



Student/Parent Handbook

Community Consolidated
School District 146

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Chapter 1: Essential Information

Arrival

Please refer to individual school pages for specific arrival and dismissal locations.

Elementary School

Instruction begins at 8:55 a.m. **Students must be present prior to 8:55 a.m., but not before 8:40 a.m., at which time staff supervision is available.** The exception is students involved in a teacher-sponsored activity or those who made previous arrangements with a teacher or the principal.

Middle School

Instruction begins at 8 a.m. **Students must be present prior to 8 a.m., but not before 7:30 a.m., at which time staff supervision is available.** The exception is students involved in a teacher-sponsored activity or those who made previous arrangements with a teacher or the principal.

Dismissal

Please refer to individual school pages for specific arrival and dismissal locations.

Elementary School

The school day **ends at 3:35 p.m.** Students are expected to leave the school premises upon dismissal. Students who remain for school-sponsored activities are to report to the staff member sponsoring the activity immediately following dismissal.

Prior to the end of the day, students should know if they are a walker, bus rider, or car rider. This designation determines where and how he/she exits at dismissal.

Middle School

The school day **ends at 2:55 p.m.** Students are expected to leave the school premises upon dismissal. Students who remain for school-sponsored activities are to report to the designated staff member sponsoring the activity immediately following dismissal.

Early Learning/Morning Kindergarten

Early Learning Schedule

Morning Session – 8:55 to 11:25 a.m.

Arrival is at 8:40 a.m. Students should not arrive prior to this time as staff supervision will not be available. Please refer to individual school pages for specific arrival and dismissal locations.

Afternoon Session – 1:05 p.m. to 3:35 p.m.

Students should not arrive at school prior to 12:55 p.m., at which time staff supervision will be available. Please refer to individual school pages for specific arrival and dismissal locations.

Be sure to have all riders fastened in seat belts and/or car seats as appropriate.

Morning Kindergarten Schedule

A half-day kindergarten program is available in the morning. **Class begins at 8:55 a.m. and ends at 11:45 a.m.**

Arrival is at 8:40 a.m. Please refer to individual school pages for specific arrival and dismissal locations.

Bus Transportation

The District provides bus transportation to and from school for all students living 1.5 miles or more from the school, and/or under hazardous conditions as defined by the state. The school bus drops off and picks up bus riders at assigned bus stops. For arrival and dismissal at school, individual schools have specific bus procedures. See the individual school pages for specific procedural information. While riding the bus, students are expected to display appropriate behavior to assure the safety of all riders. Riding a school bus is a privilege which may be denied if the bus rules and guidelines are not followed.

All students who are bus riders may ride only the bus they are assigned to and can only be picked up and/or dropped off at their assigned bus stop.

Students are expected to follow the bus safety rules each time they ride the bus, whether they ride regularly, occasionally, or on a class field trip. Good conduct is expected every time students ride the bus. Misconduct is a distraction to the bus driver and a safety hazard to other students.

The privilege of students to ride on the bus is conditional on their appropriate behavior and compliance with the rules and regulations. Safety demands complete cooperation. Should any student persist in violating the rules and regulations, it shall be the duty of the driver to notify the school administration. After due warning has been given to the student, the privilege of riding the bus may be revoked.

In the interest of student safety and in compliance with state law, students are expected to observe the following rules:

1. Choose a seat and sit in it immediately upon entering the bus, unless assigned a specific seat. Do not stand in the entrance or in the aisle.
2. Do not move from one seat to another while on the bus.

3. Keep all parts of the body and all objects inside the bus.
4. Loud conversation, singing, boisterous conduct, unnecessary noise, and/or profanity is not allowed.
5. Enter and exit the bus only when it is fully stopped.
6. All school rules apply while on the bus, at a bus stop, and waiting for the bus. Inappropriate behavior will be reported to school authorities and failure to observe safety rules may result in suspension from bus services.
7. Use the emergency door only in an emergency.
8. In the event of an emergency, stay on the bus and await instructions from the bus driver.
9. Good behavior and behavior that will not distract the bus driver from operating the bus safely is required. Crowding, pushing, and other needless commotion are grounds for disciplinary action.
10. Do not open windows.
11. Keep the bus neat and clean.
12. Be waiting at the bus stop at 10 minutes before the scheduled arrival time.
13. Never tamper with, damage, or deface anything in or on the bus, or any of the bus or school equipment. Parents will be liable for any damage students do on the bus.
14. Keep book bags, books, packages, coats, and other objects out of the aisles.
15. Keep all body parts clear of the aisles when seated.
16. Eating is not permitted on the bus.
17. Students are required to embark and disembark the bus only at their designated stop.
18. Students must be totally quiet at all railroad crossings.
19. Other school rules apply relative to general conduct.
20. Cell phone use on the bus is contingent upon the acceptable use policy ([Chapter 2](#)).

A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

- Violating any school rule or school district policy.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of a directive from a bus driver or other supervisor.
- Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Video and audio cameras are installed and operational on all buses to monitor student conduct. Recordings may be used for the purpose of investigations into misconduct or accidents on the bus and to promote and maintain a safe environment for students and employees when transportation is provided for any school-related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with state law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the District for any necessary repairs or replacement.

The content of the electronic recordings are student records and subject to District policy and procedure concerning student records; such recordings are exempt from the Eavesdropping Act. Only those people with a legitimate educational or administrative purpose may view and/or listen to the electronic video and/or audio recordings.

Please report any bus concerns to the school office or the bus company.

Car Riders

Safety is the District's number one priority during arrival and dismissal, especially in terms of traffic around the school buildings. Drivers should be mindful of designated drop-off and pick-up areas, and should obey the traffic flow patterns put in place at each building. Please see individual school drop-off and pick-up directions noted on individual school pages.

A few reminders about car safety:

- Park legally.
- Respect school neighbors – please do not park in or block driveways.
- Do not stop or park in crosswalks.
- Do not make U-turns or turn around in driveways.
- Obey speed limits, posted signs, and parking cones.
- Always unload or pick up children when properly parked curbside – never stop in the middle of the street.
- Never allow students to cross between cars or buses, or wave them to cross in the middle of the block.
- Do not pass buses that are loading or dropping off children.
- Respect and obey student Safety Patrol Guards, adult crossing guards, and school staff members.
- Bus lanes are for buses only.
- Seat belts should always be worn.
- Cell phone use is illegal in a School Zone.

Pedestrians (Walkers)

When walking to and from school, students should follow appropriate safety rules:

- Use marked crosswalks.
- Do not cross between cars and buses.
- Do not cut through private property.
- Obey safety signs and signals.
- Use sidewalks, if available.
- Look both ways before crossing.

- Use good safety practices and follow the directions of Safety Patrol Guards, crossing guards, and school staff members on duty.

Bicycles/Skateboards

Once bike riders or skateboarders have reached school property, they should walk their bikes/skateboards to the designated bike rack area. Bike racks are available at all schools. Please lock all bikes to the rack. Bikes are not to be left in any other area. All bikes must be locked through the frame and wheel in the bike rack. Each bike should have its own lock. Students cannot share bike locks. Store skateboards appropriately.

When leaving school at the end of the school day, riders should walk their bikes/skateboards along the sidewalk area until they are away from the school grounds. Riders should use good safety practices at all times and follow the directions of Safety Patrol Guards, crossing guards, and school staff members on duty. Failure to follow safety guidelines may result in parent notification or loss of riding privileges. The school is not responsible for damage to bicycles and skateboards nor for loss/theft of bicycles/skateboards.

Crossing Guards

Crossing guards are on duty 15 minutes before the start of school and 15 minutes after dismissal. It is very important that students who are walkers and/or bike riders follow the directions of the crossing guards at all times. Parents are asked to reinforce with their children the importance of following the crossing guards' directions.

Safety Patrol Guards

In the elementary schools, some upper grade students, under the direction of the Safety Patrol Club sponsor, are responsible for helping school staff provide additional safety measures for all students for 15 minutes before and after school. Safety Patrol Guards are stationed at key points with staff to assist students crossing the street. Safety Patrol Guards do not stop traffic.

Attendance

District 146 schools maintain a regular daily school schedule. An attitude that schedules are important is a valuable lesson for children to learn. Therefore, the District asks all families to help emphasize responsibility to children and the importance of keeping to schedules and being punctual.

Regular attendance is essential to learning. Illinois law (School Code 105 ILCS 5/26-1 and 5.26-3b) requires that whoever has custody or control of any child between 6 (on or before September 1) and 17 years of age (unless the child has already graduated from high school) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session.

Every minute of a student’s time in school is important. Students who are absent for even one day, or who arrive tardy to school, miss valuable instructional time and can easily fall behind academically. A district calendar and school newsletters remind parents/guardians of school schedules and attendance days. Please review the [school calendar](#) to avoid planning family activities on school days. Vacations are considered unexcused absences.

Tardiness

Students arriving late to school in the morning should report to the office. A parent must accompany their students and sign them in with the office. Excessive tardiness will result in student/administrator conference, parent/administrator conference and/or further disciplinary action.

Leaving School Early

Parents should contact the school office if their students need to leave school before the end of the day for a doctor’s appointment or other urgent matters. Parents must report to the office, be prepared to show appropriate identification, and sign the child out at the appropriate time. If the student returns to school before the end of the day, the parent must sign him/her in at the office.

Absences

To ensure the safety of all students, and to remain in compliance with state law, parents are required to notify the school office if their child will not be in attendance. This notification must take place within the first hour of school. When reporting an absence, please call the school office anytime, day or night, to access the voicemail system. When calling, please provide: student’s name, date of absence, and reason for absence.

School	Phone Number
Central Middle School	708.614.4510
Fierke Education Center	708.614.4520
Fulton School	708.614.4525
Kruse Education Center	708.614.4530
Memorial School	708.614.4535

If notice is not received, District procedure is for the school office to attempt to make contact via all phone numbers provided during registration. If unsuccessful, all emergency contacts will be called until confirmation of the absence is received. If all attempts to contact are unsuccessful, a District administrator and/or designee will notify local law enforcement to ensure the safety and well-being of the student.

Reasons For Absence

Excused Absence: Acceptable reasons (verified by parental notification i.e., note, phone call, or email) include illness, medical appointments, funerals, attending military honors to sound “Taps,” religious holidays, and court appearances. If a student is absent for four or more consecutive school days due to illness, a medical release signed by the student’s doctor is required.

Unexcused Absence: Absences for any reason not described in excused absences; including truancy and vacations.

Extended Absences

A student with unexcused absences and/or extended vacation inside or outside of the country for more than 10 consecutive school days is required to be unenrolled from school. Upon return, the student must repeat the registration process.

Excessive Absenteeism

Not meeting the excused absence criteria will result in the absence being unexcused. Every effort will be made by District 146 to remedy concerns of excessive absenteeism.

Truancy

A “truant” is a child subject to compulsory school attendance who is absent without valid cause from such attendance for a school day or portion thereof.

Valid causes for absence include those listed under “Excused Absence” in the section above.

In the event that a child is absent for the purpose of observing a religious holiday, the absence will be considered excused and the student will be given an equivalent opportunity to make up any examination, study, or work requirement. Excessive health-related absences without doctor’s notes are not valid causes for absence.

Chronic or habitual truant

A “chronic or habitual truant” is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 10 percent or more of the previous 180 regular attendance days. Students who are identified as chronic or habitual truants will be reported to the Intermediate Service Center.

Parents or Guardians may obtain assistance to improve attendance by contacting the school administration, social worker, or nurse.

Illinois School Code defines a chronic or habitual truant as a child who is absent for 10% of accumulated school days, which includes both excused and unexcused absences. District 146, therefore, monitors student attendance to ensure

the attendance of students at school. To address high rates of unexcused absenteeism, a sequence of escalating interventions is followed leading to a Truancy Referral Form submitted to the [Suburban Cook County Regional Office of Education](#). The Regional Office of Education reserves the right to submit referrals to the Circuit Court of Cook County.

*A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine up to \$1,500.

