any event that significantly disrupts normal school day operations, during

the school day -- i.e., when many parents and guardians are at work. To ensure efficient, effective communications between your child(ren's) school, the district and families, parents must call their child(ren's) school(s) as soon as possible with new family contact information, including home email address, home phone numbers, work and cell phone numbers, and phone numbers for emergency contacts. It is very important that we have the correct contact information for all of our students for Connect-ED to work effectively and efficiently.

Parents are strongly encouraged to update their students' contact information immediately when it changes, by calling your student(s) school(s) directly, or by visiting the District 202 web site ([www.psd202.org](http://www.psd202.org)) or (<http://www.psd202.org>) and clicking on "Connect-ED."

## **Curriculum**

### **OUR MISSION**

*We Prepare Learners for the Future*

The mission of Plainfield Community Consolidated School District No. 202, the primary source of comprehensive, high quality education in a trusting, supportive environment, is to

#### **Develop, at all levels, responsible, successful citizens**

by providing an education, in cooperation with home and the community, which:

- Fosters each individual's value, uniqueness, and importance and
- Promotes lifelong learning in an ever-changing society.

**Literacy:** The Language Arts/Literacy curriculum is an integrated process by which reading, writing, listening and speaking support and reinforce each other. Language Arts/Literacy utilizes a balanced approach focused on consistent instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have an opportunity to practice these skills through writing, shared reading, guided reading, and word study.

**Mathematics:** The mathematics curriculum and Scott Foresman-Addison Wesley EnVision Math provide students with a sound mathematical foundation both in underlying concepts and computational skills. The curriculum employs fundamental mathematical strands such as number and operations, algebra, measurement, geometry, data analysis and problem solving. Through the curriculum and the resource students have opportunities to solve problems and represent and apply strategies.

**Social Studies:** The Plainfield School District utilizes the Harcourt Brace Social Studies series. The content of the program draws from all the major disciplines: history, geography, economics, political science and cultures.

**Science:** The science curriculum and Scott Foresman Science provide students with a firm foundation in the scientific method which includes wondering, thinking, trying, observing, recording, and discovering. Additionally students have opportunities to practice non fiction reading strategies as they learn about science.

**Art, Music, Physical Education, Health /Wellness** The Plainfield Schools are fortunate to have art, music, and physical education specialists in their elementary programs.

**Gifted Education:** The Plainfield School District affirms the individual value and worth of every student. All students can learn and have unique abilities, talents, and interests. District personnel accept the shared responsibility with Differentiation Specialists to provide an environment and programs that facilitate confident, self-directed, differentiated, life-long learning.

**Reading Specialists:** Reading Specialists are assigned to each building and work collaboratively with classroom teachers to insure maximum development of student literacy.

**Reading Recovery:** Reading Recovery is an early intervention program that helps low-achieving first-

grade students to become independent readers. It is designed to accelerate at-risk students to achieve success in reading and writing. Reading Recovery is also a powerful teacher-training model. It is a unique system intervention that can reduce reading failure, increase teacher involvement, and lower remediation rates.

The following information is intended to provide parents and community members with a listing of important learning goals. The lists do not contain all of the content or skills that students will experience during the school year. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

*Teachers strive to help students make connections across curricular areas to add meaning for the individual child, so subject matter is often presented in an integrated manner. Much of the curriculum is designed to spiral across the grade levels, increasing in complexity and level of mastery over time, thus similar topics will be encountered at various grade levels. We hope you find this document helpful and we encourage you to address questions to your child's classroom teacher.*

## **PRE-K Learners will...**

### **LANGUAGE ARTS**

- Students will demonstrate the concepts of print by exploring pictures in books, locating parts of a book, demonstrating directionality, and identifying environmental print.
- Students will develop phonological awareness by listening to and participating in oral language activities that address rhyming, identifying separate sounds in a sentence, and segmenting words into syllables.
- Students will demonstrate phonics skills by identifying 20 letters, making 5 letter sound connections, and recognizing their first name in print.
- Students will demonstrate comprehension of fiction and nonfiction text read by the teacher by predicting story events, retelling information, and responding to simple questions that convey literal meaning.
- Students will use beginning writing skills to convey meaning and information.
- Students will respond to language in the environment and use simple sentences to communicate.

### **MATHEMATIC**

- **NUMBER SENSE:** Students will identify, count, and compare numbers with concrete objects and manipulatives. They will integrate simple addition and subtraction activities in a play-based environment using manipulatives.
- **MEASUREMENT:** Students will participate in simple non-standard measurement activities and use simple comparative words through play-based activities. They will construct a sense of time through participation in daily activities.
- **PATTERNS:** Students will recognize patterns in their environment and use manipulatives to create and extend a variety of patterns in their daily activities.
- **GEOMETRY:** Students will manipulate geometric shapes, pattern blocks and attribute blocks in order to identify attributes and properties. They will explore and investigate various positional concepts and apply these concepts in their daily activities.
- **ORGANIZATION OF DATA:** Students will use manipulatives and real life experiences to create simple graphs; students will use these graphs to interpret data and make simple comparisons.

### **SOCIAL SCIENCE**

- Recognize and accept similarities and differences in people.
- Be aware of themselves and their families within a community.
- Develop an understanding of diverse traditions.
- Identify community workers and the service they provide.
- Recognize the reasons for rules in our environment.

### **SCIENCE**

- The students will use technology and appropriate scientific tools (measuring utensils, balance scales, magnets) to collect, describe, and record information using their five senses.
- The students will use their five senses, technology and appropriate scientific tools to observe changes in their environment using their five senses.
- The students will use their five senses and appropriate scientific tools to investigate and categorize living things.

### **Fine Arts**

*Fine Arts benefit all aspects of children's development. Through the Arts, children express how they feel, think, and view the world.*

- Participate in expressive body movements through dance.
- Explore role playing skills through the use of puppets, story dramatization, and dramatic play centers.
- Investigate creative expression, musical instruments, and rhythms.
- Manipulate a variety of art medium for self-expression.

#### Technology

*Computers, tape recorders, CD players and other tools in the classroom provide opportunities for children to learn in a variety of ways at a pace that meets their individual needs.*

- Develop an awareness of technology as a tool for finding information, communicating, and creating across the curriculum.
- Develop skills at the child's individual pace through the use of technological tools.

#### Physical Education/Health

- Students will relate specific activities to keeping themselves healthy and safe.
- Students will demonstrate acceptable behaviors in social settings.
- Students will demonstrate locomotor, non locomotor and manipulative skills.

#### Social-Emotional

*Social-emotional skills are essential to children's well being and success in school and in life.*

- Adapt to changes in the environment.
- Demonstrate appropriate trust in adults.
- Recognize own feelings and manage them appropriately.
- Demonstrate self-direction and independence.
- Take responsibility for own well-being.
- Respect and care for teachers, peers, classroom environment, and materials.
- Follow classroom routines and rules.
- Play cooperatively within a group.
- Recognize the feelings of others and respond appropriately.
- Share and respect the rights of others.
- Plan and develop a work cycle.
- Use thinking skills to resolve conflicts between peers.

#### Pre-Academic Readiness

*Readiness skills in the areas of language arts, mathematics, social science and science are the foundation on which learning begins.*

### **KINDERGARTEN: Learners will...**

#### **LANGUAGE ARTS**

- Students will demonstrate mastery of concepts of print by applying directionality, tracking with one to one correspondence, and showing that pictures have meaning and that print carries the message.
- Students will demonstrate phonological and phonemic awareness by participating in activities that include rhyming, alliteration, segmenting and blending syllables and phonemes, and substituting sounds to form new words.
- Students will demonstrate phonics skills by naming all letters of the alphabet, making letter-sound connections, recognizing their name in print, and recognizing 20 high-frequency sight words.
- Students will apply reading strategies, including connecting and predicting, to improve comprehension and fluency in age-appropriate fiction and nonfiction text.
- Students will distinguish between "real" and "make-believe", identify rhyming text, identify different text forms, and discuss stories.
- Students will use developmental writing and spelling to convey meaning and information.
- Students will listen and respond to language in the environment and use complete sentences to communicate.

#### **MATHEMATICS**

- **COUNTING:** Students will name, count, write, and select numbers in a variety of ways.
- **APPLICATION OF NUMBER SENSE:** Students will apply counting concepts to solve simple mathematical problems.
- **MEASUREMENT:** Students will measure, describe, and compare length, weight, volume, time, and temperature using non-standard measurement units.
- **PATTERNS:** Students will identify and manipulate patterns in a variety of ways.
- **GEOMETRY:** Students will identify geometric shapes, locate them in their environment, and manipulate them to solve problems. They will identify common and uncommon attributes of objects using a variety of properties.
- **ORGANIZATION OF DATA:** Students will gather data, create simple graphs, and interpret data using graphs.

- **MONEY:** Students will name and sort coins (penny, nickel, dime, quarter) and use pennies in a variety of ways.

## SCIENCE

- Students will use the five senses to explore and observe materials.
- Students will describe motion and force based on observation, exploration, and investigation using the five senses and appropriate scientific tools.
- Students will use the five senses and appropriate scientific tools to describe and apply concepts that explain how plants function, adapt, and change in their environment.

## SOCIAL STUDIES

- Demonstrate understanding of the roles of administrative and support staff.
- Demonstrate cooperation in the classroom setting.
- Recognize that individuals perform tasks to earn money to buy goods and services.
- Identify major celebrations in literature.
- Identify patriotic symbols and important historical figures.
- Demonstrate beginning map and globe skills
- Demonstrate the understanding that rules are implemented for school and community environments and in literature.

## Learning Resources

- Develop knowledge of media procedures and appropriate behavior in media center and select appropriate library book.
- Use proper responsibility and care for materials.
- Demonstrate beginning awareness of fiction and nonfiction materials.
- Identify basic parts of a book and author, title and illustrator of a book.

## Physical Education/Health

- Students will give examples of how to keep their bodies healthy and safe.
- Students will demonstrate acceptable behaviors in social settings.
- Students will demonstrate locomotor, non locomotor rhythmic, and manipulative skills.
- Students will demonstrate skills that encompass health related fitness components.
- Students will demonstrate team building skills in small and large group activities.

## GRADE 1

### Learners will...

## LANGUAGE ARTS

- Students will demonstrate mastery of phonological and phonemic awareness to orally manipulate words by counting syllables, creating rhyming words, hearing alliteration, changing onset and rime, and blending and segmenting phonemes in a one-syllable word.
- Students will demonstrate letter-sound knowledge, sight word recognition, word analysis, and vocabulary skills to read age-appropriate text.
- Students will make predictions and connections, ask questions, retell story events, self-monitor, and read with fluency to demonstrate comprehension of grade appropriate fiction and nonfiction text.
- Students will identify basic literary elements, produce evaluative expressions about a text, and use text to support a point.
- Students will write simple sentences with subject-verb agreement, proper capitalization, and use of end marks, conventional spelling of high-frequency sight words, and developmental spelling of unfamiliar words.
- Students will use the writing process (prewriting, drafting, and publishing) to construct three topic-related sentences.
- Students will use appropriate language and behaviors to communicate with others in both formal and informal situations.

## MATHEMATICS

- **COUNTING:** Students will use and identify numbers up to 1,000 orally and in written form; they will use a variety of tools and materials to relate numbers to everyday experiences. Read, write, recognize, and count numbers up to 1,000.
- **ADDITION AND SUBTRACTION:** Students will add and subtract one and two digit whole numbers without regrouping and apply this to word problems.
- **PLACE VALUE:** Students will identify and make exchanges in place value for ones, tens, and hundreds.
- **FRACTIONS:** Students will compare and describe fractions of whole to halves, thirds, and fourths using manipulatives.
- **TIME:** Students will tell time using a calendar, a digital clock, and an analog clock to the hour and half-hour.
- **MONEY:** Students will identify and use the penny, nickel, dime, and quarter to determine values of money to one dollar.
- **MEASUREMENT:** Students will estimate length; they will measure using standard units of measure.
- **PATTERNS:** Students will identify, reproduce, extend and rename patterns.
- **GEOMETRY:** Students will compare, contrast, and sort geometric shapes and identify their attributes.
- **GRAPHING AND PROBABILITY:** Students will label and organize information into a graph and draw conclusions based on the data in the graph..