Truancy Letters

1st Truancy Letter	Issued by School
2nd Truancy Letter	Issued by District
3rd Truancy Letter	Issued by Suburban Cook County Regional Office of Education

When it is determined a child is truant, the parent(s) or guardian(s) are informed of their legal responsibilities, and the school will take appropriate disciplinary action. The Illinois Revised Statutes, Chapter 105, Section 5/26-1, provide that students in grades 1 through 12, regardless of age, shall have the children in the public school in the district wherein he/she resides when it is in session during the regular school term unless:

- They are enrolled in a private school or home schooled;
- Said child has a certificate of physical or mental disability from a competent physician; or
- The principal of the school that student attends excuses the child's temporary absence.

Breakfast and Lunch Program

A monthly menu is available via the [school website](#). Students use debit cards to “purchase” breakfast, hot lunch, and milk. They may choose this option on a daily basis. Teachers count participants each morning and forward that information to the school office.

Allergy-aware areas are available, as needed, at all schools for students with identified peanut and tree nut allergies, and students who choose to bring a peanut-free lunch. Peanut butter and other peanut products may be consumed freely by non-allergic students in each cafeteria.

To promote germ prevention, all cafeterias and designated eating areas have sanitizing gel available for student use.

Breakfast/Lunch

Grab-and-go breakfasts are offered at all schools. Students have the option to purchase their breakfast before the morning bell rings.

Students in grades K-8 eat lunch during a scheduled lunch period. Students may bring lunch from home or purchase a hot lunch. Students should eat the food that has been provided for them. Restrooms are available for use during lunch periods.

Staff members supervise all eating areas and students should follow directions of the supervisor the first time given. Students are expected to sit in their seats while eating, return their trays to the designated area, and deposit paper and refuse in the recycling and waste containers provided. Students will demonstrate appropriate manners while in the cafeteria. Throwing food or other items is never permissible. If a student spills or makes a mess, the student should clean up after him/herself. Students should keep hands, feet, all body parts, and objects to themselves at all times.

Students who violate lunchtime rules may experience restriction of privileges and/or other disciplinary measures. Frequent inappropriate behavior may result in parental notification, and/or possible disciplinary action.

Debit Card Program

All students are issued a debit card that will allow them to purchase a breakfast/lunch on the days they choose. Debit cards should maintain a positive balance. Families will be notified when balances become low or negative.

Food Delivery

Meal delivery for students by restaurants or delivery services (GrubHub, Uber Eats, etc.) is not permitted. Family members may drop meals off if a student forgets his or her meal, or extra hot meals will be available in the school cafeteria.

Student Dress/Appearance

The intent of the District's student dress and appearance guidelines is to promote a good learning environment while honoring each individual's self-expression.

Students are expected to dress and groom themselves in an appropriate manner that sustains a safe community inclusive of a diverse range of identities, and in a manner that is reasonable and appropriate for the school setting.

To insure the rights of all students are protected, the following will not be permitted:

- Modes of dress or appearance which are clearly disruptive and disturbing to the progress of the educational program or fail to cover a student's genitals, nipples, buttocks, or undergarments; Dress which displays messages or images that are clearly disrupting or disturbing to the progress of the educational program, including but not limited to:
 - Modes of dress which display drug or alcohol related language, paraphernalia, and/or advertising;
 - Modes of dress which display gang symbols;
 - Modes of dress which display images, symbols, or language related to weapons;
 - Modes of dress which display sexually explicit or suggestive images; and

- Modes of dress which display obscenities, falsehoods, innuendoes, or other expressions either harmful to the normal development of the younger and less mature students, or offensive to the reasonable sensibilities of students, faculty, or other school personnel.

School administration makes the final interpretation of the dress guidelines. When a student is dressed inappropriately as defined above, school administration will coach, counsel, support, and teach those involved in a non-punitive manner. A second event will result in a non-punitive meeting with parents. Discipline will be considered only on and after a third incident. This falls under the “social” part of social/emotional learning. District 146 is committed to high levels of social/emotional learning for all students.

To ensure effective and equitable enforcement of the guidelines, school staff will enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any student or group of students based on race, sex, ethnicity, religion, cultural observance, gender identity, gender expression, sexual orientation, household income, or body type/size.

Physical Education Requirements

Elementary School

Athletic shoes, which cover the whole foot, are required to participate in physical education classes.

Middle School

Students change into uniforms (t-shirt and shorts) purchased by parents. Athletic shoes, which cover the whole foot, must be provided and kept in the student’s locker. Gym uniforms are purchased through the physical education classes.

A student may modify his or her athletic uniform for the purpose of modesty in clothing or attire in accordance with the requirements of his or her religion, his or her cultural values, or modesty preferences. A student is not required to receive the prior approval of the school board for such modification.

Recess

Elementary School

District 146 values daily outdoor recess as a means of promoting exercise, organized play, and socialization. Students are encouraged to participate in safe, inclusive playground activities. Students are discouraged from playing games that may lead to the use of excessive force (e.g., tackle games & “tag”), as well as games that could lead to the exclusion of others (e.g., “keep away”).

Students are expected to demonstrate appropriate behaviors and use positive, respectful language with others while participating in recess. This includes sharing, taking turns, and general sportsmanlike conduct. Lack of cooperation and/or frequent or significant misbehaviors will result in parental notification, and/or possible disciplinary action.

Cold/Inclement Weather Conditions

Indoor recess may be used in lieu of outdoor recess in the case of severe cold conditions (wind chill factor of 20 degrees or colder) or inclement weather. All other times, students will go outside for recess and need to dress appropriately for the weather. Appropriate clothing for outdoors includes coats, boots, hats, and mittens, as appropriate.

Lockers

Elementary school

Students are assigned lockers/cubbies in which they may store books and personal items. It is the student's responsibility to see that the locker/cubby is kept clean and orderly at all times.

Lockers/cubbies are the property of the school and may be inspected by school personnel at any time. Coats, jackets, and hats must be kept in lockers/cubbies and may not be worn in class. Lockers/cubbies are not to be used to store personal items beyond jackets, outerwear, and book bags. **Backpacks on wheels do not fit in lockers.**

Middle School

Each student is assigned an individual hall locker to store books and personal items.

The combination should be kept confidential. It is the student's responsibility to assure the hall locker is kept clean, locked, and organized at all times. Lockers are the property of the school and may be inspected by school personnel at any time.

Fines will be assessed for damage to lockers caused by careless and deliberate abuse. Coats, jackets, hats, book bags, backpacks, and other personal belongings must be kept in lockers and may not be worn in class. **Backpacks on wheels do not fit in lockers.**

During Physical Education class, it is the student's responsibility to see that the locker in the locker room is locked during class time. Technology of any kind is not allowed in the locker room.

Care of Textbooks, Materials, and Property

Our buildings and equipment represent a considerable investment on the part of the citizens of our school district. Students or persons who deliberately mar, deface, or reduce the worth or usefulness of property shall be responsible for repairs or replacement of damaged property. Students are responsible for an additional charge if books assigned to them have been lost or used carelessly.

Parents are asked to discuss with their children their responsibility for care of public property.

Lost and Found

Elementary School

Students who find lost articles of clothing or other items should immediately give them to a teacher or the main office to be placed in the lost and found bin. Students who lose personal items should check the lost and found for their items. Identifiable items will immediately be returned to the student. Valuable personal property or sizable amounts of money should not be brought to school. Unclaimed items are given to not-for-profit organizations throughout the year.

Middle School

The lost and found is located in the main office. Students who find lost articles of clothing or other items should promptly turn them in to the office, where the owner can claim them. If students have had any personal items lost, stolen, or damaged, the incident should be reported to the office the day they are made aware of the loss. Identifiable items will immediately be returned to the student. Forms to file a report of the incident are available in the school office. Unclaimed items are given to not-for-profit organizations throughout the year.

Valuable personal property or sizable amounts of money should not be brought to school. Students are responsible for their own property. Students should make sure that their hall and gym lockers are kept locked. Combinations are to be kept private and not shared with other students.

Extracurricular Activities

Elementary School

Staff members sponsor extracurricular activities for students to join throughout the year. Examples of clubs include: choir, student council, arts & crafts clubs, and reading clubs. Students interested in the activities planned for this year will be given appropriate information by the sponsor and permission slips will be sent home noting details. Parents must provide transportation, if needed. To participate in an activity, one must be in attendance for a minimum of two and a half hours on the day of the event or activity. Students may not participate while suspended.

Middle School

Part of a well-rounded education includes non-academic opportunities for social and physical growth. All students at Central are encouraged to become involved in the co-curricular activities afforded to them in the areas of interscholastic activities, instrumental/vocal music, student government, and the various subject-centered clubs.

Staff members sponsor extracurricular activities for students to join throughout the year. Students who are interested in the activities planned for this year will be given appropriate information by the sponsor and information will be sent home noting details. Parents must provide transportation, if needed.

To participate in an activity, one must be in attendance for a minimum of two and a half hours on the day of the event or activity. Students must demonstrate basic responsibilities and an appropriate attitude before they are allowed to participate in these activities. Participation in the activities must be earned through demonstration of appropriate student scholarship, behavior, and citizenship. The suggested standards/guidelines will be reviewed on an individual student basis throughout the school year in order to help determine the eligibility of the student for participation in the activities. Students may not participate while they are suspended. See the social probation section within the Student/Parent Handbook for the full eligibility details.

District 146 allows a student to modify his or her athletic or team uniform for the purpose of modesty in clothing or attire that is accordance with the requirements of his or her religion, his or her cultural values, or modesty preferences. A student is not required to receive the prior approval of the school board for such modification.

Instrumental Band

The District provides the opportunity for students in 5th through 8th grades to participate in an instrumental band program. Informational meetings are conducted each fall to outline the program's structure, schedules, and activities.

Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled; and (b) students will not be exposed to a dangerous animal in an unhealthy environment.

Communication with Parents

District 146 subscribes to an alert system, which allows an email, text message, or recorded voice message to be distributed to all parents and staff within a very short period of time. This system utilizes the phone numbers and email addresses that parents and staff have provided to the school and District as official contact information. Please contact the school office with any changes to this information.

The District and school websites are frequently updated with news and information about school events. All schools also have a newsletter.

Individual schools use additional technology platforms to communicate with students, families, and share student work. Teachers will share information about communication platforms with families once school begins each year. Parents are encouraged to register and utilize these platforms as a means of regular communication.

All teachers can be accessed through District email. To communicate with a teacher, parents are encouraged to send an email. In most cases, the email address is the teacher's first initial followed by their full last name @district146.org. Please allow time for teachers to respond to emails, keeping in mind that time is limited during the school day to respond. By phone, voicemail is available. Please call the school office to leave a message.

The District has a filtering system for emails to protect it from viruses and excessive spam. If a parent emails a staff member and does not receive a response within 24 hours, please call the staff member to be certain the email has not been rejected.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, and activities. Individuals with disabilities should notify the building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance of the school-sponsored function, program, or meeting as possible.

Registration and Fees

The material registration fee includes the use of basic texts, computers, library books, meal debit cards, assignment notebooks, and other educational materials. Students and their parents are held responsible for the loss, undue wear, or damage of these items. This may result in replacement fees. All students, regardless of grade, are charged registration/book rental fees. The fee is due upon registration of school or upon entering during the school year. The district does not withhold a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.

Waiver of Student Fees

In accordance with [School Board Policy 4:140](#), the Superintendent will recommend to the School Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. **Students will pay for loss of school books, technology or other school-owned materials.**

Fees for textbooks and other instructional materials are waived for students who meet the eligibility criteria for fee waiver contained in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Eligibility Criteria

A student shall be eligible for a fee waiver when:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act, 42 U.S.C. §1758; 7 C.F.R. Part 245; or
2. The student or student's family is currently receiving aid under Article IV of The Illinois Public Aid Code (Aid to Families with Dependent Children).

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family
- Unusual expenses such as fire, flood, storm damage, etc.
- Seasonal unemployment
- Emergency situations
- When one or more of the parents/guardians are involved in a work stoppage

Verification

The Superintendent or designee must follow the verification requirements of 7C.F.R. 245.6a when using the free lunch or breakfast eligibility guidelines pursuant to The National School Lunch Act as the basis for waiver of student fee.

When using a District-established or other independent verification process, the Superintendent or designee may not require verification more often than every 60 calendar days. The Superintendent or designee shall not use any information from any independent verification process to determine free lunch or breakfast eligibility pursuant to The National School Lunch Act.