## SCIENCE

- Students will observe and characterize weather and seasons. (To be done throughout the entire year - assessed in 4th quarter)
- Students will compare and contrast rocks and minerals to determine their similarities and differences.
- Students will observe and describe the characteristics of the objects in the sky.
- Students will analyze living things to explain and describe their relationship in a pond or backyard ecosystem, how they are different from the non-living things in the pond or backyard, and how those living things are classified.
- Students will observe and characterize body parts and the life cycles of a variety of insects.

#### **SOCIAL STUDIES**

- Identify and implement classroom/school rules.
- Analyze the difference between needs and wants.
- Recognize celebrations through literature.
- Demonstrate the occurrence of events through the use of a timeline.
- Introduce map skills including the use of map keys, directionality and geographic words, i.e., hill, mountain, stream, etc.
- Discuss to identify roles, relationships and responsibilities in the family, school, and the global community and in literature.

#### **ART**

- Produce lines to create shape and visual texture.
- Differentiate between organic and geometric shapes.
- Identify primary and secondary colors.
- Apply repetition of pattern, line, shape, color, and texture.
- Identify perspective – near and far.
- Define symmetry, center of interest, variety of line, shape, texture, color, and space.
- Demonstrate a unified composition.
- Explore a variety of artists from the past and present.
- Identify processes and tools used to create art; safe use and care of tools.
- Explore drawing, painting, printing, sculpture and textiles at the appropriate grade levels.

#### **Learning Resources/Media**

- Use proper responsibility and care for materials.
- Recognize and identify parts of a book and common library terms.
- Understand concept of author, title, illustrator.
- Know that “Easy” books are arranged in alphabetical order.
- Develop understanding of difference between fiction and nonfiction.
- Develop beginning dictionary skills using a picture dictionary.
- Utilize technology for research purposes.

#### **Music**

- Keep a steady beat.
- Recognize high and low, fast and slow sounds.
- Recognize vocal and unpitched percussion sounds.
- Identify like and unlike sections in music.
- Recognize music from various cultures and styles.

#### **Physical Education & Health**

- Students will demonstrate knowledge of positive health choices with self and community.
- Students will relate basic body parts to their functions.
- Students will demonstrate locomotor, non locomotor rhythmic, and manipulative skills.
- Students will demonstrate team building in small and large group activities.

## **GRADE 2**

### **Learners will...**

#### **LANGUAGE ARTS**

- Students will apply word analysis and vocabulary skills to demonstrate comprehension of grade appropriate materials.
- Students will apply decoding strategies to improve fluency and understanding in age appropriate reading materials.
- Students will integrate a variety of comprehension strategies when reading fiction text.
- Students will comprehend a broad range of nonfiction reading materials.
- Students will read and interpret how literary elements and techniques are used to convey meaning using textual support in a variety of literary works.
- Students will use grade appropriate grammar, spelling, punctuation, capitalization, and structure in their writing.
- Students will use the writing process to construct a paragraph with a topic sentence, at least 3 supporting sentences and a closing sentence.
- Students will use Zaner-Bloser style to print legibly and form all lower case letters in cursive.
- Students will listen critically, independently respond to oral communication, and deliver a brief oral presentation for a specific purpose.

#### **MATHEMATICS**

**NUMBER SENSE:** Students will compare & contrast numbers up to 10,000 in a variety of ways.

**ADDITION & SUBTRACTION:** Students will memorize addition and subtraction facts. Students will compute addition and subtraction of two digit whole number problems with regrouping.

- **FRACTIONS:** Students will represent and compare fractions.
- **MEASUREMENT:** Students will accurately measure a variety of objects using the appropriate tool. Students will tell time to 5-minute intervals on both analog and digital clocks.
- **MONEY:** Students will manipulate money to calculate given amounts and use the appropriate money notations.
- **PATTERNS:** Students will identify, extend, and use patterns to solve problems.
- **GEOMETRY:** Students will compare and contrast attributes of two-dimensional and three-dimensional shapes and explore symmetry, perimeter, and area.
- **GRAPHING:** Students will organize, describe, and make predictions from existing and gathered data.

### SCIENCE

- Students will apply concepts associated with states of matter to the water cycle.
- Students will identify traits of living things and how those traits interconnect with the environment.
- Students will compare and contrast different ecosystems and describe human impact on these ecosystems (rainforests, oceans, arctic, tundra, deserts, grasslands).

### SOCIAL STUDIES

- Recognize the need for authority, rules and laws.
- Use communication, negotiation, and decision making process to work together and contribute to the well being of society.
- Differentiate between “goods and services” and “natural and capital resources”.
- Make informed decision about needs and wants, goods and services, and advertisements.
- Identify indigenous (native to a particular region) vegetation and animal life in communities.
- Differentiate between renewable and non-renewable resources and how they change the community.
- Identify the different research tools available to locate information about key individuals and events of our community.
- Describe how the community has changed over time due to growth (from people from different communities) and how it will continue to change.
- Locate the continents and oceans.
- Differentiate between a city, state, country and continent.
- Differentiate between rural, urban, and suburban areas.
- Identify different cultures within their community and in literature.
- Describe key rights and responsibilities that characterize a good citizen.
- Analyze how volunteering and group activities contribute to cohesive communities.

### Art

- Produce lines to create movement and direction.
- Identify organic and geometric shapes.
- Identify neutral colors.
- Demonstrate horizon line to divide space.
- Identify variety of textures.
- Repeated pattern, line, shape, color and texture.
- Differentiate between near and far.
- Demonstrate symmetry, center of interest, variety of line, shape, texture, color, and pace.
- Create a unified composition.
- Explore a variety of artists from the past and present.
- Identify processes and tools used to create art; safe use and care of tools.
- Explore drawing, painting, printing, sculpture, and textiles at the appropriate grade levels.

### Learning Resources/Media

- Become aware of importance of electronic library catalog.
- Recognize and locate fiction and nonfiction books with assistance.
- Read and enjoy a variety of books.
- Identify basic parts of a book including publisher and copyright data.
- Recognize and describe characteristics of Caldecott Medal Books.
- Use dictionary entry and guide words by using picture and primary dictionary.
- Utilize technology for research purposes.

### Music

- Perform basic rhythm patterns such as eighth and quarter notes.
- Perform vocal melody patterns.
- Recognize traditional folk music.
- Identify AB and ABA form.
- Identify music from various cultures and styles.

## Physical Education & Health

- Students will demonstrate knowledge of safe choices related to emergencies, food and rules.
- Students will name and relate various body parts to their function including the brain, heart, skin and muscles.
- Students will explain how decision-making skills will lead to a healthy lifestyle.
- Students will demonstrate locomotor, non locomotor, rhythmic, and manipulative skills in individual and group activities.
- While applying knowledge to physical and fitness activities, students will demonstrate health related fitness components and skills.

## GRADE 3

### Learners will...

#### LANGUAGE ARTS

- Students will independently apply word analysis and vocabulary skills to demonstrate comprehension of grade appropriate materials.
- Students will integrate strategies to determine the meaning of unknown words in grade appropriate texts.
- Students will apply self-monitoring and decoding strategies to improve fluency and understanding while reading grade appropriate texts.
- Students will integrate a variety of comprehension strategies to make meaning from grade appropriate fictional texts.
- Students will integrate a variety of comprehension strategies to make meaning from grade appropriate informational texts.
- Students will analyze literature for its literary elements and compare those elements with another piece.
- Students will demonstrate knowledge of grade appropriate grammar, spelling, punctuation, capitalization, and structure to clearly communicate written ideas.
- Students will apply Zaner-Bloser style to cursive format in their writing.
- Students will fully develop a composition (of at least 3 paragraphs) with coherence and cohesion.
- Students will communicate ideas in multiple forms of writing to accomplish a variety of purposes.
- Students will listen critically in grade level situations.
- Students will deliver one two-three minute oral expository presentation organized around a specific topic/focus statement (thesis) using language that is appropriate to the situation and the audience.

#### MATHEMATICS

- Students will identify and order whole numbers up to 100,000.
- Students will memorize multiplication facts 0-10, use decimals, and explore fractions.
- Students will use various tools to measure length, time, temperature, area and volume.
- Students will solve one-step equations with an unknown quantity.
- Students will describe and build two and three-dimensional figures.
- Students will predict, classify, and interpret events using probability and organize data.

#### SCIENCE

- Students will apply scientific inquiries to explore past and present life forms and examine relationships among animals and their environment.
- Students will apply scientific inquiries to compare and contrast the main bodies of the solar system.
- Students will apply scientific inquiries to explore Earth's features and explain how Earthover time.
- Students will apply scientific inquiries to examine the earth's land and water and analyze natural weather patterns to identify causes and make predictions.

#### SOCIAL STUDIES

- Compare and contrast types of communities, colony to modern day.
- Recognize how early communities change due to economic and environmental impacts.
- Recognize the influence of geographical factors upon Native American and early American communities.
- Recognize how communities change due to economic and environmental impacts.
- Identify factors that created and affected colonial life.
- Demonstrate awareness and understanding of how different customs and cultures influence a community
- Identify and read about different historical figures and describe their contributions to the founding of our country.
- Identify and describe the concepts set forth in the Declaration of Independence and apply them to life today.
- Recognize the significance of national historic symbols and tell how pride and patriotism contribute to society.
- Recognize that symbols are used on a variety of maps to identify geographic/political features.

- Compare and contrast the different types of information presented on maps.

## Art

- Recognize expressive qualities of line.
- Produce and combine overlapping shapes.
- Identify warm and cool colors.
- Differentiate perspective – foreground, middle ground, and background.
- Create a variety of textures and values.
- Produce a repeated pattern of line, shape, color and texture.
- Explore the principle of contrast.
- Use balance in a composition.
- Combine elements to create a unified composition.
- Discuss a variety of artists from the past and present.
- Identify processes and tools used to create art; safe use and care of tools.
- Explore drawing, painting, printing, sculpture and textiles at the appropriate grade levels.

## Learning Resources/Media

- Identify and use parts of books (table of contents, title page appendix, bibliography, index, glossary, etc.).
- Recognize and use electronic library catalog (author, title, subject), assist in locating appropriate materials.
- Identify, locate and use fiction, nonfiction, biography, magazines and general reference materials.
- Develop skills using these general and specific reference materials: dictionaries, thesaurus, almanac, encyclopedias, specific subject reference books.
- Demonstrate the ability to access information from books, non book materials and electronic resources.
- Develop techniques for taking notes, paraphrasing, and outlining various texts.
- Utilize standard format for citing resources.
- Be able to locate nonfiction books by Dewey Decimal number.
- Utilize technology for research purposes.

## Music

- Perform simple rhythm patterns including the half, whole, and dotted half note.
- Perform rounds and partner songs.
- Recognize pitched percussion instruments and the families of an orchestra.
- Identify variations of AB and ABA form.
- Identify music from various cultures and styles.

## Physical Education & Health

- Students will differentiate healthy and unhealthy choices related to illness prevention.
- Students will examine and identify the immune system, skeletal system and the eye by function(s).
- Students will formulate responsible strategies of decision making.
- Students will demonstrate locomotor, non locomotor, rhythmic, and manipulative skills in individual groups and team activities.
- Students will demonstrate and integrate the principles of health related fitness components by participating in physical activities.

▪

## Learners will...

### LANGUAGE ARTS

- Students will integrate word analysis and vocabulary strategies to understand and read grade appropriate materials with accuracy and fluency.
- According to the reader's purpose, the student will critique and interpret text using a variety of comprehension strategies (connecting, questioning, predicting, using inferences, evaluating) for genres of fiction.
- Students will analyze a fiction selection to demonstrate an understanding of literary elements through the use of graphic organizers and textual support.
- According to the reader's purpose, the student will critique and interpret text using a variety of comprehension strategies (connecting, questioning, predicting, using inferences, evaluating) in nonfiction text.
- Students will independently use grade appropriate grammar, spelling, punctuation, capitalization, and sentence structure to effectively communicate ideas through writing.
- Students will read and write using Zaner-Bloser style cursive form.
- Students will compose grade appropriate, well-organized, and coherent multi-paragraph (3 or more paragraphs) pieces of writing for a specific purpose and audience.
- Students will communicate ideas for a variety of purposes and audiences.
- Students will listen critically in grade-level situations.
- Students will deliver at least one 3-4 minute oral expository presentation that is organized around a specific topic/focus statement using language that is appropriate to the situation and audience.

### MATHEMATICS

- NUMBER SENSE: Students will represent, compare, order, and solve problems involving whole numbers to 1,000,000

## GRADE 4

- MEASUREMENT: Students will measure, convert, calculate, compare, and estimate multiple attributes of an object; such as length, perimeter, area, time, temperature, scale, volume, and mass/weight.
- ALGEBRA: Students will describe, create, extend, solve, evaluate, and analyze algebraic equations using patterns, functions, words, and tables.
- GEOMETRY: Students will identify, describe, differentiate, and apply geometric ideas encountered in real-life situations.
- MULTIPLICATION & DIVISION: Students will apply strategies to solve multi-digit multiplication and division equations and word problems.
- PROBABILITY: Students will describe, classify, and interpret a given set of data in order to predict and analyze probability.
- GRAPHING: Students will collect and organize data; construct graphs; compare, interpret, and analyze to make predictions using the data.
- FRACTIONS AND DECIMALS: Students will recognize, compare, model, and solve word problems and equations involving fractions and decimals.

## SCIENCE

- Students will apply concepts of force and motion to everyday situations.
- Students will explain the concepts of matter and energy and the interactions between them.
- Students will characterize electrical, light, heat, and sound energy and how those energies are transferred and transformed.
- Students will use the scientific method to manipulate light to identify its uses in real world situations.

## SOCIAL STUDIES

- Identify major government authorities at local, state, and national level. Know how they are selected and state their general areas of responsibilities.
- Explain how economic institutions in each region help people meet their needs.
- Describe the major historical, political and economic patterns of each region.
- Explain how humans and the environment affect each other in each region.
- Analyze how the geography of our country impacts our history.

## Art

- Identify line to create texture and value.
- Differentiate between positive and negative shapes.
- Identify and use complementary, intermediate, and analogous colors.
- Produce texture used to show contrast.
- Apply shading to create 3-D effect.
- Repeat line, shape, color and texture.
- Explore the principles of contrast.
- Use balance in a composition.
- Integrate a variety of elements to create a unified work of art.
- Discuss a variety of artists from the past and present.
- Identify processes and tools used to create art; safe use and care of tools.
- Explore drawing, painting, printing, sculpture, and textiles at the appropriate grade levels.

## Learning Resources/Media

- Use catalog to assist in locating appropriate materials.
- Locate and use these materials in the media center: fiction, nonfiction, biography, audiovisual software and hardware, magazines, newspapers, general and specific reference materials, and electronic resources.
- Choose appropriate materials with assistance based upon reliability of source and copyright date.
- Develop skills for creating a bibliography for this grade level.
- Develop research skills in all content areas for informational writing.
- Develop techniques for taking notes, paraphrasing, and outlining various texts.
- Develop a product using a variety of resources.
- Utilize standard format for citing book and electronic resources.
- Recognize Illinois authors and titles with Illinois settings.
- Locate and use nonfiction books by Dewey Decimal number.
- Utilize technology for research purposes.

## Music

- Perform various rhythms including the triplet and sixteenth note.
- Perform various uneven and syncopated patterns.
- Perform a melody on an instrument.
- Visually identify and categorize orchestral instruments, as well as vocal ensembles.
- Recognize Rondo form.
- Identify music from various cultures and styles.

## Physical Education/Health

- Students will develop abilities that promote a healthy lifestyle.
- Students will name and relate various body systems to their function including the digestive system and lungs.
- Students will compare causes and prevention of illnesses.
- Students will predict the effects of decision making.

- Students will demonstrate movement and manipulative skills in team sports and rhythmic activities.
- Students will demonstrate and apply principles of health related fitness components to activities that contribute to their life long wellness.
- Students will apply an understanding of teamwork, sportsmanship and cooperation in physical activities.

## GRADE 5

### Learners will...

#### LANGUAGE ARTS

- Students will use their knowledge of word analysis and relationships, as well as context clues, to determine the meaning of grade-level appropriate vocabulary.
- Students read and comprehend a variety of nonfiction text such as biographies, autobiographies, periodicals, reference and technical materials, and online information.
- Students will apply various reading strategies in order to comprehend a wide variety of fiction such as classic and contemporary literature, realistic fiction, fantasy, poetry, drama, and other genres.
- Students will use the writing process and graphic organizers to write clear, coherent, and focused essays.
- Students will communicate ideas in writing to accomplish a variety of purposes.
- Students write using standard English conventions appropriate to this grade level.
- Students will infer meaning from formal and informal presentations and use standard English conventions to deliver focused, coherent presentations appropriate to the audience.

#### MATHEMATICS

- **EQUIVALENCIES & PLACE VALUE:** Students will demonstrate equivalencies and apply place value from hundred millions to thousandths.
- **FRACTIONS, PERCENTS, DECIMAL AND INTEGERS:** Students will solve a variety of problems involving fractions, decimals, percents and integers. They will demonstrate the relationship between fractions, decimals, percents and integers.
- **MATH COMPUTATION:** Students will solve problems and number sentences involving addition, subtraction, multiplication, and division using multi-digit numbers, decimals, and fractions.
- **CONVERSIONS:** Students will convert using a standard unit of measurement and apply to map interpretation.
- **MEASURING:** Students will use the appropriate measurement tools to solve a variety of problems.
- **SEQUENCES:** Students will solve a variety of operations involving patterns and sequences.
- **EQUATIONS:** Students will solve equations using a variety of informal strategies.
- **TWO-DIMENSIONAL AND THREE DIMENSIONAL SHAPES:** Students will classify two and three-dimensional shapes with an emphasis on triangles, and circles.
- **TRANSFORMATIONS:** Students will perform transformations with variety of figures.
- **MEASURE OF CENTRAL TENDENCY, GRAPHING AND ORDERED PAIRS:** Students will compute measures of central tendency and create and use a variety of graphs.
- **PROBABILITY:** Students will find probability of simple events to solve problems.

#### Accelerated Mathematics

- The students will solve problems using the rules of rational numbers.
- The students will solve problems using rational numbers, percents, and decimals, including proportions.
- The students will compute the area and perimeter of triangles, parallelograms, and irregular shapes and find the volume of rectangular prisms using formulas.
- The students will estimate, develop, and utilize measurements of objects, quantities, and relationships.
- The students will solve equations and inequalities involving variables and integers using addition and subtraction.
- The students will determine a rule from a pattern or table.
- The students will apply geometric properties to categorize and draw conclusions about points, lines, and plane figures.
- The students will categorize two- and three-dimensional shapes based on their characteristics.
- The students will create and compare various graphs that represent the same set of data.
- The students will find the probability of simple events.

#### SCIENCE

- Students will demonstrate an understanding of the basic structure, organization, characteristics, classification and interdependency of all living things.
- Students will compare and contrast animals according to their classification groups and how they function, adapt and change in relation to each other and their environment.
- Students will identify major human body systems and explain the factors that influence growth and development.
- Students will identify the parts of plants and explain how they function, grow, adapt and change in relation to each other and with their environment.

#### SOCIAL STUDIES

- Explain, define and discuss the U.S. system of government and how it pertains to local and

national rights and responsibilities with an emphasis on major documents like the U.S. Constitution.

- Compare and contrast the different economic systems through history and how this exchange, production, distribution and consumption of goods have effected our country.
- Explain events, trends, individuals and movements, which shaped the history of the U.S.
- Evaluation how social systems form and develop over time in North America and how population changes have effected these systems.

#### Art

- Identify lines used to express emotions.
- Differentiate between 2-D shape; 3-D form.
- Produce tints and shades.
- Demonstrate perspective.
- Identify repeated pattern and texture.
- Create lights and darks, tints, and shades to achieve value.
- Repeat line, shape, color, and texture.
- Explore the principle of contrast.
- Utilize balance in composition.
- Integrate a variety of elements to create a unified work of art.
- Discuss variety of artists from the past and present.
- Identify processes and tools used to create art; safe use and care of tools.

#### Learning Resource/Media

- Locate and use variety of materials in the media center.
- Use electronic library catalog to assist in locating appropriate materials.
- Demonstrate the ability to access information from books, non-book materials, and electronic resources.
- Recognize and read Newbery and Rebecca Caudill Award books.
- Use basic reference tools independently (gazetteer, atlas, almanac, etc.)
- Understand and apply Dewey classification.
- Use cross references for research.
- Develop research skills in all content areas for informational writing.
- Develop a product using a variety of resources.
- Demonstrate techniques for taking notes, paraphrasing, and outlining various texts.
- Utilize skills for creating bibliography appropriate for grade level.
- Utilize technology for researching purposes.

#### Music

- Perform rests that correspond to all note values previously studied.
- Recognize and perform simple musical notation.
- Visually and aurally identify and categorize orchestral instruments and vocal ensembles.
- Recognize additional forms of music.
- Discuss elements of a musical.

#### Physical Education

- Students will predict benefits of positive social behavior.
- Students will name and identify various body systems by structure and function including central nervous and muscular systems.
- Students will integrate movement and manipulative skills in team sport and rhythmic activities.
- Students will demonstrate and integrate the principles of health related fitness components to activities that contribute to their lifelong wellness.
- Students will apply an understanding of team work, sportsmanship, and cooperation in physical activities.

### ***Deliveries at School***

Students are not permitted to receive deliveries at school. This includes the delivery of flowers, balloons, and/or balloon bouquets. Items that are delivered to the school will be held in the office until the parent comes to school to pick them up. They will not be sent home on the bus.

### ***Discipline***

Plainfield teachers and administrators are proud of their students because they normally conduct themselves very appropriately, showing pride in themselves and in their school. General behavior guidelines are listed below. Specific behavioral expectations are reviewed with students at each individual elementary building.

Students are requested and expected to:

1. Show respect and consideration towards fellow students, staff, and volunteers.
2. Cooperate with student conduct and safety guideline requests.
3. Practice good citizenship, take pride in his/her school, and keep the grounds and facilities clean and attractive.

The Board of Education expects student behavior to reflect standards of good citizenship and to be in keeping with the level of maturity of the student and the bounds set by constituted authority. Students are responsible for knowing and abiding by Federal, State, and local laws; for knowing and abiding by school regulations and attendance procedures; for utilizing the educational experience to the fullest of their potentials; for protecting other students' rights to learn and to be individuals; and for respecting public and private property. They should cooperate with all professional educators and the adult community and set high standards of courtesy, decency, expression, honesty and morality in relationships with others.