Determination and Appeal

The Superintendent or designee will notify the parent(s)/guardian(s) promptly as to whether the fee waiver request has been granted or denied. The denial of a fee waiver request may be appealed to the Superintendent by submitting the appeal in writing to the Superintendent within 14 days of the denial. The Superintendent or designee shall respond within 14 days of receipt of the appeal. The Superintendent's decision may be appealed to the Board. The decision of the Board is final and binding.

Questions regarding the fee waiver request process should be directed to the school principal.

Student Supply List

School supply lists are available on the school websites and via [TeacherLists](#). Please check with the student and/or teacher throughout the school year to be sure supplies are adequate.

Pledge of Allegiance

Staff and students recite the Pledge of Allegiance on a daily basis.

Student Transfers

Families transferring to District 146 should contact the registrar for information on initiating the transfer process. District 146 does not refuse to enroll a student because of a student's failure to present his/her student permanent or temporary records from a school attended previously.

Students leaving District 146 must have a parent/guardian contact the school's main office at least two days before the official withdrawal date. Upon learning of a withdrawal, a certified copy of your child's permanent and temporary student records will be prepared by the school's records custodian and transferred to the school where you child has been or will be enrolled. Records transfers will occur no sooner than 5 business days and no later than 10 business days. Parents have the right to inspect, review, or challenge their child's student records prior to them being transferred. The District does not withhold a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.

For more information on student records, please review the Student Records section of this handbook

Visitor Information

District 146 schools are safe and secure places for students to learn and grow. All entrances and exits are secured by locked doors before, during, and after school hours. The school safety clerk and other school personnel monitor doors by means of video cameras. Parents and visitors are always welcome to visit a school. However, safety requires that parents or others do not visit teachers while they are supervising and teaching students.

In order to provide safety for students and staff, and to keep classroom disruptions to a minimum, all parents and visitors should follow these procedures:

- Report to the main office.
- If dropping off an item for a student, please give it to the office staff. It will be placed in the teacher's mailbox and reasonable efforts will be made to get the item to the student without disrupting instruction.
- Appointments to meet with a staff member should be scheduled in advance.
- At the front office, visitors will be asked to show identification and sign in to receive a visitor's badge. Visitors will need to sign out in the office upon completion of their school business and return the visitor's badge.
- A parent must come into the office to sign out their child. If a child is returning to school after being dismissed early, or arriving late due to an illness or doctor's appointment, a parent must come into the main office to sign in the child.

As an added safety measure, criminal background checks will be conducted on all individuals working with children, including volunteers and chaperones. Background checks need to be completed well in advance of the field trip or activity.

Chapter 2: Health and Safety

School Health Requirements

Physical Examination Requirement

In order to comply with state legislation for school enrollment, all children entering early childhood, kindergarten, and 6th grade, along with transfer students, must present proof of a current physical exam prior to admission. Kindergarten and 6th grade physicals must have been administered within one year prior to entering the grade.

All components of the [Illinois Certificate of Child Health Examination](#) including the system review, diabetes screening, lead risk questionnaire, and health history and developmental screening tool must be completed in order to be accepted by the school. Failure to comply with these requirements by the first day of the school year will result in a student's exclusion from school until the required health forms are presented to the District.

Sports Physical at Central Middle School

All students trying out for a team sport must have an updated physical turned in to the nurse prior to tryouts. An [IESA Pre-Participation Examination Form](#) can be found in the main office or on the CMS website. All IESA Pre-participation Examination Forms signed by a Doctor, Physician's Assistant, or Advanced Nurse Practitioner are valid for 395 days (13 months) from date of completion.

Immunization Requirements

All children without established contraindications must receive the following vaccines in accordance with recommended schedules: diphtheria-tetanus-pertussis (DTP), polio (IPV or OPV), measles-mumps-rubella (MMR), Varicella (chickenpox), and Hepatitis B Series.

In addition, Haemophilus influenza type b (HIB), pneumococcal (PCV), and Hepatitis B series are required prior to entry to the **Early Childhood program**.

One dose of Tdap, one dose of Meningococcal conjugate vaccine, and the Hepatitis B series are required for all students **entering Grade 6**.

New students entering the District will be required to show proof that all vaccinations are current.

Failure to comply with these requirements by October 15, will result in the student's exclusion from school until the required proof of immunizations is presented to the District. Students who enter mid-year have 30 days from the first day of attendance to comply with physical exam and immunization requirements.

Dental Examination Requirement

According to Illinois law, all children in kindergarten, 2nd, and 6th grades are required to have an oral health examination. The examination must be performed by a licensed dentist. The [completed form](#) with the dentist's signature must be returned to the school health office by May 15 of the school year.

Eye Examination Requirement

All children entering kindergarten and all students (grades 1-8) entering the Illinois school system for the first time are required to have a complete eye examination. Each child is to present proof of having been examined by a licensed ophthalmologist or optometrist. The [completed form](#), with an eye doctor's signature, must be returned to the health office by October 15 of the school year.

Physical, dental, and eye exams must have been administered within one year prior to the date they are due.

School Screenings

Hearing Screening

The purpose of a hearing screening and threshold testing is to identify students with hearing losses that may affect their educational, emotional, social, speech, and/or language development. Hearing screening will be done for children in the following mandated groups: early learning, kindergarten, 1st, 2nd, and 3rd grades, special education students, teacher referrals, and students new to the District. Children determined to need further evaluation will be referred in a letter sent home to the parent.

A hearing screening is not a substitute for a complete hearing evaluation by a physician or audiologist. Students are not required to undergo a hearing screening if a physician or audiologist has completed and signed a report form indicating that a hearing evaluation has been administered within the previous 12 months.

Vision Screening

The purpose of a vision screening is to identify students with visual impairments. Visual problems can affect the educational, social, and emotional development of children. Early detection of vision problems is vital. Vision screenings will be conducted for children in the following mandated groups: early learning, 2nd and 8th grade, special education students, teacher referrals, and students new to the District. Kindergarten students without an eye examination on file will also be screened. Referrals will be sent home to parents of children who need further evaluation based on the outcome of the screening.

A vision screening is not a substitute for a complete eye and vision evaluation by an eye care professional. Students are not required to undergo a vision screening if an eye doctor has completed and signed a report that a vision evaluation or a complete eye exam has been administered within the previous 12 months.

Illness at School

If a child becomes ill or is injured at school, the school will make all reasonable efforts to notify the parent(s) or the parent-designated emergency phone contact about removing the child from school. It is expected that students will be picked up within 30 minutes of notification. In the event a student requires emergency medical attention outside of the usual nature, the school nurse or authorized staff member will call 911 for an ambulance and transport to the

nearest hospital emergency department. School personnel will notify the parent(s) or guardian with the necessary information.

Please remember, a child who is well should be in school, and one who is sick should be kept home. A child who has a fever at or above 100 degrees, and/or is experiencing vomiting, diarrhea, or an uncontrolled cough should be kept home and not return to school for 24 hours after symptoms subside and fever returns to normal (without the use of fever reducing medications). A child who has a diagnosed communicable disease, undiagnosed rash, or uncontrolled cough should also be kept home.

Returning to school prematurely after illness may result in additional absences because the child is vulnerable to recurrence of the illness, and because of the potential cross infection with other students who may be in the beginning stages of an illness.

A student who sustains an illness or injury which requires an absence of four or more days must present a physician's statement in order to be readmitted to school.

Encouraging hand washing and covering coughs will help limit the spread of germs.

Communicable Diseases

The prevention of communicable disease is important to maintain the health of students and staff and decrease school absenteeism. Examples of communicable disease include, but are not limited to, influenza, gastrointestinal illness (e.g., norovirus, enterovirus), respiratory syncytial virus (RSV), strep throat, and COVID-19.

Steps to promote and maintain a prevention-oriented approach include the following:

- Keep students home when sick and/or experiencing symptoms of infectious illness such as: fever greater than 100.0 F, malaise, fatigue, uncontrolled cough, vomiting, diarrhea, and/or signs of an upper respiratory infection.
- Students should only return once all symptoms have improved/resolved, including at least 24 hours have passed since any vomiting, diarrhea, and/or fever without the use of fever-reducing medication.

Students who show signs of illness while at school will be assessed by the school nurse and may be sent home based on presenting symptoms. Medical diagnosis of communicable illness and/or known exposure to communicable disease are also reasons for exclusion from school.

Head Lice

Head lice are a nuisance best avoided by common sense prevention measures, frequent inspection, and effective treatment when necessary. Head lice are often found in the hair around the ears and base of the neck, but may be present on other areas of the scalp. Children are often without symptoms, but may have an itchy scalp. If close contact results in the transferring of lice, eggs that are laid may hatch in 7-10 days. As long as live lice remain on an infested person's clothing, linens, combs, or hair accessories, they can be transferred to another host. Transmission occurs by direct contact with an infested person, or by indirect contact with an object that has been contaminated with lice.

Although all incidences of students bringing head lice to school can't be prevented, families and the District can control of the spread. Reminding students not to share hats, combs, clothing, or hair accessories are all preventive measures that can be implemented. If a child is identified to have live head lice or nits (eggs), the parents will be called to take him/her home for treatment. All household members should be checked for the presence of lice.

Instructions and guidance will be provided to assist in lice/nit removal and steps to be taken at home. The District does not recommend specific products to treat head lice, and urges parents to contact their health care professionals for advice. Students will be rechecked by health staff upon returning to school, and periodically as needed, and will be permitted to return to the classroom if no evidence of lice is found. When a case is identified at the elementary level, notices will be sent home with all students in the grade level.

Parents who become aware that their child has head lice should alert the school health office as soon as possible. Parents must be active, ongoing partners in managing and preventing head lice outbreaks by checking their own children for head lice regularly and treating children promptly if lice are found.

Additional Preventative Measures

- Receiving an annual flu vaccine is recommended, especially for those at risk for severe illness or complications of influenza.
- Keeping up-to-date with COVID-19 vaccination and boosters, which is currently the leading public health strategy to lower an individual's risk of severe COVID-19 infection and hospitalization.
- Teaching and promoting hand hygiene at home and school, including hand washing with soap and water and using hand sanitizer when soap and water is not available.
- Encouraging respiratory etiquette at home and school, including covering coughs and sneezes with a tissue or bent arm.
- Special protocols and exclusion of susceptible students and staff may be necessary when dealing with certain communicable diseases and outbreaks as directed by the Cook County Department of Public Health.

Administration of Medication Policy

It is the policy of District 146 that the administration of medication to students during regular school hours and during school-related activities is the responsibility of the parent. The State of Illinois and School District 146 discourage the administration of medication during school hours unless it is absolutely necessary for the critical health and well-being of the student. All medication required for these reasons will be administered by the parent. If a parent is unable to administer medication during school hours, a [School Medication Authorization](#) form must be completed by the parent and the student's physician before the child can receive any medication in school. Medication must be in the original, labeled prescription bottle (or in the original packaging in the case of over the counter medications) appropriately labeled by the pharmacist, clearly marked with the child's name, prescription number, and description of medication and dose.

Over the counter medication also requires a signed consent form. Please contact the school nurse to obtain the form or with any questions regarding the form. Forms are also available on the District website. Pain and fever medications such as Tylenol and aspirin, as well as cough drops, are not school-supplied items.

Illinois law ([Public Act 97-0361](#)) allows students to carry and self-administer both asthma inhaler medication and allergy epinephrine auto-injector medication at school. In order for students to self-administer an asthma inhaler, written authorization from the parent/guardian and a copy of the prescription must be on file in the office of the school nurse. For self-administration of epinephrine auto-injector, written authorization from the parent/guardian and physician/advanced practice registered nurse must be on file in the office of the school nurse. The written authorization must include the name of the student. Please contact the school nurse to discuss these special circumstances.

Community Consolidated School District 146 and its employees will not be responsible for injury or illness of any student resulting from ingestion of prescribed medication.

Reduced Physical Activity

If a parent wishes to limit a child's physical education and/or recess activity, or have the child excused from these activities, the parent must submit a written request to the school nurse. In such cases, the activity will be limited for no longer than three calendar days. If a child must not participate in physical education classes and/or recess for medical reasons for more than three days, a note from the physician must be provided, specifying the limitations.