When breaches of school disciplinary rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, the student's parent(s)/guardian(s), and other support personnel to help the student correct his/her behavior. All disciplinary actions shall be directed towards protecting the welfare of the school community as well as helping the student 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 age and maturation, any mitigating circumstances, and the affect of his or her actions on the welfare of the school community. Behavior incidents in District 202 are categorized by levels of severity. Listed below are behaviors that may result in disciplinary action and the "level" of behavior by which they are categorized:

**LEVEL 1 – Teachers, supervisors, administrators will respond based on the circumstances and actions of the student(s). Level 1 infractions may include, but are not limited to:**

- ❑ Inappropriate bus behavior (incidents not involving inappropriate physical contact or other Level 2 infractions)
- ❑ Classroom or lunchroom disruption
- ❑ Disrespect for another person and/or property
- ❑ Graffiti
- ❑ Inappropriate materials
- ❑ Using profane or inappropriate language
- ❑ Name calling
- ❑ Insubordination
- ❑ Running in hallways and classrooms
- ❑ Violation of any classroom rule or regulation
- ❑ Shoving, pushing and/or other aggressive acts
- ❑ Throwing objects (i.e., rocks, snowballs, mulch, pencils)
- ❑ Washroom misbehavior (i.e., water throwing, climbing on stools)
- ❑ Harassment (verbal, physical, sexual)
- ❑ Violation of playground or walkway limitations
- ❑ Other incidents on same level of significance as those listed above

**LEVEL 2– these incidents require the attention of the administration because they are disruptive, too frequent, or too serious to be handled by staff members while they are supervising or teaching other students. Level 2 infractions include, but are not limited to:**

- ❑ Bullying Behaviors (verbal, physical or written intimidation or threats, including "Cyber-bullying")
- ❑ Harassment
- ❑ Forgery
- ❑ Cheating. Cheating is defined as dishonesty in the completion of school work. This includes plagiarism, falsifying or altering answers or records, copying answers from another student, providing answers to another student, and/or allowing another student to copy school work.
- ❑ Fighting

- ❑ Inappropriate Behavior
- ❑ Inappropriate physical contact (e.g., pushing, shoving, tripping, poking, hitting)
- ❑ Stealing or theft (minor – value less than \$300)
- ❑ Truancy
- ❑ Threat to student
- ❑ In unauthorized area
- ❑ Possession and/or use of objects that provide electrical shocks (known to students as “zappers”)
 

This includes joke pens or packs of gum that provide electrical shocks or any other object that does the same.
- ❑ Possession and/or use of a laser light, pager, or any other unauthorized use of an electronic communication device.
- ❑ Inappropriate use of school supplies.

**LEVEL 3 These severe offenses present a substantial disruption and/or danger to the orderly operation of the school and/or the health and safety of students, employees, and other persons.**

**Level 3 infractions may include, but are not limited to:**

- ❑ False alarm (pulling fire alarm, calling 911)
- ❑ Possession and/or use of matches, lighters, incendiary devices
- ❑ Gang activity
- ❑ Gross disobedience
- ❑ Internet misuse
- ❑ Vandalism
- ❑ Sexual harassment
- ❑ Threat to staff
- ❑ Extortion
- ❑ Stealing of theft (major – value exceeding \$300)
- ❑ Possession or use of firecrackers or fireworks
- ❑ Possession or use of smoking products
- ❑ Possession or use of alcohol
- ❑ Possession or use of drugs or drug paraphernalia
- ❑ Assault on staff member
- ❑ Arson
- ❑ Battery of staff member
- ❑ Possession, use, threat to use, control or transfer of a weapon. Weapons include, but are not limited to: 1) guns, explosive devices, any other item which is typically used to cause bodily harm or defined by law to be a weapon, including but not limited to knives, brass knuckles or billy clubs; 2) items such as baseball bats, pipes, bottles, locks, sticks, compasses, pencils and pens if used, or attempted to be used, to cause bodily harm; and 3) look-alike weapons and/or “toy” weapons. Possession and/or use of weapons may result in a minimum one-year expulsion in accordance with the federal Gun-Free Schools Act and the related provisions of the Illinois School Code. Administrators shall be required to refer any student who brings a weapon to school to the local law enforcement agency.
- ❑ Criminal sexual assault
- ❑ Sale or delivery of drugs
- ❑ Manufacturing of drugs

Any student who possesses a weapon shall be expelled from school for a period of not less than one (1) year. The Board of Education, upon the recommendation of the Superintendent or on its own motion, may reduce the period of expulsion on a case-by-case basis where the best interests of the student and the school community warrant the reduction. All cases involving a weapon shall, pursuant to the Illinois School Code, 105 ILC5 5/10-22.6(d), be handled by a referral to the Board of Education for expulsion for a period of not less than one) year. The referral shall contain a statement by the Superintendent of any findings or circumstances which the Superintendent regards as warranting a lesser or greater period of expulsion.

Students are expected to report any issues relative to school safety to school personnel. This would include knowledge of weapons, drugs, threats to do harm to staff, students, or the school or its property.

If a student sees a weapon on school property or on a school bus, the child should NEVER touch the weapon. That child must go immediately to an adult and inform them about the location of the weapon.

Presence of elementary age student gangs in our society is counterproductive to the effective operation of our school. Gangs are defined as any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities act in violation of the law or of school rules. No gang references of any kind, including but not limited to clothing, gestures, hand signs, jewelry, written or spoken identification, recruitment or graffiti will be allowed in the school.

Specific grade level behavior expectations have been developed by the teacher in each grade and will be explained to your child. Teachers invite any inquires concerning these specific requirements. To support a cooperative learning climate, the Plainfield School District has asked the professional educators that their expectations of students reach a very high level of consistency so that each child can expect a uniform degree of discipline from teacher to teacher. Although errors in judgment will occur, the District's professional educators strive to minimize inconsistencies.

Penalties for disciplinary violations will range from verbal reprimand, temporary removal from the learning environment, parent/guardian conference, loss of privileges, loss of recess, detention (before or after school), to the potential of suspension or expulsion. It is hoped that the latter stages will not be reached. Students will have the opportunity to make-up any work missed due to disciplinary consequences. All Plainfield elementary schools follow all due process procedures, search under reasonable suspicion guidelines, and provide for pupil personnel services, which include social workers and psychologists. Plainfield School District policy does not allow the use of corporal punishment in its schools.

Your support is requested; it is difficult for students to learn in an environment of disruption. With recent court intervention in discipline cases, the task is not easy, but our responsibility makes it necessary

### ***District 202 Wellness Policy and Building Implementation***

District 202 recognizes its responsibility to promote a healthy learning environment for all students through its wellness policy. The five areas required in the policy are:

- Nutrition education goals
- Nutrition standards for all foods available on school campuses during the school day
- Physical activity goals
- School-based activities designed to promote student and staff wellness
- Measurement and evaluation of wellness policy

This policy supports the mission of the Plainfield Community Consolidated School District 202 as it promotes life-long wellness behaviors and links healthy nutrition and exercise to students' and staff overall well being, scholastic and professional performance as well as overall readiness to learn.

Your child's campus may have certain policies and practices that are related to this policy, such as distribution of edible treats. Please contact your school office if you have any questions.

### ***Dress***

Students are encouraged to dress in a neat and attractive manner that reflects pride in them and in their school. Students' attire and grooming should not be offensive, obscene, disrupt the school, represent a gang, or endanger that student or other students' health or safety, this includes chained wallets. Clothing is to be worn as it is intended to be worn (i.e., bib overalls with straps up, caps with brims facing forward, etc.). Extremely short or tight shorts will not be allowed. Shorts and or skirts must be such a length that when you stand with your arms at your side, the fingertips touch the bottom hem. Off

the shoulder, backless, strapless, or shirts with thin “spaghetti” straps (sometimes called “camis”) will not be allowed unless a shirt is worn over them. Clothing exposing mid-bodies, clothing which is “see through” in nature without appropriate undergarments, or other clothing which is deemed immodest or distracting by the school administration is not to be worn. Footwear must be worn at all times. For the safety of the students and the maintenance of our buildings, “wheeled tennis shoes” are not permitted. Jackets and headgear (hats, bandannas, etc.) will not be worn inside school buildings during school hours, unless for religious or medical reasons. In a society where drug and alcohol abuse is so prevalent, we take a stand against advertising these substances on T-shirts for students. Painting of the face and/or spraying of the hair are not permitted unless special permission has been given by the principal.

District 202 policy prohibits the wearing of hats, hoods, bandanas, etc. **at any time** in the school buildings, unless required for medical or religious reasons.

The prime responsibility for proper dress is that of the parents/guardians and students. Cooperation from parents is appreciated and expected. Students not complying with the outlined dress code will be asked to change clothing, or to turn their clothing inside out. Parents may be called to bring in appropriate clothing.

### ***Electronics***

Students are not permitted to bring electronic games, toys, or media devices (such as ipods, MP3 players, i-pads, e-readers, etc.). While we acknowledge the value of some electronic devices in a school setting, at this time, give the developmental level of the students, they are not appropriate and therefore, not permitted.

### ***Elevator Usage***

In buildings with elevators, students may use the elevator, if they have a physical limitation or medical need that limits their use of the stairs and there is a physician’s note on file indicating the medical need or limitation and need for the elevator

### ***Emergency Contact Information***

In the event of an emergency or illness school officials need to be able to contact parents/guardians. Please keep your child’s school informed of any changes that may occur throughout the year in regards to change of home phone numbers, cell phone numbers, work numbers, emergency contact people and numbers, etc.

### ***Emergency Closing/Evacuation Plan***

Each school has an emergency evacuation plan and alternate site. In the event of an emergency, which requires evacuation, students will be moved to another school or previously arranged site within the district. In an emergency situation, parents will be contacted via all appropriate resources including Connect Ed, the District 202 website, and the local and regional media. The parents are asked NOT to come to the school or the evacuation site until directed to do so.

### ***Entrance Regulations***

Parents/guardians of children entering the Preschool Programs or Kindergarten (or first grade if Kindergarten experience was not received in the Plainfield School District) must present documentation of age with a birth certificate. Children who are five years of age on or before September 1 will be admitted to Kindergarten. Placement of six year olds who did not attend Kindergarten will be determined by the building principal.

Elementary age children shall attend the school to which they have been assigned by school administration. Assignment to schools is based on school attendance boundaries as adopted by the Board of Education. (Also see: ***Attendance Zone Regulations***)

### ***Expected Behavior at Extracurricular Activities***

Extracurricular activities are privileges extended by the District to students who wish to participate and who agree to comply with the Behavior Code as well as the rules and regulations established for the respective activity. Failure to comply with the rules and regulations shall result in disciplinary action or removal of the student from the activity.

Kindergarten through eighth grade students may not attend high school events unless accompanied by a supervising adult.

### ***Field Trips***

Students are taken on field trips only with the written permission of the parent/guardian. When a school-sponsored trip is being planned a Trip Consent Form will be sent home to be signed by the parent/guardian.

Adults designated, as chaperones may not bring other children, not assigned to the class, along on field trips. Chaperones need to focus their full attention on the students they are supervising.

### ***First Aid and Emergency Treatment***

The school attempts to provide an environment in which the child will be safe from accidents. If any accident or sudden illness occurs, first aid will be administered in accordance with Plainfield School District procedures. The school will give no care beyond first aid. First aid is defined as the immediate temporary care given in case of accident or sudden illness. If it is not a life-threatening situation and further medical attention is deemed necessary, care and movement of the child will be directed or provided by the parent/guardian or other designee as indicated on the emergency card. Parents will be notified at the nurse's discretion.

If the emergency should be deemed life threatening or a parent/guardian or their designee cannot be reached, the student will be transported by ambulance to a local hospital and a school employee will remain with the student until the parent/guardian or their designee arrives.

### ***Hat Policy***

Head coverings such as hats, hoods, bandannas, etc. are not to be worn in the building unless required for medical or religious reasons.

### ***Head Lice***

A student is identified as having head lice after live lice or nits (eggs) are found in the hair. Once identified as being infested, the child's parent/guardian will be called to pick up the student from school.

After home treatment, the child may return once he/she has been cleared by the building nurse before returning to class. A letter will be sent to the families of students indicating that a case of head lice was identified at that grade level. Information on identification, treatment, and prevention is available from the school health office and the district website.

### ***Homebound Tutoring***

A student who will be out of school two weeks or longer due to illness or injury may obtain homebound tutoring by notifying the principal and completing necessary forms required by the program.

### ***Homeless***

If your family is or becomes homeless please contact the homeless liaison in your building.

### ***Homework***

Research into the effectiveness of homework in improving academic achievement is inconclusive. While some studies indicate that such improvement does result, an equal number shows no demonstrable relationship between homework and improved academic achievement.

The role of homework as a link between home and school is a vital one. Homework assignments can serve as a means of providing a bond of common effort among parent, child, and teacher.

Homework should supplement, compliment and reinforce classroom instruction and may be assigned in all grade levels. The teaching staff strives to ensure that assignments are 1) necessary and useful, 2) appropriate to the ability and maturity level of students, 3) well explained and motivated, and 4) clearly understood by both child and parent.

#### **Homework: The Many Pluses**

When homework assignments are used as an extension of classroom instruction we have observed the following pluses:

- Develop students' sense of responsibility.
- Foster students' self-discipline.
- Give students a sense of accomplishment.
- Increase learning time.

- Improve retention of factual knowledge.
- Provide practice on recently learned material.
- Give opportunities for synthesis and application of previously learned concept.
- Promote development of study skills.
- Help students learn time management.
- Enable slow workers to catch and/or keep up.
- Provide opportunities to engage in challenging and creative tasks.
- Make it possible to cover more material in class.
- Provide diagnostic information on students' strength and weaknesses.
- Inform parents about the curriculum.
- Help update parents on their child's progress.
- Provide "incubation" and "think" times for students.
- Demonstrate that learning can take place outside the classroom.
- Encourage the use of more extensive resources than those available in the classroom.

### ***Insurance***

Student accident insurance is available on an optional basis and may be purchased at any time during the school year. This student accident insurance coverage becomes a supplemental and secondary provider to any hospital, medical, surgical, or dental benefits available under any other family insurance or medical service plan, including HMO's, PPO's, and Automobile No-Fault insurance. The coverage's are subject to certain limitations, which are outlined in the brochure that is available at registration or through your school office.

**It is important to note that student injuries sustained at school are routinely filed either through the family's insurance plan or through this type of student accident insurance plan if the parents elect to purchase it, or both. The school district's insurance coverage can only be accessed if the student accident/injury is legally determined to be the result of "willful and wanton" misconduct on the part of a school district employee.**

### ***Internet Threats***

While the District respects student's right to freedom of expression under the First Amendment, students may be disciplined for website postings that (a) materially and substantially disrupt the educational process and/or (b) constitute threats which endanger the health, safety and well-being of District students or staff members.

### ***Invitations***

Students are not permitted to distribute invitations at school unless invitations are distributed to EVERY student in the class. . This is to avoid any hurt feelings among classmates.

### ***Learning Disabilities***

The Plainfield School District provides special teachers for students diagnosed with learning disabilities. Students with learning disabilities receive assistance from specialists within each building. Such assistance may be provided in the regular classroom and/or in a resource room, depending on the child's needs.

### ***Lost and Found Articles***

All valuable articles found at school are taken to the principal's office. Other articles are placed in the lost-and-found box. It is important that coats, hats, sweaters and boots be marked with the child's name. Unclaimed articles will be donated to local charities.

The Plainfield School District is not responsible for the loss of any personal items by either students or visitors to any school facility.

### ***Lunch***

Parents/guardians should be aware that each of the elementary schools operates as a "closed campus", i.e., students are encouraged to remain at school during the lunch period.

Each elementary building provides a daily student lunch, which is delivered by a contracted food service. Lunch may be purchased on the first day of each school week or may be purchased on a daily basis. Milk is also available daily. Parents/guardians are asked to send lunch money in an envelope labeled with the student's name, teacher's name, and the amount of money being enclosed. Students will be allowed to charge up to two lunches. After two lunch charges, a student will receive a cheese

sandwich, milk and fruit/vegetable options. Information about checking a student's lunch balance online is sent home at the beginning of the year. The school office or lunch staff can also provide this information. For the safety of students with allergies, an "allergy safe" table is provided.

The Plainfield School District also participates in the State of Illinois Free and Reduced Lunch Program. "Guidelines for Free/Reduced Lunches" and applications are available from the building principal.

Students have responsibilities in the cafeteria/lunchroom -- good table manners. Each student is responsible for disposing of his/her own trash. Trash in the immediate seating area -- even under the table -- is considered to be the responsibility of students at the table. Students may be assigned clean-up duty at the discretion of supervisory personnel. Misbehavior in the cafeteria/lunchroom may result in, but are not limited to, loss of cafeteria privileges, assignment to an alternate site for lunch and/or recess, assigned seats, or any combination of these.

### ***Media Center***

Students have the opportunity to learn information literacy skills to pursue individual studies using a wide variety of media in the Media Center. Usage patterns would indicate that all students make extensive use of the facility. Students may be sent to the Media Center to work on individual or small group remedial and enrichment projects. Reading is encouraged. Library books may be checked out and taken home for a one-week period, with the stipulation that parents/ guardians will be charged for replacement of lost books.

### ***Medical Examination***

Pursuant to Illinois School Code every child entering the Preschool programs (preschool, Early Childhood, Speech only, PT only, or At Risk), Kindergarten or first grade (if he/she did not previously attend Kindergarten) are required to have a physical examination completed within one year of attendance and all required immunizations. The required health examination must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examination by a supervising physician and completed on the Illinois Child Examination form. Lead screening is a required part of the health examination for children age six years or younger prior to admission to kindergarten or first grade.

In compliance with School Code, the Board of Education has approved the following schedule:

1. Children accepted to preschool through the application process must present a completed physical examination on the Illinois Child Exam form with up-to-date immunizations prior to the first day of school.
2. Children entering Kindergarten must present a completed physical examination on an Illinois Child Exam form with up-to-date immunizations prior to the first day of school.
3. Children entering first grade, who have not previously been enrolled in Kindergarten, must present a completed physical examination on an Illinois Child Exam form with up-to-date immunizations prior to the first day of school.
4. All students transferring to District 202 must present documentation of all immunizations and current physical examination in order to register.
5. Any student transferring out-of-state who does not submit the required immunizations by the first day of school may be permitted to attend classes for 30 days provided that he or she shows proof that an appointment for the required vaccinations has been scheduled. The student must receive the required immunizations by 30 days of the first day of school attendance. If he/she does not receive the immunizations within this time frame, the student may be excluded from school.
6. Any parent/guardian who objects to the physical examination and/or immunization requirements on constitutional grounds must submit a signed statement to the Board of Education. The only valid constitutional objection is based upon religious beliefs.

All children in Kindergarten and 2<sup>nd</sup> grade must have an oral health examination performed by a licensed dentist dated after November 15, 2010. This form is to be submitted to your child's nurse before May 15, 2012.

All children new to Illinois and all children in Kindergarten must have an eye exam completed within one year prior to starting school in the fall. Proof of the required eye examination by a licensed optometrist must be submitted by October 15, 2011

We know that you are interested in a good health program for your child. Much care is given to all students to provide good health practices. Failure to comply with the immunization and the medical examination requirements may result in students not being allowed to attend classes. We sincerely request your cooperation to help achieve such a program.

### ***Medication While at School***

The Plainfield School District acknowledges that the responsibility for administering medication to a student rests primarily with that student's parent/guardian. Authorized Plainfield School District personnel will administer medication during the school day only when failure to receive such doctor prescribed medication during school hours would jeopardize the student's health and education.

The Superintendent shall establish regulations for the administration of medications to students. The regulations shall be substantially based on the recommended Guidelines for Medication Administration in the Schools, published by the Illinois Department of Public Health and the State Board of Education, and shall provide for administration of medication to a student during school hours or during school activities only when necessary to maintain the student in school. A copy of this policy and the regulations shall be given to the parent/guardian of each student within fifteen (15) days after the start of each school term or within fifteen (15) days of starting classes for students transferring to the Plainfield School District during the school term. Also within such fifteen-day period, students enrolled shall annually be informed of the contents of this policy and the rules. The administration of medication during regular school hours is contingent upon the following regulations:

1. Medications, which include both PRESCRIPTION DRUGS and OVER-THE-COUNTER, to be taken during the school day will only be administered after the parent/guardian files a completed Plainfield School District "Medication Authorization Form" which is available from the building nurse or the district website and needs to be filled out annually.
2. Any medications, which are brought to school without the completed Medication Authorization Form, will not be administered.
3. The student's parent/guardian must renew written orders for continuing medication at the beginning of each school year, whenever the medication or its dosage is changed, and when asked to do so by the school nurse.
4. We ask that parents bring in all medication in to the school. The medication must be brought to the school office in a pharmaceutical container labeled with the student's name, name of medication, the dosage and all pertinent instructions. If it is absolutely impossible for parents to bring in medication, we ask that students, upon their immediate arrival to school, turn the medication into the office in a sealed envelope with the precluded information. The empty container will be sent home with the student at the end of each week or at the end of the interim of medication administration. If the parent or guardian does not pick up the medication by the end of the school year, the certified school nurse will dispose of and document that medications were discarded. Medications will be discarded in the presence of a witness.
5. The initial dosage of the medication must be given at home.
6. Students are not allowed to keep any kind of medication in their possession while at school with the exception of an emergency inhaler, epinephrine auto-injector and insulin in an insulin pump.
  - a.) Students must have the Asthma and Emergency Medication Authorization Hold Harmless and Indemnity form signed by their parent and physician to keep an epinephrine auto-injector and insulin in an insulin pump with them at school.
  - b.) Students must have the Asthma and Emergency Medication Authorization Hold Harmless and Indemnity form signed by his/her parent to keep an emergency inhaler with them. A physician's signature is not required if the inhaler has a pharmaceutical label with all identifying information
  - c.) We recommend those students who keep their inhaler or epinephrine auto-injector with them also keep an additional inhaler or epinephrine auto-injector in the nurse's office in case of an emergency or loss of medication.
7. The student must come to the school office for his/her medicine. The school will strive to assist students in grades K-5 to remember to come to the office to take his/her medication.
8. Acknowledging that occasionally a medication must be administered during the school day, a certified school nurse or registered professional nurse, if available, shall administer the medication. If a nurse is unavailable, a building administrator or a teacher holding an administrative certification and who volunteers may either: 1) Supervise the self-administration of the medication; or 2) administer the medication himself/herself.
9. Any Plainfield School District personnel holding an administrative certification who volunteers to give medication will be fully indemnified by the District in the event of any legal action. It is

the intent of this section to fully protect such volunteers and, therefore, the District assumes full liability in this regard.

10. Any certified employee may administer medications in emergency situations if, under the circumstances, the school nurse, an administrator, or emergency medical personnel cannot be available in sufficient time and the student cannot reasonably self-administer the medication.
11. The school will maintain an individual written record of any medication dispensed in the individual student's health record. Such record will list the date, time, dosage, route, and signature of individual(s) administering the medication or supervising the self-administration of the medication. A designee of the nurse or the certified administrator may create the actual record, but said nurse or administrator will affix his/her signature to the record.
12. Medications and special items necessary to administer medications, such as syringes and hypodermic needles, will be stored in a separate locked drawer and/or cabinet. Medications requiring refrigeration will be refrigerated in a secure area.
13. Oral medications required on a field trip or other school-sponsored activity away from the customary site of storage must be sent to school by parent, in a pharmaceutical container labeled with the student's name, name of medication, dosage and all pertinent instructions. A certified employee supervising the activity, who is willing, will supervise the self-administration of medication.
14. An employee authorized to supervise the self-administration of medication will provide the medication to the student from the storage area, observe the student measure and take the required dosage, return the medication to its storage place, provide for or prepare a record, and initial same.
15. Any side effects of the medication will be documented and placed in the student's health record.
16. The school will, upon the request of the licensed prescriber and/or the parent/guardian, provide written feedback relative to any observed effects of the medication.

### ***Messages for Students***

Students will not be called out of class to take phone calls. Any messages can be given to the office staff who will relay the information to the students. In addition, students will not be called out of class to meet with a parent unless it is an emergency.