Special Health Factors

Emergency Action Plans

Students with asthma, significant allergies, and/or seizure disorders must submit a completed Emergency Action Plan signed by their doctor, advanced practice nurse, or physician assistant. Nurses follow these plans at school and school-sponsored activities in the event of an emergency. Without an appropriate plan on file, Emergency Medical Services (911) will be called with possible transport to the nearest emergency department.

Federal law affords students with chronic illnesses and disabilities specific rights and protections. One such law is the Section 504 of the Rehabilitation Act of 1973. Parents may request a meeting to discuss the need for a 504 Plan if their child requires more accommodations than are written in their Emergency Action Plan.

Food Allergies/Anaphylaxis

District 146 recognizes the increasing prevalence of severe food allergies among students and staff and has a policy for anaphylaxis prevention, response, and management ([Policy 7:285](#)). Every food-related allergic reaction has the possibility of developing into a life-threatening reaction. Even with proper treatment, complications can occur. Anaphylaxis can occur within minutes or hours after exposure to the allergen. Some individuals may react to just touching the substance, while for others, consumption of a tiny amount of that food can cause a reaction. Parents should notify the school nurse if their child has a serious food allergy so the appropriate precautions can be taken and an appropriate care plan can be in place in the student's classroom.

The eight major food allergens are milk, eggs, tree nuts, peanuts, fish, crustacean shellfish, wheat, and soybeans. Teachers will be notified of students in their class with any serious food allergies.

The following precautions will be taken in classrooms with children with known peanut/tree nut allergies:

- All known peanuts/tree nuts and their products will be eliminated from the classroom curriculum. Food labels will be read and consideration given to the possible presence of allergenic substances that must be eliminated from teacher-directed classroom activities.
- Parents should not send peanuts/tree nuts and their products to the classroom for snack time, field trips, classroom celebrations or times when lunch is eaten in the classroom (peanut residue could pose a problem for a highly sensitive child).
- Children may continue to bring lunches with nut products (such as peanut butter and jelly sandwiches) to school, unless lunch will be eaten in the classroom.

Allergy-aware tables are available for children with food allergies who must abstain from common food allergens. Friends who order school-supplied hot lunches may join them at this table. Students at allergy-aware tables will be reminded to never trade or share food with other students.

Students with Diabetes

If a student has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Medical Management Plan (DMMP), must be submitted to the school health office. The form must be completed and signed by a physician licensed to practice medicine in all of its branches, or authorized advanced practice nurse (APN), or a physician assistant (PA) delegated to work with a supervising physician.

Epilepsy and Seizure Disorder

Epilepsy (also known as a seizure disorder) is the fourth most common neurological disorder in the United States. Any student with a diagnosis of seizure disorder must submit a Seizure Emergency Action Plan. The form must be completed and signed by a physician, or authorized advanced practice nurse (APN), or a physician assistant (PA) delegated to work with a supervising physician.

Concussion Management

State Law requires every school to have a signed [concussion form](#) on file for every student athlete competing. Students who sustain a concussion injury are subject to established return-to-play and return-to-learn concussion care protocols established by the School Board.

Wellness

Student wellness, including good nutrition, physical activity, and social-emotional health, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

In 2010, District 146 established an initiative called "District 146 Gets Fit." This was in response to the development of Illinois School Code policy that requires the State Board of Education, in conjunction with the Department of Public Health, to develop guidelines for school boards to assist students with life-threatening food allergies and to promote healthy practices among students. The District 146 Wellness Committee is made up of stakeholders from

across the District including administrators, parents, students, nurses, teachers, and staff. The Committee regularly informs families and staff about healthy habits.

District 146, recognizes its responsibility to help students acquire the knowledge and skills to make informed choices necessary to establish and maintain healthy habits for a lifetime. The District is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. It also recognizes it cannot eliminate all allergic reactions due to food, and cannot eliminate obesity or other health conditions associated with poor nutrition and lack of activity. However, in accordance with the School Code, the Wellness Policy developed will take the necessary steps to create a school environment that does not contribute to these conditions.

The following nutrition policies were created with the safety of students in mind, are aligned with best practices, and are responsive to changes to the Illinois School Code governing public schools in Illinois.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.

Nutrition education will be part of the District's comprehensive health education curriculum.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempt.

The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines

Students will be offered, and schools will promote, nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value, as defined by the U.S. Department of Agriculture, in the food service areas during the meal periods and comply with all applicable rules of the Illinois State Board of Education.

Elementary School Birthday Treats

Only non-food items such as stickers, bookmarks, stencils, trading cards, etc. may be distributed to classmates. [A list](#) with other suggestions may be found on the District website.

Central Middle School Birthday Treats

The distribution of birthday treats or food is prohibited.

Holiday Parties

Classroom parties are held in October, December, and February in the elementary schools. Any food and drink items brought in for distribution must be individually packaged and labeled by the manufacturer and approved by the classroom teacher no less than one week prior to the party. A list of [recommended food and beverage options](#) may be found on the District website. Please take note of the prohibited foods. Non-food items are encouraged.

Student Rewards from Staff

Staff members are encouraged to reward students with non-food items. Food or drink items used as rewards will be from the recommended list of food and beverage options..

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Physical Activity

Movement Breaks

Recognizing that students need a break from sitting for extended periods of time, every effort will be made to have a daily organized movement break. Students in elementary schools will have a 20-minute supervised recess period.

Physical Activity and Discipline

Staff will choose disciplinary consequences that do not interfere with recess, PE, or movement breaks. Additionally, staff may not use physical activity as a form of consequence.

Nutritional Snack Breaks

Elementary Schools

Snack breaks may be provided for students to eat a nutritional snack brought from home. (Candy, gum, and cookies are some examples of inappropriate snacks for this time.) Fruit or vegetables are great nutritional boosters.

Drinks are not part of snack breaks. Disposable and non-disposable water bottles are allowed and may be kept at student desks. Water bottles may be refilled as needed at water fountains or bottle filling stations when available.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members including parents, students, representatives of the school food authority, school administrators, and the public.

Monitoring

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Social Emotional/Mental Health

School District 146 believes social emotional/mental health is just as important as physical health. The District is committed to providing education, screening, and individualized support to students. Social workers and Family Support Specialists are available on a daily basis to all students. Students may be referred to a social worker for temporary, intermittent, or ongoing support. Parents/guardians and staff may make a student referral at any time.

The District also maintains a list of mental health providers and other outside resources available to students and families. Please contact the school office or visit the District 146 [Community Resource Page](#) for more information on outside resources available in the community.

Suicide and Depression Awareness

Suicide is one of the leading causes of death amongst youth. It impacts the safety of the school environment and impacts the school community. Suicide awareness units are completed annually at each grade level in a developmentally appropriate manner ([AnnMarie's Law](#)).

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district [website](#).

Resources

- [Suicide and Crisis Lifeline](#)- Dial 988. The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.
- [Crisis Text Line](#)- Text HOME to 741741 to connect with a volunteer Crisis Counselor. Crisis Text Line offers free 24/7 support at your fingertips.
- [Safe2Help Illinois Lifeline](#)- The State of Illinois' school safety program to raise awareness of 21st-century threats facing schoolchildren in Illinois.
- [Erica's Lighthouse](#)- A site dedicated to information about youth depression.
- [The Trevor Project](#)- A support site for Lesbian, Gay, Bisexual, Transgender, or Queer youth who are experiencing depression or suicidal thoughts.
- [The Jason Foundation](#)- A foundation focused on suicide prevention that provides information on youth suicide and its prevention.

- [The Anne Marie Foundation](#)- The foundation that helped create Ann Marie's Law. The website shares Ann Marie's story and provides both national and local resources.
- [American Foundation for Suicide Prevention](#)
- [American Association of Suicidology](#)

Safety

Volunteers/Parent Involvement

District 146 welcomes and encourages volunteer participation and recognizes the importance of volunteers. Involvement from outside volunteers and parents increases individual attention to students and student enrichment as a whole.

Per District policy, volunteers, including field trip chaperones, must complete and clear a criminal background check prior to serving as a volunteer. The Safety Clerk in each building has a Criminal Background Check Form volunteers need to complete to initiate this process. The required background check is not meant to discourage participation in school activities. However, the District takes every precaution to be sure students are safe and secure in all school-related activities.

Elementary School

Parents can volunteer for a variety of activities. The PTA/PTO offers additional opportunities for volunteers. Preschoolers and young children should not accompany parents while they are volunteering.

Middle School

Teams may generate volunteer lists for classroom activities. For special events, such as the annual Graduation Party and Luncheon, a committee from the PACT group will solicit additional volunteers.

Crisis Plan

School District 146 is committed to providing safe environments at all facilities for all students and staff. The District 146 Crisis Plan is designated as an all-hazard approach to emergencies and crises that may occur during the school day. The plan is developed and maintained through a collaborative committee approach. The District School Safety Team meets annually, at a minimum, to review procedures and ensure compliance with the Illinois School Safety Drill Act (Public Act 094-0600) and the policies of the Board of Education. The District 146 Crisis Plan is an internal document and is not available to the public due the confidentiality of the content.

Each school has a building-level Crisis/Incident Response Team that includes administration, teachers, social workers, the school nurse, the secretary, and other staff as indicated in the plan. Building-level Crisis/Incident Response Teams meet regularly throughout the school year to review protocols, plan necessary drills, and provide professional development to staff.

Emergency Shelter Plan

The District has an emergency plan to provide safe shelter to students and staff. The plan is implemented in situations that prevent students and staff from waiting inside or outside the building during an emergency/disaster. Each school has a designated emergency housing/evacuation site.

Drills

Fire, disaster, and intruder drills are held at various intervals throughout the school year. Teachers routinely review drill plans with students. When a safety/security drill is in progress, a sign is posted at the main entrance doors to notify visitors of the drill and the need to remain outside of the building until the conclusion of the drill.

Emergency School Closings

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. School closings due to weather and other emergencies are posted on the District's [website](#), on school and district Facebook pages, and at emergencyclosingcenter.com. They are also broadcast on most local TV and radio stations. District 146 will also call all homes with a recorded message when a decision to cancel school is made.

It is important that all emergency/contact information be kept current in the school's main office. If the school needs to be closed for any reason, the District will call the phone number provided at registration with a message about the school closing.

E-Learning Days

District 146 may utilize e-Learning Days in lieu of Emergency Days (snow days, etc.). When an e-Learning Day is implemented, all Early Learning through 8th Grade students will engage in 5 hours of synchronous and asynchronous learning and instruction.

More information on the District's e-Learning Plan can be found on the [District and school websites](#).

Emergency Warning System

A storm warning system to help protect students and others is in place at each school. When a school is under emergency procedures, such as those when a tornado warning is in effect, a strobe light outside the front entrance of the school will be activated. The system is to notify waiting parents that no one is permitted to leave the building at that time and also that they can seek shelter if necessary.

Chapter 3: Teaching, Learning, and Student Support

Academic Standards

All Illinois schools are accountable to state goals, standards, and benchmarks. The standards are academic expectations for students. As students progress through the grades, content and skills are designed to provide a continuous succession of learning objectives designed to build on previous learning. Students receive a consistent curriculum throughout the district based on the Illinois Common Core Standards developed for each grade level. Collaborative teams of teachers determine essential content knowledge and skills students should know and be able to demonstrate.

Classroom Assessments

Classroom teachers administer various assessments to provide a picture of student growth and achievement over time.

Elementary School Grading Policy

District 146 uses a standards-based grading and reporting system for kindergarten through 5th grade students. The purpose of standards-based report cards is to provide to students and families accurate information and detailed feedback on a student's progress towards meeting grade level standards.

A four-point number scale is used to represent the level to which a student has progressed toward specific learning criteria of the standard.

Reporting standards share the teaching and learning focus for the marking period. Report cards will be shared every trimester.

- A mark of "3" is meeting the expected goal or target for the grade level.
- A mark of "4" is extending and indicates student performance is above proficiency.
- A mark of "2" is developing and indicates a student is not currently proficient but does not require teacher help during assessments.
- A mark of "1" is beginning and indicates that student performance is below expectations and requires teacher help during assessments.