### ***Mini and/or Motor Bikes***

Parents/guardians are reminded that all mini and/or motorbikes and other unauthorized motorized vehicles are forbidden at the elementary schools **at all times**.

### ***Mobility Aids***

Students using crutches or a wheelchair must have a physician's note indicating those items mentioned above in addition to the diagnosis requiring the mobility aid and the specific restrictions and allowed activities for the student.

### ***No Trespass Notice***

All District 202 schools post a No Trespass Notice that reads as follows:

This NOTICE is to personally inform you that you are not permitted on the GROUNDS, OR IN ANY BUILDINGS, OR IN ANY VEHICLES OF Plainfield School District 202 if you are in possession of any of the following:

- Air Rifle or Air Gun
- BB Gun
- Air Soft Gun
- Paintball Gun or any Look-Alike Gun of any kind that a reasonable person would believe to be a real gun regardless of the distance at which that person might see it.
- Knife
- Dagger
- Dirk
- Razor
- Stiletto, or any other, DANGEROUS or DEADLY WEAPON or INSTRUMENT OF LIKE CHARACTER

Anyone who disobeys this notice can be charged with Criminal Trespass to State-supported Land, and/or Criminal Trespass to Vehicles. Both of these offenses are Class A Misdemeanors. You can be arrested. If you are convicted, you can be punished by up to one year in the Illinois Department of Corrections, Juvenile Division, and if you are 17 years of age or older, by up to 364 days in jail.

### ***Non-Discrimination Statement***

Plainfield School District does not discriminate on the basis of race, color, creed, gender, national origin, religion, citizenship, military status, marital status, sexual preference, disability, age and all other protective classifications as required by federal, state, and/or local law. Grievance procedures have been established to provide for prompt and equitable resolution of students and employee complaints alleging any prohibited action under these regulations. The Assistant Superintendent for Human Resources and Planning coordinates the Plainfield School District's efforts to comply with these laws. The Assistant Superintendent can be contacted at the Administration Center (815) 439-3240.

### ***Parent Organizations***

The Plainfield elementary schools offer a variety of opportunities, through their parent organizations, for involvement and support of the individual elementary buildings. Parent Teacher Organization (PTO) units and Parent Teacher Association (PTA) units are active in all elementary buildings. Individual unit meetings of these organizations are scheduled at the beginning of the school year with calendars released to parents/guardians at that time.

### ***Parent Web Module***

Parents may access the parent web module for basic student information, attendance, and disciplinary records. Information on accessing the system may be obtained from the school office and from the district website.

### ***Personal Property***

Students are not allowed to bring non-academic related personal property to school. This includes, but is not limited to MP3 players, trading cards, toys, stuffed animals, and electronic games. These items will be confiscated and held in the office until retrieved by a parent. Any items not claimed by the end of the school year will be disposed of or donated.

### ***Physical Education***

All students will be required to participate in physical education unless they present a licensed physician's excuse for physical disability. Temporary requests (not to exceed two (2) Physical Education periods detailing the reason and exact length of the request) to excuse a student from physical education activities will be allowed with a note from the parent/guardian. Students with orthopedic immobilization device, including but not limited to casts, immobilizers or splints, must have a note to indicate partial participation or excusal from physical education. The note must indicate duration of excuse or an additional note will be required to indicate, when the student may return to full participation in PE when the orthopedic device is removed.

### ***Pictures/Photographs***

Each elementary school may produce a Memory Book, which includes students in grades K-5. This Memory Book will be available for purchase and will be distributed when it is delivered to the school. Parents, guardians, and guests are not permitted to take photographs of children while they are visiting school property during school hours, unless they are here for the purposes of taking photos for the school Memory Book. Families and students who participate in after school activities at the school, such as PTA/PTO Family Nights, must be aware that other guests may be taking photos and may choose post those photos on electronic media or social networking sites. The school and school district are not responsible for photographs posted on the internet by private parties.

### ***Promotion and Retention***

It is assumed that students will progress in a normal pattern through the grades year by year. Occasionally, development characteristics of the individual learner create circumstances where retention in a given grade level will optimize the future educational potential for the child. Students may be retained who fall significantly below District 202 standards of performance as interpreted by the classroom teacher, the principal and District level administration. Normally, every effort should be made to do this in the early primary (Kindergarten - first grade - second grade) years. Parents/guardians will be involved in the process and, after extensive evaluation of the student's academic performance, reading level, and standardized tests, such a recommendation will be made by the building principal. It is assumed that joint conferencing among parent/guardian, teacher, and principal can provide optimal placement for each student. Earnest attempts will be made to reach agreement prior to any retention. In the unlikely event that the District's professional educators and parents/guardians cannot agree, due process appeal procedures will be explained to the parents/guardians; however, the final decision concerning retention is the responsibility of the professional educators.

### ***Reassignment of Students to Class or Grade Level***

The policy of the Plainfield School District is that the final decision on class or grade placement will be made by the building principal. The principal, in making this type of decision, will seek the advice of professional educators. This input may include specialized professional educators who have knowledge of the ability level, achievement level, and social and emotional profile of the student. This input will be advisory and will assist the principal in placing a student in the most appropriate grade level setting.

### ***Recess***

The Plainfield School District believes that some outside activity is healthy for children; therefore, no student will be allowed to remain indoors during recess when weather conditions permit outside recess unless: a) Their obvious physical condition dictates same; or b) a note from the parent/guardian, stating the reason for the request, has been received by the teacher. For your child's safety, if he/she has been excused from physical activity in P.E., he/she will also be excused from physical activity during recess.

However, weather and injury/sickness permitting, your child will be encouraged to go outside during recess.

Students will go outside for recess when the wind chill temperature is 20 degrees or above. Please have your child dressed appropriately, including such items as boots, gloves, and snow pants. Students may only miss three days of recess without a note from a physician.

### ***Release of Student Names, Photographs, or Original Work***

The district and its schools will be allowed to use student names, photographs and original work for publicity efforts, unless instructed in writing by a student's parent/guardian not to do so. Student first and last names may be used on District Web sites for middle and high school students. Elementary school student names will not be published online. Publicity efforts may include, but are not limited to: district publications, videos and Web sites; and placements in local, regional and national media (both print and electronic).

### ***Report Cards***

Student progress is formally reported to parents/guardians each nine (9) weeks in grades 1-5 and twice annually for Kindergarten. Art, Music, Physical Education progress is reported each semester.

### ***Residency and Delayed Residency***

All students enrolled in the Plainfield School District must be legal residents of the District. Legal residency within the District requires that a student and his/her parent/legal guardian must be residing within the District's boundaries. Legal residency requires that the household be established within the District with the intent of remaining on a permanent basis. Establishing a temporary residence within the District with the primary intent to enroll a child(ren) in the educational program does not constitute residency for enrollment in the school program.

Registration of a student who is not a legal resident is illegal. Students who are found to be illegally registered will be immediately removed from the educational program. The person(s) who is responsible for illegally enrolling the student(s) in the program are liable for the tuition charges covering the period of illegal enrollment. The District will pursue payment through whatever means are available to the District.

All families registering in the district must provide proof of residence before attendance is allowed in Plainfield School District.

New families moving to the district, who have not closed on their residence by the first day of school, will be required to provide a \$350.00 deposit for each student. All deposits will be taken at the district's Operations Office (815)-436-7800) at 914 Eastern Avenue, Plainfield. Families will be provided a deposit receipt, which will enable registration to be completed at any District 202 school.

Tuition will be charged if residency has not been established 30 calendar days from the students first day of attendance. Families who close on their homes before the 30-day grace period will receive a full refund. If residency is not established within the 30-day grace period, a second deposit to cover the next month's tuition will be required. When proof of residency is provided, a prorated refund will be issued charging \$41.75 per school day from the student's first day of attendance.

Deposits can be in the form of a check, cash, Visa or MasterCard. Deposits in the form of checks and credit cards will be held until the 30-day grace period expires. Cash will be deposited immediately. If a deposit is made in cash and a refund is warranted, refunds will be processed through the District Office Finance Department and mailed within 5 working days. All refunds will be in the form of a check – including credit card refunds.

### ***Rights Reserved Statement***

The provisions of this publication are not to be regarded as an irrevocable contract. The Board of Education of the Plainfield School District reserves the right to modify, revoke, or add to any or all regulations at any time.

### ***School Closing Information***

District 202 schools will not be closed unless hazardous road or other emergency conditions necessitate closing. The decision to close will normally be made by 5:30 AM, and it will be based on road conditions, weather reports, police reports, and personal inspections of streets and campuses by District 202 personnel.

When schools are closed, a number of media outlets are notified (Radio: WGN, WBBM, WJOL, TV Channels 2,5,7,9 32, and CLTV. Please see the district website for a complete list of those outlets). In addition, all District 202 families and staff will be notified through the use of the Connect Ed phone system (unless you have asked to be removed from that list). In addition, a note is posted on the district website ([www.psd202.org](http://www.psd202.org)), BUT please also continue to monitor the local media stations. PARENTS ARE ASKED NOT TO CONTACT THE DISTRICT OFFICE OR THE SCHOOLS UNTIL AFTER 7:30 AM.

If the schools are open, but parents believe their child's normal route to school is unsafe, parents may keep their child at home. Please send a note to the office on the day the student arrives detailing the reason for the child's absence.

For more information about school closings, please visit the district website.

### ***Special Education***

A full continuum of special education services is available to parents/guardians of students in the Plainfield School District. A vast majority of programs are housed in the Plainfield Schools. If a private facility is required every attempt is made to obtain a placement as close to Plainfield as possible. Please see the building principal should you wish further information.

It is the policy of the Plainfield School District to provide a free and appropriate public education to all disabled students within its jurisdiction, regardless of the type of disability or its severity between the ages of 3 and 21 or upon receipt of a diploma.

Students who are handicapped consistent with the eligibility criteria in IDEA or the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. Persons who are thought to be disabled shall have the following rights in accordance with IDEA and Section 504:

1. The right to file a grievance with the Plainfield School District concerning allegations of violations of Section 504 guidelines.
2. The right to request an evaluation drawing upon different sources.
3. The right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. The right to review any personal information in an understandable mode.
5. The right to periodic evaluations.
6. The right to evaluation prior to any significant change in services.
7. The right to contest the Plainfield School District's proposed actions through an impartial hearing.
8. The right to be represented by Counsel in the impartial hearing.
9. The right to appeal the decision from any hearing.

The Section 504 Coordinator for the Plainfield School District is the Assistant Superintendent for Student Services. She may be contacted by calling the district at (815) 577-4000.

The Director of Special Education for IDEA may be contacted by calling the district at (815) 577-4000.

The Plainfield School District provides special teachers for students diagnosed with learning disabilities. Student with learning disabilities receive assistance from specialists within each building. Such assistance may be provided in the regular classroom and/or in a resource room, depending on the child's needs.

### Behavioral Intervention for Students with Disabilities, Condensed Version

#### Section 1. Purpose

A fundamental principle is that positive, nonaversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner of reducing undesirable behavior is by developing, strengthening, or generalizing desirable behavior to compete and ultimately displace the undesirable behavior. While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions would be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and adhere to professionally accepted instructional practices.

#### Section 2. Parent-Teacher Advisory Committee

As required by Public Act 87-1103, each district shall maintain a parent-teacher advisory committee. It is recommended that this committee be comprised of parents, teachers, individuals who are knowledgeable about behavior interventions and other interested citizens.

#### Section 3. Designation of Behavioral Interventions by Level of Restrictiveness

Behavioral interventions are categorized into four levels of restrictiveness: 1) nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited.

##### Nonrestrictive Interventions

Emphasis on positive, nonrestrictive interventions is preferred because of low risk of negative side effects and high priority placed on positive behavior change rather than on behavior control.

These interventions may be used without the development of a written behavior management plan as part of the student's IEP.

##### Restrictive Interventions

Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include aversive and deprivation procedures that are associated with higher risk of negative side effects. These interventions will be used only after a behavioral management plan is written and appropriate modifications of the student's IEP completed or in the case of an emergency.

##### Highly Restrictive Interventions

Highly restrictive interventions are deemed inappropriate for use in most circumstances. Use of these interventions will be considered through an IEP part 1, Eligibility Determination (consideration of the disciplinary code violation's relationship to the student's disabling condition) IEP conference (reevaluation of student goals/objectives and services, the development or revision of a Behavior Management Plan for changes in the IEP and review of the appropriateness of the current educational placement).

##### Prohibited Interventions

Prohibited interventions are illegal and cannot be used under any circumstances.

#### Section 4. Behavior Management Plan

##### Components

The IEP team must develop a written behavior management plan for students with disabilities who have significant behavioral and/or emotional needs and for any special education students who require the use of restrictive interventions.

##### Selection and Implementation of Intervention Strategies

The selection of intervention strategies for use with an individual student shall be based on the information derived from components of the student's initial referral, case study evaluation components, eligibility criteria discussion at the initial IEP meeting, current and past IEPs, reevaluations and/or any means that will be determined at the discretion of members of the IEP

committee for the student with disabilities.

#### Evaluation of Restrictive Intervention

The effectiveness of intervention strategies will be an ongoing evaluation of interventions, and appropriate modifications of these plans will be made based on the evaluations.

#### Section 5. Emergency Use of Restrictive Interventions

“Emergency” refers to a situation in which immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from: 1) physical injury (to self or others), 2) severe emotional abuse due to verbal and nonverbal threats and gestures, 3) severe property damage, 4) serious and continuous disruption of the school/classroom environment, and 5) other acts involving harm. When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably respond to the situation.

#### Section 6. Provisions for Parent Involvement

Parents and/or guardians of students with disabilities should be actively involved in the development of a behavior management plan using restrictive interventions. Such involvement includes, but is not limited to, participation in the design, implementation, and evaluation of interventions as part of the IEP. Under no circumstances shall a behavior management plan be implemented for a student with a disability without it being developed as part of the IEP.

#### Section 7. The Dissemination of Policy and Procedure

Parents will be informed that a comprehensive copy of the policy and procedures for behavior interventions may be secured at the District Administrative office. The Behavioral Intervention Policy and Procedure has been developed based on a review of the document entitled Behavioral Interventions in Schools; Guidelines for Development of District Policies for Students with Disabilities. This document was prepared by the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

#### Section 8. Provisions for Training and Professional Development

To the extent practical, all new special education teachers and related services personnel employed will have training in the management of behavior for students with disabilities. Training will be provided annually to new personnel on the implementation of the procedures in this document. Special education teachers and related services personnel presently employed will receive inservice training on the implementation of these procedures.

#### Section 9. Referral

The school district provides a free, appropriate public education to exceptional students in accordance with state and federal mandates. In order to receive special education services, a student must have a physical or mental disability as identified in the Illinois State Criteria. The disabilities are autism, visual impairment, hearing impairment, mental retardation, orthopedic impairment, emotional disturbance, specific learning disability, speech/language impairment, traumatic brain injury, developmental delay, multiple disabilities, deafness, deaf-blindness, and other health impairment. The disability must adversely impact educational progress and require specially designed instruction.

To identify a student who may be eligible for special education services, please use the following guidelines:

For a student between the ages of 3-5, the parent/guardian should call the Bonnie McBeth Learning Center and request a screening.

For a student in kindergarten through 12<sup>th</sup> grade, the parent/guardian should write a letter to the principal requesting an evaluation.

A teacher who suspects a disability may request a review by their School Team.

#### ***Student Sign-In/Out***

During school hours, any student who arrives late or leaves early, for any reason, must be physically signed in or signed out of the building by his/her parent/guardian or their designee. This system is instituted for your child's protection as well as the school's.

## ***Student's Records and Responsibilities***

The Plainfield School District Board of Education, Administration, and professional educators strive to provide the following for students:

1. A quality education, including a variety of learning opportunities aimed toward each student's achievement, interest levels, and learning style.
2. Quality teaching, access to special services, programs, and activities.
3. Fair treatment, including impartial evaluation by teachers of academic performance, just and appropriate discipline, and no discrimination based on gender, race, religion, national ancestry, political preference, mental ability or physical handicap.
4. Freedom of expression, providing such expression does not disrupt the educational process, infringe upon the rights of others, or violate the limits of health requirements and common decency.
5. Privacy, including personal property and school records. Federal law outlines restrictions on the privacy of school records and other confidential material. Although law enforcement officers should possess valid search warrants before entering students' lockers, a school official can search a locker with or without the student's knowledge or consent if they have a reasonable suspicion that the locker contains illegal or dangerous materials. Lockers are the property of the school and should be used solely for the storage of books, school supplies, and clothing. Student records are considered confidential and are intended for use by school officials in accordance with the Illinois School Student Records Act of 1975 to help students reach constructive education and career goals. Custodians of school records take reasonable steps to ensure that outside parties are not given access to a student's cumulative record without specific written consent by the parents/guardians or eligible students. No school may refuse to admit or enroll a student because of that student's failure to present his student permanent or temporary record from a previously attended school with the exception of the record of physical examination and up-to-date immunizations and the Illinois Transfer Form.
6. Student directory information may be released to the general public unless parents/guardians notify the school otherwise. Student directory information is limited to:
  - Identifying information (i. e., name and grade level)
  - Academic Awards, degrees, and honors
  - Information in relation to school-sponsored activities, organizations and athletics
  - Period of attendance in school

### 7. Nondiscrimination – Student Rights Procedure

#### Explanation

A grievance is a difference of opinion raised by a student or group of students involving: (1) the meaning, interpretation or application of established policies; (2) difference of treatment; or (3) application of the legal requirements of civil rights legislation.

This procedure is not intended to limit the option of the District and a grievant(s) to resolve any grievance mutually and informally. Hearings and conferences under this procedure shall be conducted at a time and place that will afford a fair and equitable opportunity for all persons.

The grievance procedure is not required if the grievant(s) prefers other alternatives such as the Office of Civil Rights (OCR) or the courts. Due process shall exist throughout the procedure with the right to: (1) representation; (2) present witnesses and evidence; (3) confidentiality; (4) review relevant records; and (5) proceed without harassment and/or retaliation.

This procedure, along with explanations, due process and directions are available for inspection in the offices of: the Superintendent, building principal, dean(s), coordinator(s), department chairpersons, and in the learning resource center. Time limits refer to days when school is in session.

#### Step 1

The student(s) and other parent(s) should discuss the matter with the person(s) directly responsible for the grievance issue within fourteen (14) days of the time when a reasonably alert person should have been aware of the event giving rise to a grievance. An oral response must be made within five (5) days.

#### Step 2

If the problem is not resolved, the grievance should be referred informally to: the building principal. A meeting must be held within five (5) days from notification of referral and an oral response made within five (5) days.

#### Step 3

If the grievance is still not resolved, it should be submitted in writing within ten (10) days to: the Assistant Superintendent for Administrative and Instructional Services. The grievance should be

described as specifically and completely as possible. A thorough investigation of the issue will be documented. Extra time, if needed, can be mutually agreed upon. A meeting must be held between the grievant and District representative within ten (10) days and a written response made within five (5) days.

Step 4

If a satisfactory solution is not reached, the grievant(s) may appeal the issue in writing to the Office of the Superintendent or designee within ten (10) days from the receipt of the response on Step 3. A meeting between parties will be held within ten (10) days and a written response made within five (5) days. A complete record of this meeting shall be kept and signed by both parties for possible future reference.

Step 5

If the issue is not satisfactorily resolved on Step 4, the grievant(s) may appeal the grievance issue in writing to the School Board within five (5) days from the receipt of the written response. The Board shall consider the appeal within sixty (60) days and a written response shall be given within five (5) days.

**NONDISCRIMINATION - DUE PROCESS DIRECTIONS FOR STUDENT GRIEVANCE PROCEDURE**

The grievance procedure for students is published in the District student handbook and selected publications that reach all students including those in special education.

It is the policy of this School District that all grievances be resolved as quickly and at the lowest step possible.

Explanations

1. Grievance

A grievance is a difference of opinion raised by a student or a group of students involving: (1) the meaning, interpretation or application of established policies; (2) difference of treatment; or (3) application of the legal requirements of civil rights legislation.

2. Grievant

Any student or group of students submitting a grievance in their own behalf.

3. Days

Days when the School District is in session.

Due Process

1. Right to Representation

A grievant(s) may be represented by an attorney or other person of their choosing, such as a parent or advocate.

2. Right to Present Witnesses and Evidence

Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. Time Limits

All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.

4. Right to Information

Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.

5. Privacy

During the grievance procedure, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.

6. Reprisals - Retaliation

Participants in a grievance submitted in this School District shall not be subjected to reprisals, retaliation or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access to equity in educational programs and services.

Directions

Each step of authority shall acknowledge in writing the date of receipt of the written grievance

with the statement that the issue will be considered promptly.

By Step 3, the grievance must be submitted in writing, dated and signed. The issue should be described as specifically and completely as possible. Include the name of anyone who will represent the grievant(s). A statement of possible relief necessary to resolve the issue should be offered.

If the issue is of the type that would require a decision from higher authority, the facts surrounding the grievance should be compiled in writing and submitted to the proper level of authority, operating through appropriate channels. All levels of authority shall give immediate attention to the grievance issue, being aware of the specified timelines. Copies of the written answers to the grievant(s) shall be submitted to: both the Assistant Superintendent for Instructional Services, and the District Superintendent. This response shall contain a summary of the evidence determined, the conclusion(s) reached with reasons, and shall be delivered to each grievant(s). If hand delivery with receipt cannot be made, registered mail will be used.

8. Exhibit – Notification to Parents and Students of Rights Concerning a Student’s School Record

This notification may be distributed by any means likely to reach the parent(s)/guardian(s).

The District maintains two types of school records for each student: Permanent record and *temporary* record. These records may be integrated. The *permanent record* includes:

- Basic identifying information
- Academic transcripts
- Attendance record
- Accident and health reports
- Scores received on the Prairie State Achievement Examination
- Information pertaining to release of this record
- Honors and awards
- School-sponsored activities and athletics

The *temporary record* may include:

- Home language survey form
- Information provided under the Abused and Neglected Child Reporting Act, including any final finding report.
- Family background
- Intelligence and aptitude scores
- Psychological reports
- Achievement test results, including scores on the Illinois Standards Achievement Test.
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Disciplinary information, including information regarding any punishment for misconduct involving drugs, weapons, or bodily harm to another.
- Special education files
- Verified report or information from non-educational persons.
- Verified information of clear relevance to the student’s education.
- Information pertaining to release of this record.

When a child transfers to another District 202 school, or to a different school district, copies of all records – permanent and temporary- are sent to the receiving school.

“Yearly specific” documents (such as field trip permission slips, tardy notes, parent/teacher communications, etc.) accumulated during one school year **but not listed above**, will be disposed of on the last day of student attendance unless the parent requests in writing before the last day of school that such documents be saved

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

**1. The right to inspect and copy the student’s education records within 15 school days of the day the District received a request for access.**

The degree of access a student has to his or her records depends on the student’s age.

Students less than 18 years of age have the right to inspect and copy only their permanent

record. Student 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or 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(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c, 105 ILCS 10/5a, and 750 ILCS 60/214(b)(15)).

**2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.**

Parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the school principal or records custodian, clearly identify the part of the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing process will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is 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(s)/guardian(s) 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 educational interest if the official needs to review an education record in order to fulfill her or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll as well as to any person as specifically required by State or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

The right to challenge school student records does not apply to: (1) academic grades of their child, and (2) reference to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**  
Student records are reviewed every four (4) years or upon a student's change in attendance center, whichever occurs first.