The goal is for each child to reach a proficiency level of "3" by the end of the year.

Middle School Grading Policy

All departments will have set weighted categories. Each department will communicate their grading philosophy with students and families at the start of the school year. Each department will report out on summative and formative assessments. Summative assessments are defined as a final check to assess a student's understanding of a specific concept and/or skill. Formative assessments are defined as informal and formal assessment measures during the learning process that are used to modify teaching and learning.

Graduation Policy

The purpose of a graduation ceremony is to celebrate the academic achievement of students. This is a source of pride for family and friends. A student must be in good standing in order to participate in a graduation ceremony. This includes a minimum of a 1.75 cumulative GPA and regular attendance that is not considered truant. Efforts will be made to work with students and families to create a plan for students to participate in a graduation ceremony when students are at risk for not meeting minimum requirements.

Standardized Assessments

Student assessment is an important ongoing process throughout the school year. District 146 utilizes standardized assessments to build a learning picture of progress for every student.

Students in grades 3-8 will be administered State assessments. These assessments measure student learning in the common core standards for English Language Arts and Mathematics. These assessments are referred to as IAR (Illinois Assessment of Readiness) assessments. The IAR assessments have the ability to measure a student's performance through technology enhanced test items. These assessments will occur in the spring.

In addition to IAR assessments, students in grades 5 and 8 will be tested in the area of science in the spring. This Illinois Science Assessment measures scientific reasoning, data interpretation, and scientific concepts using a technology-enhanced assessment.

District 146 utilizes NWEA Map to assess individual student growth in grades 1-8. The MAP assessments are given in the areas of reading and mathematics.

English Language Learner (ELL) students in grades K-8 participate in the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students to monitor individual student progress on an annual basis.

Parents receive reports from these assessments that illustrate the student's individual growth across time.

Assignment Notebooks

Students in grades 3 through 8 receive individual student assignment books. These are provided to students as part of their instructional fees. The notebook helps students keep track of homework assignments and also serves as a communication tool between parents and staff. Sometimes, electronic tools serve this function. A charge of \$2.50 will be implemented to replace a lost assignment notebook.

Take Home Folders

In the elementary schools, Take Home Folders are an important means of communication between school, home, and community. It may include samples of student work and messages from the school and other community

organizations. Since the majority of teaching takes place in school through discussions and a variety of activities, student's written work represents only part of his/her learning. Parents are asked to review the contents with their child and return any requested feedback. Keep reviewed information at home unless specified for a return signature.

Homework

Homework can be an effective means of fostering academic growth and personal responsibility in students. Teachers make assignments that provide opportunities for students to practice and apply skills taught at school. Although teachers are not required to assign homework, when it is assigned, the homework will reinforce and extend classroom learning.

Meaningful and Appropriate Homework

- Has a clear academic purpose focused on specific learning goals;
- Demonstrates student learning that is used to adjust instruction based on performance;
- Promotes ownership by offering choices and being personally relevant; and
- Instills a sense of competence as the student can successfully complete it without help.

Makeup Work

If a student is absent, they will be expected to make up any missed work, including homework and tests. The student will be given the same number of days as they were absent to complete the work. The student is responsible for obtaining assignments from teachers.

Homework Partnerships and Support

Students: Students are encouraged to do their best, ask for help when a task is unclear, and take responsibility for completing assignments.

Parents: Help provide a time and place with limited interruptions that can be used to complete assignments. Check in and assist with homework when necessary. The time it takes to complete assignments may vary with each child. If a student is consistently having difficulty completing assignments within the reasonably defined timeframe, please contact the student's teacher for assistance.

The Homework Guiding Principles can be found on the [District website](#).

Field Trips

Field trips are planned by classroom teachers to enrich and extend learning beyond the classroom. The costs of field trips are paid by families who are assessed a fee for each trip. Written permission slips are required from parents or guardians for student participation. Current student emergency information must be on file. Appropriate behavior is expected while on field trips and any inappropriate behavior may result in disciplinary action and possible exclusion from future field trips.

Assemblies

Assemblies are provided to educate, enrich, and celebrate the accomplishments of students. Each school's parent group may provide assemblies during the year. Students are expected to behave appropriately during assemblies. A student who is unable to behave appropriately in an assembly program may be subject to disciplinary action.

Study Sessions

Middle School teachers may offer study sessions during lunch or after school for academic assistance. The intention of these sessions is to help students and is not meant to be a negative consequence. Students are encouraged to attend scheduled study sessions. Parents will be notified by the teacher issuing the study session ahead of time and are encouraged to support these opportunities.

English Language Learners

School District 146 offers support for English Language Learners to develop high levels of academic attainment in English, acquire the same academic content, and meet the same academic achievement standards that all students are expected to attain.

Parents/guardians of English Language Learners will be:

1. Given an opportunity to provide input to the program through the Bilingual Parent Advisory Council, and
2. Provided notification regarding their child's placement in, and information about, the District's English Language Learners program.

Education of Children with Disabilities

It is the intent of the District to ensure that students who may be eligible for services per Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated, and provided with appropriate educational services.

It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. The District provides free, appropriate public education in the least restrictive environment paired with necessary related services to all children with disabilities enrolled. The term "children with disabilities" means children between the age of three and the day before their 22nd birthday for whom it is determined that special education services are needed. Children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of that school year.

A copy of the publication, "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the District office or by clicking [here](#).

Students with disabilities who do not qualify for an individualized education program (IEP), as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact: [Kelly Voliva](#), Director of Student Services, 708-614-4500.

Social Emotional Standards

All Illinois schools are accountable for the implementation of social emotional learning (SEL) standards at all grade levels. District 146 addresses SEL standards through weekly lessons and daily reinforcement of taught skills.

The social emotional development of students is at the cornerstone of everything District 146 does. Students cannot be successful in school without forming positive relationships with those around them, nor without feeling safe at school. Relationships include student/student, teacher/student, teacher/parent, and parent/student. Part of feeling safe at school includes maintaining high standards for positive student behavior.

Safe and Civil Schools

District 146 has long used the practices researched by Safe and Civil Schools. Safe and Civil Schools provides a researched-based, positive behavioral framework designed to create productive, safe, and respectful learning environments. The goal of Safe and Civil Schools is to empower school personnel with techniques to help all students behave responsibly and respectfully. Classes in District 146 align with the five basic beliefs of Safe and Civil Schools:

- All students must be treated with dignity and respect.
- Students can and should be taught skills and behaviors needed for success.
- Motivation and responsibility should be encouraged through positive interactions and through building relationships with students.
- Student misbehavior provides a teaching opportunity.
- Collaboration is critical. All school staff members must work together to help students behave responsibly and to meet student needs.

The CHAMPS curriculum, which is part of Safe and Civil Schools, is used throughout District 146 as a framework for teaching students expectations, appropriate responses, and how to work together to support all students. The CHAMPS curriculum is based on the above common beliefs and following process:

- Self-reflection: If student behavior is irresponsible, school staff should reflect on what they can do to help the student.
- Utilization for data: Objective information about behavior is important in planning and making decisions about behavior.
- Structure of success: All school settings should be organized to promote successful behavior from students.
- Collaboration: Helping students behave responsibly is a shared responsibility of all school staff members.

Implementation of CHAMPS is evidenced by behavioral expectations posted in common areas throughout buildings, and visuals that serve as quick reminders for students in the hallways. Those “common area expectations” are taught to students at the beginning of the year and reinforced throughout the year, as needed. In the classroom, learning expectations that relate to specific activities and part of the daily schedule are posted. Classrooms are structured for success, students are taught how to be successful in the classroom, and teachers observe student behavior, interact positively, and correct fluently throughout the school day. Students who may require more support or direct teaching are provided individualized interventions, as needed, by their teacher or grade level team.

For more information on Save and Civil Schools, please click [here](#).

Social Emotional Curriculum

District 146 follows a social emotional curriculum called *Second Step* and includes specific time in a student’s school day to directly teach social emotional skills. This curriculum is used preschool through 8th grade. The *Second Step* curriculum builds children’s social-emotional competence and foundational learning skills. It is also directly aligned to Illinois’ Social Emotional Learning Standards at each grade level. Lessons are delivered in a developmentally-appropriate manner, using scenarios that are relatable to students at each age level.

The *Second Step* curriculum helps students develop executive functioning skills, healthy peer and adult relationships, a growth mindset, along with goal-setting skills, empathy, and problem solving. Teachers across the District also use supplemental units created by *Second Step*. The *Bullying Prevention* unit focuses on building trust with staff members to report bullying, as well as providing specific strategies to students for reporting incidents of bullying, as both a victim or a bystander.

For more information about *Second Step*, please click [here](#).

Social Emotional Screener

Illinois requires school districts to utilize a universal screener to identify students that may be at-risk in the areas of social emotional/behavioral functioning. District 146 utilizes the Behavioral and Emotional Screening System (BESS) three times per year to assist teachers and staff in determining behavioral and emotional strengths and weaknesses of students.

Students in 5th-8th Grade also complete a "self-assessment," which helps identify how students are feeling and viewing themselves. Parents are informed of the student screening process and are given the opportunity to opt out of completing the student self-screener.

For more information on the BESS Screener, please click [here](#).

Multi-Tiered Systems of Support (MTSS)

District 146 believes that ***all*** students are capable of high levels of learning.

Multi-tiered System of Supports (MTSS) is a framework for continuous school improvement that is systematic, prevention-focused, collaborative, and data-informed. MTSS provides a continuum of support, responsive to the needs of all students, ensuring successful outcomes in academics and social emotional-behavioral functioning.

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and/or social emotional-behavioral needs. Students are provided intervention at increasing levels of intensity to accelerate their rate of learning and/or address learning gaps. These services may be provided by a variety of personnel including general education teachers, support personnel, and specialists inside and outside the general education classroom. Progress is monitored regularly, reviewed by teams, and shared with families. The frequency, duration, method, and intensity of interventions can be adjusted and are based on individual student progress and response to instruction.

Chapter 4: Student Records and Privacy

Student Records

A school student record is any writing or other recorded information concerning a student, by which the student may be identified individually, that is maintained by a school, at its direction, or by a school employee, regardless of how or where the information is stored.

Exceptions can be made for certain records kept in a staff member's sole possession, records maintained by law enforcement officers working in the school, and video and/or other electronic recordings made on school buses. The District maintains two types of school records for each student: permanent record and temporary record.

Permanent Records

The permanent record *shall* include:

1. Basic identifying information, including the student's name, address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s).
2. A copy of the student's birth certificate (or records submitted in lieu thereof as authorized by law).
3. Academic transcripts including grades, class rank, graduation date, and grade level achieved.
4. The unique student identifier assigned and used by the Student Information System.
5. The student's attendance record.
6. The student's health records (i.e., medical documentation necessary for enrollment and proof of examinations required by 105 ILCS 5/27-8.1).
7. A record of release of permanent record information in accordance with 105ILCS 10/6(c).

The permanent record *may* include:

1. Any honors and awards received by the student.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

Temporary Records

All information not required to be kept in the student permanent record is kept in the student temporary record and *must* include:

1. A record of release of temporary record information in accordance with 105 ILCS 10/6(c).
2. Scores received on State assessment tests administered in the elementary grade levels (Kindergarten through grade 8).
3. Information regarding serious infractions (those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
4. Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit.
5. A completed Home Language Survey.
6. Any biometric information collected in accordance with 105 ILCS 5/10-20.40.
7. Any health-related information.

8. Any accident reports.

The temporary record *may* include:

1. Family background information.
2. Group and individual Intelligence test scores.
3. Aptitude test scores.
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation or interviews.
5. Elementary and secondary achievement level test results.
6. Teacher anecdotal records.
7. Other disciplinary information.
8. Special education files, including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records and tape recordings relating to special education placement hearings and appeals.
9. Records associated with Section 504 plans.
10. Participation in extracurricular activities.
11. Honors and awards received.
12. Verified reports or information from non-educational persons, agencies or organizations of clear relevance to the student's education.

Temporary Student Records Destruction Schedule

A temporary student record is kept for five years. Notice is hereby given that District 146 will be destroying all temporary student records for those students who have matriculated from Grade 8 to high school during the 2018-2019 school year or students who have transferred from District 146 during the 2018-2019 school year. Students over 18 or parents who are interested in obtaining copies of these records may do so by contacting the Director of Curriculum at 708-614-4500, before December 1, 2023.

FERPA and the Illinois Student Record Act

The Family Education Rights and Privacy Act (FERPA) and the Illinois Student Record Act offer parents/guardians and students over the age of 18 (“eligible students”) the following rights with respect to the student’s school records:

1. The right to inspect and copy the student’s education records within 15 school days of the day the District receives a request for access.
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, irrelevant, or improper.
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.
4. The right to a copy of any school student record proposed to be destroyed or deleted.
5. The right to prohibit the release of directory information concerning the parent’s/guardian’s child.
6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual

of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

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

The name and address of the Office that administers FEPA is:
Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-4605

For more information on FERPA, please visit the [District website](#).

Student Media Release

Throughout the year, District 146 publishes photos and stories about students and school accomplishments, especially during special events and performances.

Examples of how the District may use a student's name or photograph:

- A group photo or video from a choir or band concert.
- A story and photo on the school website about the Math Challenge.
- A printed photo in a school or District newsletter.
- A group photo on Facebook of a classroom planting flowers on Earth Day.
- A video clip on Twitter of students celebrating International Walk to School Day.
- A student-created drawing or poem posted on the website.

Places where the District may use names or photos:

- School and District websites
- School/District newsletters
- Newspaper articles and photos
- Photos in district reports
- Videos on the website
- Social media posts

District 146 does NOT distribute information regarding a student's records, address, or phone numbers to the media. However, the media may request a student's full name to be used in publications and the District retains the option to give the name in full for media usage. Be advised that the media does not seek District 146 approval for any photographs they themselves take of students at school/public events.

Note: No payment will be made to a student for use of his/her photograph under the terms of this release, nor his/her family. Parents/guardians waive the right to preview or approve the finished photographs or videos. Parents are advised that they cannot select specific items to be withheld from this list.

Parents/guardians who **DO NOT** wish to have their student's full name or information released for any publicity purposes are required to submit the [District 146 Release Opt-Out Form](#) to the school office within the first 10 days of enrollment. This release will remain in effect until the following school year. If circumstances change, parents should contact their school office. This opt-out form does not prohibit students from appearing in the yearbook.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The student's parent/guardian may inspect the survey or evaluation and refuse to allow their child to participate in the survey, if desired. The school will not penalize any student whose parent/guardian exercises this option.

Surveys by Third Parties

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

Chapter 5: Student Conduct and Discipline

General Student Conduct

District 146 curriculum develops the whole child, which includes promoting positive and constructive student behavior alongside a safe school environment.

Courteous behavior and respect for the rights and property of others are expected of all students in the classroom, hallways, lunchroom, restrooms, on school grounds, on the bus, at bus stops, to and from school, and on field trips.

As citizens in a democratic nation, everyone is given certain rights. However, with these rights comes the responsibility of behaving in a manner that supports those rights and does not infringe upon the rights of others.

The ultimate responsibility for student conduct rests with the student and his/her parents/guardians. Teachers, administrators, and support staff (including social workers, psychologists, and paraprofessionals) are enlisted to help students develop positive behaviors. When a student fails to discipline himself/herself, it becomes the duty of the school to do so.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco materials, including electronic cigarettes or e-cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
3. Using, possessing, distributing, purchasing, or selling:
 - Any illegal drug, controlled substance, or cannabis.
 - Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
 - Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - Any prescription drug when not prescribed for the student by a physician's or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions.
 - Any inhalant, including "vape" pens and other devices, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged

in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

- “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
- Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a “weapon” as that term is defined in the Weapons section of this handbook, or violating the Weapons section of this handbook.

5. Using a cellular telephone, smartphone, video recording device, earbuds/AirPods/headphones, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others. All cell phones, smartphones and similar electronic devices must be kept powered-off and out of sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Disciplinary Steps:

1. Warning
2. The device will not be issued back to the student. A parent will be required to pick it up.

6. Using or possessing a laser pointer, unless under a staff member's direct supervision and in the context of instruction.

7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.

9. Engaging in bullying, hazing, or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student, or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, teen dating violence and or harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment, or other comparable conduct.

10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Being absent without a recognized excuse. State law and [School Board policy](#) regarding truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society by:
 - being a member;
 - promising to join;
 - pledging to become a member; or
 - soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
15. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
16. Sending, receiving, or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as "sexting." Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, smartphone, or cellular phone. Making an explicit threat on a website against a school employee, a student, or any school-related personnel if the website through which the threat was made is a site accessible within the school at the time the threat was made, or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
17. Using, purchasing, selling, or possessing any performance-enhancing substance on the Illinois High School Association's most current banned substance list, unless administered in accordance with a prescription.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does

not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho-stimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

The following are prohibited during the school day:

- Leaving school premises. Once a student is on school grounds before the start of a school day they are not permitted to leave school premises until dismissal, unless signed out by a parent.
- Eating or drinking outside of the lunchroom, unless permitted by a staff member.
- Public displays of affection.
- Students remaining on school property after school, unless they are participating in an after school function.
- Gambling in any form.
- Being in the hall between class periods without a pass.
- Selling items not sanctioned by the school district.

Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District 146 goal. The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. [7:20, Harassment of Students Prohibited](#)
 - b. [7:180, Prevention of and Response to Bullying, Intimidation, and Harassment](#)
 - c. [7:190, Student Discipline](#)
 - d. [7:310, Restrictions on Publications and Written or Electronic Material.](#)

***Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct; (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action; and (c) protecting students against retaliation for reporting such conduct.*

2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
3. Includes bullying prevention and character instruction in all grades in accordance with State law and [Board policy 6:60 \(Curriculum Content\)](#). This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with [Board policy 6:65 \(Student Social and Emotional Development\)](#).
4. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District's expectation – and the State law requirement – that teachers and other certificated employees maintain discipline, and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
7. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
10. Complies with state and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every two years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

Bullying

Bullying is not an acceptable behavior and will not be tolerated. In keeping with the character standards adopted by District 146, staff members will help students foster a bully-free school environment. If bullying does occur within the school setting, staff members will provide support to students and families to try to eliminate all incidences of bullying.

These expectations include time spent traveling to and from school, interacting with others in the school building and on school grounds, and participating in any school-sponsored activities. Reported incidents will be investigated, as students may be referred for an educational intervention and/or disciplinary action.

Bullying Definition

1. Repeated negative actions (possibly coupled with negative intent) toward a targeted individual(s) over time (may occur as a singular event);
2. An imbalance in the power (physically, verbally, socially and/or emotionally) within the interaction; and
3. The possibility of contrasting differences in the immediate or delayed effect of the individual(s) involved.

Bullying may occur when another student or several students intentionally and repeatedly engage in one or more of the behaviors listed below.

Physical Aggression

Pushing, stealing, shoving, kicking, tripping, threatening, spitting, hitting, entering personal space without permission, making the other person uncomfortable

Social Exclusion

Intentionally leaving someone out, persuading others to exclude another child

Verbal Aggression

Spreading hurtful statements, public challenges or dares, name calling, taunting/teasing, making fun of others due to race, religion, or ethnicity

Intimidation

Playing a dirty trick, pressuring others to give things away, threatening to reveal personal information about others, sending negative or threatening electronic messages

Bullying Complaint Managers

[Kelly Voliva](#), (708) 614-4500

[Damien Aherne](#), (708) 614-4520

Students are encouraged to immediately report bullying. A report may be made verbally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member.

**Anonymous bullying reports are accepted in writing or via phone.*

Harassment of Students

No person, including a District employee or agent, or student, shall harass, intimidate, or bully another student based upon the student's race, color, nationality, sex, sexual orientation, ancestry, age, religion, creed, physical or mental disability, gender identity, order of protection status, status of being homeless, or actual or potential marital or parental status including pregnancy, or other protected group.

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Teen Dating Violence

District 146 has a [policy](#) prohibiting Teen Dating Violence. Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Non-Discrimination Manager

[Wendy Wolgan](#), (708) 614-4500

Complaint Managers

[Kelly Voliva](#), (708) 614-4545

[Damien Aherne](#), (708) 614-4520

Aggressive Behavior

Illinois law requires a school district to notify the parent or guardian of a child who engages in aggressive behavior, including behaviors such as bullying (105 ILCS 5/10-20.14). School Board policy prohibits a student, while at school, from engaging in aggressive behavior that causes physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, but is not limited to, pushing, shoving, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, fighting, or other comparable conduct. This early notification is intended to help everyone work together to avoid repetition of the behavior.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.
3. Possession of any article that can be harmful to the child or jeopardize the safety of others.

The expulsion requirement either under paragraph 1, 2, or 3 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis.

Gang and Gang Activity

“Gang” is defined as any group, club, or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia, or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or nonverbal gestures, or handshakes showing membership or affiliation in a gang; (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies; or (5) incite other students to act with physical violence upon any other person.

A school staff member shall immediately notify the office of the building principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the building principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Student Searches and Seizures

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent, or building principal, may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

School authorities may search a student and/or the personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student rules and policies. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

When feasible, the search should be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certificated employee or liaison police officer of the same sex as the student.

Required Notices

Immediately following a search, documentation of the search shall be made by the school authority who conducted the search, and given to the Superintendent. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Access to Student Social Networking Passwords & Websites

School officials may not request or require a student or their parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school rule or policy. In the course of an investigation, the student may be required to share content that has been reported in order to allow school officials to make a factual determination.

Vandalism

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Discipline Policy and Restorative Practices

Staff members work with students to maintain good conduct at all times in the schools and at all school activities. District 146 disciplinary policies are based on the School Code of Illinois and are a crucial part of a student's learning environment. Discipline is a cooperative effort between families and school staff and leads to quality education for all students.

Discipline is individualized for each student and administered with the goal of changing behavior, not merely to punish. Preventative and remedial help is sought for students who violate school policies or demonstrate ongoing behavioral issues.

School officials "shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of student exclusion to the greatest extent practicable" (105 ILCS 5/10-22.6(b-20)).

The District is committed to non-exclusionary methods of discipline, whenever possible, including:

- Restorative justice approaches (e.g., peer mediation, conflict resolution, restorative reflection, and replacement behavior strategies)
- Classroom-based or individual student interventions (e.g., classroom management plans, individual student incentive plans, and skill-focused interventions)

- Referrals to appropriate service providers (e.g., teacher mentor, school-based mental health provider, community-based mental health provider)

Other disciplinary options may include but are not limited to the following:

- Parent contact
- Conference with student and/or parents
- Temporary removal from class
- Student behavior plan/contract
- Withdrawal from privileges (e.g., sporting events, dances, etc.)
- Loss of independent hallway travel privilege
- Suspension of bus privileges
- Detentions (before/after school and during lunch)
- In-school suspension
- Out-of-school suspension
- Referral to law enforcement officials
- Alternative placement
- Expulsion
- Referral to truancy officer

Discipline of Students with Disabilities

The District will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

Detention

Students may be required to serve a detention during lunch, before/after school, or on Saturday as a consequence for repeated and/or significantly inappropriate behavior. Parental notification is made prior to an after school/before school detention being assigned so that parents can make appropriate transportation arrangements.

Middle School

- Administrator-issued detentions are held Tuesday through Thursday after school until 4 p.m. Transportation is provided.
- Administrator-issued detentions are based on the severity of the infraction. Two-hour, Friday detentions are held after school until 5 p.m. Saturday morning detentions, for up to four hours, are held from 8 a.m. to 12 p.m.

- Teachers may issue detentions at lunch and/or after school at their discretion.
- Excessive tardiness to class or school may warrant a detention.
- Failure to serve a detention when assigned will be viewed as insubordination and will be addressed according to the school discipline model.

In-School Suspension

Upon arrival on the day of the in-school suspension, students are to proceed directly to the main office. Students are to sit in a designated, supervised area and do assigned work. Lunch will be in the same room. Washroom breaks will be provided.

Students may not attend before or after school/co-curricular activities when suspended.

Failure to serve the assigned in-school suspension will be viewed as gross insubordination and will be addressed according to the school discipline model.