5. **The right to prohibit the release of directory information concerning the parent/s/guardian's child.**

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Gender
- Grade Level
- Birth date and place
- Parents'/guardians' names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

*Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.*

6. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits to make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### ***Students Taken From Class for Questioning***

It is the usual practice that students are not taken from class for questioning by non-school personnel except after parents/guardians have been notified and have given their consent. In addition, parents/guardians will be encouraged to be in attendance. The exception to this practice, however, is the questioning of a student by a representative of the Department of Children and Family Services (DCFS).

In all cases where questioning takes place, school authorities must be present.

### ***Testing Program***

Standardized tests are an integral part of the evaluation program in the Plainfield School District. They include measures of achievement and aptitude.

Test results assist the teachers in diagnosing student progress and provide the Administration with objective data to help guide the construction and revision of the curriculum.

Additional achievement and/or diagnostic tests are available to help assess a student's work at any time during the year.

Tests are only a part of the student and curriculum assessment program. Parents/guardians are urged to confer with their child's teacher regarding any concern about their child's progress.

***Textbook Rentals, Fees and Financial Requests***

Fees for textbooks, workbooks, art supplies are required for students in grades K-5. These fees are established each year by the Board of Education. Textbooks remain the property of the Plainfield School District and are returned at the end of the year. Fines for the loss or abuse of textbooks or other school properties are established by the building principal. Parents/guardians unable to pay fees should consult the building principal.

Anyone submitting a check that is returned to us by your bank will be billed for the amount of the check along with a \$15.00 service charge.

You can anticipate modest requests for room money to fund holiday theme parties. When money is sent to school, it is appreciated if parents/guardians will place money in an envelope containing their student's name, teacher, and grade level on the envelope.

***Time Schedule***

**School Times for Plainfield District 202 - 2011-2012**

	<b>Full Day</b>	<b>5- Hour Day</b>	<b>Half Day</b>	<b>AM Kindergarten</b>	<b>PM Kindergarten</b>
All High School	7:05 - 2:10	7:05 - 12:05	7:05 - 10:05		
All Middle Schools	7:55 - 2:55	7:55 - 12:55	7:55 - 10:55		
All Elementary Schools (Except Lakewood Falls)	9:05 - 3:40	9:05 - 2:05	9:05 - 12:05	9:05-11:50	12:55-3:40
Lakewood Falls Elementary	8:55 - 3:30	8:55 - 1:55	8:55 - 11:55	8:55-11:40	12:45-3:30
**Elementary Star Plus Program (Central)	8:55 - 3:30	8:55 - 1:55	8:55 - 11:55		
<b>** This is the only special need program approved to adjust their school times.</b>					

Plainfield Academy (First Tier)	7:45 – 1:10		7:45 – 10:45		
Plainfield Academy (2 <sup>nd</sup> Tier)	8:35 – 2:00		8:35 – 11:35		
Turn-About Program (at Plainfield Academy)	1:10 – 6:10		1:10 – 4:10		
P-Step Program (at Plainfield Academy)	8:00 – 3:00		8:00 – 3:00		

**Bonnie McBeth – Special Need Classes**

Early Childhood AM Session	8:00 - 10:30				
Early Childhood PM Session	12:30 - 3:00				
Special Need Full Program	8:00 - 1:00				
Special Need Full Program	10:00 - 3:00				
St. Mary's	8:30 - 3:15				

**Kindergarten and Early Childhood Programs will not meet on Half Days of school.**

***Transportation***

Plainfield School District No. 202 provides bus transportation to students living one one-half (1½) miles or more from their assigned school. Students are assigned to bus routes and pickup points according to patterns that provide for the safety of our students, while at the same time are also the most efficient and economical for our School District.

Throughout the District, bus stops are placed at corners or intersections. The only general exception to this rule is kindergarten mid-day routes when only kindergartners ride the bus. Mid-day kindergartners

are picked up/dropped off at their homes unless they live in a court or cul-de-sac. Buses do not enter cul-de-sacs or courts; the stop will be at the entrance to the court.

Elementary stops are generally placed within 1/10 of a mile from homes; middle and high school stops are placed within 4/10 of a mile from homes.

Students may be transported to/from one stop address other than their home bus stop; however, the stop must be for every day of the week. The stop address must be within the same school's attendance boundary. The four possible choices for bus transportation are:

1. Pick up at home; drop off at home
2. Pick up at home; drop off at sitter
3. Pick up at sitter; drop off at sitter
4. Pick up at sitter; drop off at home

Students who are transported to/from a bus stop other than their assigned stop must have a parent/guardian signed Transportation Request form for the current school year on file at the Plainfield School District Transportation Office, located at 14812 Eastern Avenue, Plainfield, IL (815) 436-7800. Copies of the Transportation Request (sitter) forms are available in each school office, District website, or at the District Transportation Office. Requests must be received by the District Transportation Office 10 days prior to school starting to be in effect the first day of school. After school begins, changes will become effective within three school days.

For safety and security reasons, except in highly unusual circumstances or in an emergency situation, students will not be allowed to ride an alternate bus to or from school by providing the school or bus driver with a note. In addition, students will not be able to get on or off a school bus at a stop other than the one to which they are assigned. The purpose of this policy is to ensure that, in the event of a bus emergency, all appropriate families are contact.

Questions concerning bus transportation should be directed first to First Student Transportation, the Plainfield School District's contracted transportation service, at (815) 436-3700, then to the building principal, and then to the Transportation Office at 436-7800. For Special Education transportation issues, contact Septran, the contracted transportation service at 815-609-7725, then to the building principal and the District Transportation Office.

### ***Virtual Backpack***

District 202 uses an online "Virtual Backpack" system to distribute materials from external organizations. This system helps us to "go green" by limiting the number of fliers sent home with students. Parents are encouraged to check out the Virtual Backpack often, either through the District 202 web site ([www.psd202.org](http://www.psd202.org)) or (<http://www.psd202.org>) or through their school(s) web site(s).

Fliers are also posted in or near every school's main office for families without Internet access.

### ***Vision and hearing Screening***

Vision screenings will be done, as mandated in the Illinois School Code, for children in the following programs/grade levels: preschool, kindergarten, 2<sup>nd</sup> grade, 8<sup>th</sup> grade as well as students enrolled in our special education programs and for those students that are new to District 202. 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 if that evaluation form is on file at the child's school. Vision screening is **not** an option. If a vision examination report is not on file at the school, the child in the mandated program/grade level will be screened. Hearing will be screened annually at grades Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 3<sup>rd</sup> grade, as will all children in our special education programs and students that are new to the district.

### ***Visiting School (See also: Conferences and Field Trips)***

Parents/Guardians are welcome and encouraged to schedule classroom visits at any time during the year except the first and last two weeks school is in session, and during the time that standardized tests are being administered. Classroom visits should be scheduled with the classroom teacher in advance and should be no longer than 60 minutes in length. In addition, parents are allowed to eat lunch with their child in the cafeteria a limited number of times per year. Parents/guardians may not bring pre-school children or infants with them for classroom visits, lunch/recess with the student, field trips, or room

parties because younger children can distract the attention of both the visitor and the class. When in the classroom observing a class in session, please do not attempt to hold a conference with the teacher about your child. When a parent or guardian is visiting or volunteering at school, their interactions with staff and students should be limited to the purpose for their visit to the building. Whenever visiting a school, please check in at the school office upon entering the building and be sure to bring your driver's license. Any visitors to the school are expected to comply with all district policies.

### ***Vital Information***

Your address, along with your home, cell, business and emergency telephone numbers need to be on file with the school office. In order to assist school personnel in keeping records up-to-date, please notify the office immediately when changes occur. This information will only be used by authorized school personnel for emergency purposes.

### ***Weed Spraying on School Grounds***

The District 202 Grounds Department will perform regular weed control spraying at all district school buildings during the third week of every month. This includes spraying the building perimeter, fence lines, curb lines, and any cracks in the driveways or walkways. This spraying shall be performed, weather permitting, on a rotating basis from April through September.

The liquid application of "weed and feed" fertilizing will be performed by an outside contractor two times a year in areas adjacent to buildings. Some athletic field areas at various sites may also be treated based on conditions of the turf area. The contractor typically sprays on the weekends (usually Sundays) to avoid the times when students are present. The two weekends per year are typically mid to late weekend in May and again Labor Day weekend in September.

Any parents who wish to be notified of spraying should consider this as District notification. Any questions regarding this process should contact the District 202 Director of Grounds (815)439-5452 or your building principal.

### ***Withdrawal From School***

If you move out of the Plainfield School District, state law requires that the parent/guardian sign a release form which enables school records to be sent to a different educational institution. Parents/Guardians sign this release form at the new or receiving school, however, parents are asked to stop by the school office prior to the student's last day of attendance and pick up a transfer letter which will be signed by the building principal.

### ***504 Plans***

There have been recent changes (December, 2008) to a Federal law (Section 504 of the Rehabilitation Act of 1973) that affects students who have a disability, or who may be regarded as having a disability. Your child may have rights under The Office of Civil Rights (OCR). You may contact the school with questions.

**INDEX**

PRINCIPALS’ MESSAGE ..... Inside Front Cover

SUPERINTENDENT’S MESSAGE ..... 3

PARENT/GUARDIAN SIGNATURE SHEET..... 4

BASIC EDUCATIONAL PHILOSOPHY..... 5

DISTRICT MISSION STATEMENT..... 5

BOARD OF EDUCATION..... 5

ADMINISTRATION ..... 6

SCHOOL POLICIES & GENERAL INFORMATION:

    Acceptable Use of Electronic Networks..... 10

    Animals/Pets on Property ..... 11

    Asbestos Management Plan ..... 11

    Assessment..... 11

    Attendance and Absence..... 12

    Attendance Zone ..... 14

    Bicycles ..... 15

    Birthday/Party Treats..... 15

    Bullying..... 15

    Bus Regulations ..... 15

    Cell Phones ..... 16

    Civil Defense and Disaster Plans..... 16

    Communicable Diseases ..... 16

    Concerns ..... 17

    Conferences ..... 17

    Connect Ed ..... 17

    Curriculum..... 18

    Deliveries at School ..... 28

    Discipline ..... 28

    District 202 Wellness & Building Implementation..... 31

    Dress ..... 31

    Electronics ..... 32

    Elevator Usage..... 32

    Emergency Closing/Evacuation Plan ..... 32

    Emergency Contact Information..... 32

    Entrance Regulations..... 32

    Expected Behaviors at Extracurricular Activities..... 32

    Field Trip ..... 33

    First Aid and Emergency Treatment..... 33

    Hat Policy..... 33

    Head Lice..... 33

    Homeless..... 33

    Homebound Tutoring..... 33

    Homework ..... 33

    Insurance ..... 34

    Internet Threats ..... 34

    Invitations ..... 34

Learning Disabilities .....	34
Lost and Found Articles .....	34
Lunch .....	34
Media Center .....	35
Medical Examination.....	35
Medication While in School.....	36
Messages for Students.....	37
Mini and/or Motor Bikes. ....	37
Mobility Aids .....	37
No Trespass Notice.....	37
Non-Discrimination Statement.....	38
Parent Organizations .....	38
Parent Web Module .....	38
Personal Property.....	38
Physical Education.....	38
Pictures/Photographs.....	38
Promotion and Retention .....	38
Reassignment of Students to Class or Grade Level.....	39
Recess .....	39
Release of Student Names, Photographs and Original Work .....	39
Report Cards. ....	39
Residency & Delayed Residency .....	39
Rights Reserved Statement .....	40
School Closing Information .....	40
Special Education.....	40
Student Sign-In/Out.....	42
Students' Records and Responsibilities .....	43
Students Taken From Class for Questioning.....	47
Testing Program .....	47
Textbook Rentals, Fees and Financial Requests .....	48
Time Schedule.....	48
Transportation.....	48
Vision and Hearing Screening .....	49
Virtual Backpack.....	49
Visiting School .....	49
Vital Information.....	50
Weed Spraying on School Groups.....	50
Withdrawal from School.....	50
504 Plans.....	50
Plainfield School District #202 Map.....	Inside Back Cover