External Suspension

Out-of-School Suspensions for Three Days or Less

- External suspensions may be used only if the student's continuing presence in school would pose a threat to school safety or disruption to other students' learning opportunities (105 ILCS 5/10-22.6(b-15)).
- Students are to remain home on the days of external suspension. Students found on campus during a period of external suspension will be charged with trespass and referred to the local police authorities.
- Students may not attend any before or after school or co-curricular activities on the days of suspension.
- Students should make up all assigned work missed while suspended.
- Middle school students' work can be accessed on Schoology.
- Students/parents have a right to request a review of the suspension by the Superintendent. Students/parents must request a review within five days of receipt of the written notice, or eight days after the date of notification.

Out of School Suspension for Four or More Days, Expulsions, and Disciplinary Removals to Alternative Schools

May be used only if:

- Other appropriate and available behavioral and disciplinary interventions have been exhausted; AND
- The student's continuing presence in school would either:
 - Pose a threat to the safety of other students, staff, or members of the school community; OR
 - Substantially disrupt, impede or interfere with the operations of the school (105 ILCS 5/10-22 .6(b-20)).

Questions about the process of student suspension, student expulsions, or student discipline procedures should be directed to the building principal.

Re-engagement Conference

All students who are suspended out-of-school, expelled, or returning from an alternative school setting are required to attend a meeting with administration, or their designee, to appropriately prepare the student for re-entry.

Social Probation

Social Probation is a restriction placed on a student who fails to demonstrate responsible behavior, meet minimum academic requirements, and/or who has chosen to violate the student code of conduct, school board policy, or law.

The purpose of Social Probation is to provide intervention for students to support their academic needs, while teaching them to act responsibly in social situations. During the probationary period, staff will provide remediation opportunities for students.

Extracurricular and Co-Curricular Activities

Activities including, but not limited to, athletic contests, musical and dramatic performances, field trips, school clubs, and ceremonial events (such as assemblies and graduation) may be restricted when the student violates the student conduct code, school board policy, or the law. Once the restrictions have been applied, students are not permitted to attend school events as described above under any circumstances. Social Probation will be in addition to regular disciplinary consequences such as detention, suspension, the filing of charges with law enforcement or other appropriate officials, or other appropriate actions ([Policy - 6:190](#))

Eligibility Requirements

In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must meet both academic and behavioral requirements at all times. Failure to do so will result in Social Probation in addition to other regular consequences.

Academic Eligibility

Grades are reviewed at the midterm and end of each trimester. Students receiving an “F” in three or more classes will be referred for support during the school day. The student will be placed on Social Probation for a designated period of time as determined by administration. Adequate progress will result in the probation period being lifted. Parents must meet with an administrator and the advisor once a student is placed on Social Probation for the second time to discuss concerns and set goals.

Behavioral Eligibility

Students must be in good behavioral standing, having received no in-school or out-of-school suspensions. A student who receives an in-school or out-of-school suspension will be subject to sitting out at practices, events, etc.

Athletic Eligibility

Students who are placed on social probation for academic or behavior concerns shall be permitted to try out for any sport during probationary periods. Students will be prohibited from participating in practice and games/contests while on Social Probationary.

Violations

In addition to eligibility requirements, specific violations that may lead to immediate Social Probation include, but are not limited to:

- Failure to fulfill disciplinary obligations
- Unexcused absence or excessive tardiness
- Intimidation of fellow students or staff
- Violation of drug and/or alcohol policies
- Vandalism and/or harmful pranks

Due Process

A student and his/her parent(s) and/or guardian(s) shall be notified in writing by building administration that Social Probation will be applied. The letter will outline the reasons for probation and what steps may be taken to regain good standing.

Good Standing

Students who demonstrate good conduct and/or academic improvement during their time on Social Probation will be reinstated to good standing and allowed to participate in athletics, clubs, activities, and school events. If additional violations occur later in the year, a student may be placed on Social Probation again to engage in additional supports and interventions.

Chapter 6: Technology

Definition of District Technology Resources

The resources covered by these regulations include all of the District's computer systems, software, Internet access, and networks and their various configurations. The systems and networks include all of the computer hardware and peripheral equipment, operating system software, application software, stored text, and data files. This includes email, local databases, externally-accessed databases (such as the Internet), clip art, digital images, digitized information, communications technologies (including audio and video capability), and new technologies as they become available. The District reserves the right to monitor all technology resource activity.

Technology/Electronic Devices

Using or possessing a cellular telephone, tablet, wireless earbuds (including AirPods), headphones, smart watches, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs or video, cheat, signal others, or otherwise violate student conduct rules, is prohibited. All electronic devices must be kept off and in the student's locker/backpack during the regular school day unless (a) the principal/supervising teacher grants permission; (b) use of the device is provided in a student's IEP; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

With permission, students will be allowed to utilize personal communication devices within the classroom for the sole purpose of engaging in educational activities when specifically directed by their teacher. Students are responsible for the safe-keeping of their personal devices at all times and should not share them with other students. The school is not responsible for damaged, lost, or stolen personal devices. In addition, the District will not be responsible for maintenance, replacement, or assistance with any technical problems or connectivity of personal devices.

Telephones

Each classroom is equipped with a telephone for staff use. These telephones help provide better communication between teachers and parents. During instructional times, the teacher places the telephone on "do not disturb" mode. A parent, however, may leave a message on the teacher's voicemail at any time during the day or evening, and the teacher will return the call at his/her earliest convenience.

Students may be allowed to call home for health or safety reasons. Phone calls for forgotten homework or after school social planning will not be permitted during class time. Students should not place phone calls during the school day without staff member permission.

Authorized Use

Authorized use of the District's technology and the Internet shall be governed by procedures developed by the Superintendent and the Board of Education. Access to the District's technological resources will be granted only upon receipt of the appropriate consent agreeing to adhere to the acceptable use guidelines. The District's Technology Resources are a part of the District 146 curriculum and have not been provided as a public access service or a public forum. The District has the right to place restrictions on the material that users access and post through its

technological resources. Users of these resources are expected to follow the general use policy, any rules found in District or school handbooks, any Board or administrative directives, and all applicable local, state, federal and international laws.

Unacceptable Use

The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law.
2. Unauthorized downloading of software.
3. Downloading copyrighted material for other than personal use.
4. Using the network for private financial or commercial gain.
5. Wastefully using resources such as file space.
6. Hacking or gaining unauthorized access to files, resources or entities.
7. Invading the privacy of an individual, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph.
8. Using another user's account or password.
9. Posting material authored or created by another without his/her consent.
10. Posting anonymous messages.
11. Using the network for commercial or private advertising.
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, harassing, or illegal material.
13. Using the network while access privileges are suspended or revoked.

Student Responsibilities

- Students utilizing District-provided technology resources must first have the permission of and/or be supervised by District 146 professional staff.
- Individual students are responsible for their use of the network.
- Students must practice appropriate behavior and judgment when on-line or using other technology resources. The same general classroom rules for behavior and communication apply. Since network communication is often public, students are responsible for behaving as appropriately on the network as they are in school. Students may be disciplined up to, and including, expulsion for inappropriate use.
- All resources should be handled with care. Hardware and software must not be modified, abused or misused in any way.
- Students shall not download anything without prior approval. Students are responsible for reporting any unauthorized software that they observe on the network. Failure to report to their teacher may result in a suspension of computer usage.
- Network passwords are to be used exclusively by the authorized owner of the password. Passwords should never be shared with others. Students shall not attempt to gain access to others' passwords, modify others' passwords or any files or other data belonging to others or misrepresent others on the network. Disclosure of

an individual password or utilization of another student's password shall be the basis for revocation of computer privileges and may subject the student to additional discipline. The owner of a password shall be responsible for actions using the password.

- Students shall not attempt to access the District's network or technological resources in a way that compromises the security of the network by trying to gain unauthorized access or going beyond authorized access to District resources.

Student Email

The District does not provide students with personal email accounts. Thus, all student use of email shall be under the supervision of a staff member and shall be consistent with the District's curriculum and educational mission. Students shall not be allowed to use the District's electronic mail communication for personal messages, anonymous messages or communications unrelated to the school program.

Students may be disciplined up to, and including, expulsion for the creation of inappropriate emails sent via the school network and may also be disciplined up to, and including, expulsion for receiving and not reporting inappropriate email.

Students shall respect the privacy rights of others and shall not attempt to access any electronic mail communications not directed to them or intended to be received by them.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not use any inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that email is not private. People who operate the system have access to all mail. Messages relating to, or in support of, illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

Student-Created or Distributed Written or Electronic Material Including Blogs and Social Media Websites:

A student may be disciplined for creating and/or distributing written, printed, or electronic material including photographs, Internet material, and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

District Responsibilities

Although it is the District's goal to develop responsible users of technology, it must be understood that making network and Internet access available, even with the use of an Internet filtering service, carries with it the potential that network users will encounter sources that may be considered controversial or inappropriate. Because of this the

District is not liable or responsible for the accuracy or suitability of any information that is retrieved through technology. Additionally, because no technology is guaranteed to be error-free or totally dependable, the District is not responsible for any information that may be lost, damaged or unavailable due to technical difficulties.

Again, it is important to remember that the use of District technology is a privilege and not a right. The District has the right to determine consequences for the abuse and/or misuse of its technological resources or properties.

Software and Hardware Use and Installation

- Only authorized persons (Technology Team, teachers, and administrators) are permitted to install software and/or hardware on District technological resources.
- No software or hardware is to be installed on District resources without the licensing agreement that allows the installation. Users must not connect or install any computer hardware or software which is their own personal property to or on the District's resources without prior approval of building or district level administrators. In addition, such hardware or original media software purchased by individual users must be accompanied by a legitimate proof of purchase. Users must not download any material or software from the Internet for which a fee or license agreement is required without the approval of appropriate building or district level administrators.
- The District Technology Team is only responsible for installing District-purchased and approved software. Assistance with installing and troubleshooting personally purchased software that has been approved by an administrator will be available by the Technology Team as time permits and as District resources allow. It is the policy of District 146 to abide by all software licensing agreements.
- The Technology Team will be responsible for maintaining a licensing agreement file.
- The District Technology Team, will not reinstall unapproved copies of software nor will they be able to retrieve any data files, which are required to be saved to a user's home drive. With this in mind, please keep any installation disks of specific school-purchased software in an identified location at each school. Users are personally responsible for making backups of any data files that may have been stored on a local hard drive.

Internet Filtering

District 146 subscribes to an Internet filtering system, as required by the federal Children's Internet Protection Act (CIPA), to filter out sites with content considered unacceptable for educational use. While using District 146 technology resources, no user may attempt to bypass this filtering system or attempt to access the Internet in any other way.

No Expectation of Privacy

All technological resources, along with associated network wiring and management devices, are owned in their entirety by Community Consolidated School District 146. All information, correspondence, and communication contained in the files that reside on District 146's technological resources, or that were sent or received using District Technology resources, are owned by District 146.

Therefore, users waive their right to privacy with respect to their files and communications and consent to access and disclosure to them by authorized District personnel and those external personnel designated by the Superintendent. Authorized District personnel shall be identified by the Board or Superintendent and shall include, but not be limited to, the Superintendent, the members of the Administration, Principals and Assistant Principals. Technical support personnel will have limited access to files while performing their roles.

Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

The Student Online Personal Protection Act (SOPPA) requires that Illinois School Districts provide families with information about these vendors and what information they may be acquiring. More information on SOPPA, along with a list of vendors contracted with District 146 can be found on the District website.

Copyright Issues

Users must abide by all copyright laws and respect the rights of copyright owners. Copyright infringement occurs when a user inappropriately reproduces a work that is protected by a copyright. ([Click here](#) for information on copyright issues.)

Under the “fair use” doctrine, unauthorized reproduction or use of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. All users must follow the “Fair Use” guidelines when using information gained from the Internet. ([Click here](#) for Fair Use Guidelines.)

Users shall not plagiarize. This also applies to works that are found on the internet or through other electronic resources. Plagiarism is presenting the ideas or writings of others as one’s own. It is important for users of technology to cite sources used in papers and presentations both from an ethical and legal standpoint.

Video and Audio Monitoring Systems

Video and/or audio monitoring may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors, and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel. Per ISBE rules, viewing and/or listening to electronic video and/or audio recordings is limited to law enforcement officers and district and/or transportation personnel who have a need to investigate student or driver conduct.

Chapter 6: General Info and Parental Right Notifications

Homeless Child's Right to Education

Both Illinois and federal law define “homeless.” Homeless students include, but are not limited to, children or youth who are: sharing the housing of other persons due to the loss of housing, economic hardship, or a similar reason (commonly referred to as being “doubled up”); are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; are staying in public or private places not ordinarily used as sleeping accommodations; are living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations or similar settings; or are otherwise not residing in a fixed, regular and adequate nighttime residence. There is no specific time limit on how long a child or youth can be considered homeless. Whether a child or youth meets the definition of homeless depends on the living situation and the individual circumstances.

Families who may be homeless should contact the District office and request to speak with the Homeless Liaison.

Homeless Liaison

[Wendy Wolgan](#), (708) 614-4500

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under [School Board policy 8:20](#), Community Use of School Facilities. Any student may file a discrimination grievance by using [Board policy 2:260](#), Uniform Grievance Procedure.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using [Board policy 2:260](#), Uniform Grievance Procedure. A student may appeal the Board’s resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2- 3.8).

Non-Discrimination Manager

[Wendy Wolgan](#), (708) 614-4500

Complaint Managers

[Kelly Voliva](#), (708) 614-4545

[Damien Aherne](#), (708) 614-4520

Teacher Qualifications

Parents/guardians may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements.
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived.
- The teacher's college major.
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or paraprofessionals provide services to a parent's child and, if so, their qualifications.

Family Life and Sex Education Classes

Students will not be required to take or participate in any class or courses in comprehensive sex education if his or her parent or guardian submits a written objection. This includes:

- Instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS;
- Family life instruction;
- Instruction on the prevention, transmission, and spread of AIDS;
- Instruction on diseases;
- Recognizing and avoiding sexual abuse; and/or
- Instruction on donor programs for organ/tissue, blood donor, and transplantation.

The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education course or sexual abuse units (Erin's Law).

Awareness & Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning signs of child sexual abuse:

Physical signs:

- [Sexually transmitted infections \(STIs\)](#) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents/guardians have indicated as unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student
- Expressing unusual interest in a student’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student’s access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands

- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

Students who believe they are a victim of child sexual abuse, grooming behaviors, or boundary violations, or parents who believe that their child is a victim, should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the District.

Additional Resources

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Faith's Law

Employee Conduct Standards

School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the [District's website](#) or requested from the Superintendent's office.

The Illinois State Board of Education has published a Sexual Abuse Response and Prevention [Resource Guide](#). The District 146 [Community Resource Page](#) also lists local resources for families, staff, and community members.

Mandated Reporter

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

Sex Offender Notification

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the Superintendent or School Board.

Anytime a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Sex Offender & Violent Offender Notification

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

- Illinois Sex Offender Registry: <https://isp.illinois.gov/Sor>
- Illinois Murderer and Violent Offender Against Youth Registry: <https://isp.illinois.gov/MVOAY>
- Frequently Asked Questions Concerning Sex Offenders: <https://isp.illinois.gov/Sor/FAQs>

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of work conflict, the right to time off work under certain conditions to attend necessary school functions such as parent-teacher conferences.

Military Service

District 146 follows all legal requirements regarding parents/guardians in the military service.

Pesticide Application Notification

Notice of an application of pesticide will be posted online, at school entrances, and at the Administration Center.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

School Information



Central Middle School

Contacts

Office Hours: 7:30 a.m.-4 p.m.

Main Office: 708.614.4510

Dr. James Clarke, Principal

jclarke@district146.org

Mrs. Rebecca Ferree, Assistant Principal

rferree@district146.org

Mr. Kevin Kuzanek, Assistant Principal

kkuzanek@district146.org

Mr. Marc Lewis, Dean of Students

mlewis@district146.org

Secretaries

Mrs. Jan Collins, jcollins@district146.org

Mrs. Julie Miner, jminer@district146.org

Safety Clerks

Mrs. Elisa Johnson, ejohnson@district146.org

Mrs. Carole Delejewski, cdelejewski@district146.org

Nurse

Nurse Marian Betley, R.N., PEL-CSN

mbetley@district146.org

Nurse JoAnne Davey, R.N.

jdavey@district146.org

Bus Company

American School Bus

708.635.0250

Sunrise Southwest Bus Company (Special Education)

708.844.0800

Emergency Temporary Housing Site

Christian Life Center 6363 W. 183rd St., Tinley Park, IL 60447

Communications/School Information

www.district146.org/Central

www.facebook.com/CMSTwisters

Breakfast/Lunch Payments

district146.org/pushcoin

Arrival/Dismissal

7:30 a.m. Students may arrive

7:50 a.m. Students enter building

8:00 a.m. Instruction begins

2:55 p.m. School ends

11:00 a.m. Half-Day Dismissal

Arrival and Dismissal Procedures

Walkers: 6th grade enters through door 21, 7th grade enters through door 1, 8th grade enters through door 3

Bus Riders: Students will enter and exit through door 7

Car Riders: Enter either lot off Oak Park Avenue and pull up as far as possible before letting students out during arrival. Please pull all the way around the lot until the next car and park for dismissal. *For safety reasons, drop off and pick up is NOT allowed on Oak Park Ave.*

P.A.C.T.

Parents Assisting Central Twisters. PACT parents meet with the Principal monthly to help with various school functions. Contact Julie Miner at jminer@district146.org if interested in joining.



Fierke Education Center

Contacts

Office Hours: 8 a.m.-4 p.m.
Main Office: 708.614.4520

Dr. Damien Aherne, Principal

daherne@district146.org

Mrs. Regina Mayer, Secretary

rmayer@district146.org

Mrs. Sharon Osterman, Safety Clerk

sosterman@district146.org

Nurse Kathy Benz, RN

kbenz@district146.org

Transportation

American School Bus
708.635.0250
Sunrise Southwest Bus Company (Special Education)
708.844.0800

Communications/School Information

fierke.district146.org
facebook.com/FierkeStingers
facebook.com/FierkePTO

PowerSchool

district146.powerschool.com/public

Breakfast/Lunch Payments

district146.org/pushcoin

Emergency Temporary Housing Sites

Primary: Grace Fellowship Church 15150 Oak Park Avenue Oak Forest, IL 60452
Secondary: Kruse Education Center 15150 Oak Park Avenue Oak Forest, IL 60452

Arrival/Dismissal

8:40 a.m. Students enter building
8:55 a.m. Instruction begins
3:35 p.m. School ends
11:45 a.m. Half-Day dismissal

Kindergarten Morning Session

8:55 a.m.-11:25 p.m.

Arrival And Dismissal Procedures

Walkers: Please enter through the front door. Walkers will dismiss on the east side of the building.

Bus Riders: Please enter through the front door.

Car Riders: Enter the Car Circle line and drop off in the appropriate area. Students will enter Door 8. You may ONLY make a right turn when exiting the parking lot.

For safety reasons, there is NO parking on Victoria Drive, and NO left turn from Victoria Drive into the car rider line/parking lot during arrival and dismissal.

Please do not block crosswalks or driveways during arrival and dismissal.

PTA Executive Board

Claudia Smith, President
Crystal Budney, Vice-President
Michelle Ramos, Secretary
Kristi Besse, Treasurer



Fulton School

Contacts

Office Hours: 8:00 a.m. - 4:00 p.m.

Main Office: 708.614.4525

Mrs. Megan Mitera, Principal

mmitera@district146.org

Mrs. Delia Bienemann, Secretary

dbienemann@district146.org

Ms. Shawn Hanik, Safety Clerk

shanik@district146.org

Nurse Judy Plettau, RN

jplettau@district146.org

Transportation

American School Bus

708.635.0250

Sunrise Southwest Bus Company (Special Education)

708.844.0800

Emergency Temporary Housing Sites

Primary:

Zion Lutheran Church 17100 69th Avenue Tinley Park, IL 60477

Secondary:

Memorial School 6701 W. 179th Street Tinley Park, IL 60477

Communications/School Information

fulton.district146.org

facebook.com/FultonFlames

fulton.district146.org/newsletter

PowerSchool

district146.powerschool.com/public

Breakfast/Lunch Payments

district146.org/pushcoin

PTO Executive Board

Melissa Santangelo, President

Corrie Wurtz, Vice President

Megan Combs, Secretary

Kelly Oswald, Treasurer

Jamie Bellik, Officer

Melissa Sands, Officer

Arrival/Dismissal

8:40 a.m. Students enter building

8:55 a.m. Instruction begins

3:35 p.m. School ends

11:45 a.m. Half-Day dismissal

Early Learning/Kindergarten Morning Session:

8:55 a.m.-11:25 p.m.

Early Learning Afternoon Session:

1:05 p.m.-3:35 p.m.

Drop-Off & Pick-Up Procedures

Lineup will always be indoors, no matter the weather.

Walkers: All walkers should enter and exit the front of the building.

Car Riders EL and K (main entrance): Use the drive-through lane in front of the building by entering from the west end by the Administration Building. Please form a single line by the sidewalk or on 171st Street. Parents may assist your students in and out. Older siblings also will enter/exit the main entrance.

Grades 1-5 Drop Off (back entrance):

Use the turnabout behind the building. Enter from the west end by the Administration Building and proceed to the turnabout entrance (second left turn). Please form ONE LANE and remain in your car. If students need help, please use the front drop off lane and park to assist the student.

Pick Up: A single line should form beginning by the playground. When lining up, do not leave large gaps between cars. Cars will be dismissed in a single file. Please do not pull out of line to pass other cars. After the first wave of cars is dismissed, the next wave of cars should pull up as far as possible, stopping at the playground.



Kruse Education Center

Contacts

Office Hours: 8 a.m.-4 p.m.
Main Office: 708.614.4530

Mrs. Kim Hartnett, Principal

khartnett@district146.org

Mrs. Renee Kusper, Secretary

rkusper@district146.org

Mrs. Lori Brenner, Safety Clerk

lbrenner@district146.org

Nurse Jenny Liston, RN

jlisten@district146.org

Transportation

American School Bus
708.635.0250
Sunrise Southwest Bus Company (Special Education)
708.844.0800

Communications/School Information

kruse.district146.org
www.facebook.com/KruseBears

PowerSchool

district146.powerschool.com/public

Breakfast/Lunch Payments

district146.org/pushcoin

Emergency Temporary Housing Sites

Primary: South Bridge Church 15500 73rd Ave.
(Wheeler Dr.) Orland Park, IL 60462
Secondary: Christian Reformed Church 7500 W.
Sycamore Drive Orland Park, IL 60462

PTO Executive Board

Kelly Keogh, President
Jen Storino, Vice-President
Judy Rousek, Vice-President
Tammy Kuiper, Secretary
Lisa Skelly, Treasurer
Pam Hanlin, Board Member
Nicole Rapacz, Board Member
Katie Teresi, Board Member

Arrival/Dismissal

8:40 a.m. Supervision Begins/Students Enter
8:55 a.m. Instruction Begins
3:35 p.m. School Ends
11:45 a.m. Half-Day Dismissal

Early Learning/Kindergarten Morning Session

8:55 a.m.-11:25 p.m.

Early Learning Afternoon Session

1:05 p.m.-3:35 p.m.

Drop-Off & Pick-Up Procedures

Car Riders- East Door (by turnabout): All vehicles enter from Hemlock Drive and turn right into the Car Rider Lane, using Mrs. Prete Street in front of the school. Pull all the way up to the car in front of you. Remain in the car. Do not exit the lane to pass another car. Students will load and unload on sidewalk side only, entering Door 8 by the turnabout. Leaving the turnabout is a *right turn only* onto Hemlock Drive.

Walkers- West Door (by small playground): All walkers will enter and exit through Door 16 by the small playground equipment.

Bus Riders- Main Entrance (front office): All bus riders will use Door 1 to and from the Bus Lot. To exit, Larkspur Lane is used to avoid traffic heading into pedestrians and the vehicle waiting line.

Other Arrivals/Departures: Main Entrance (front office) Students participating in a morning club, arriving late, or being picked up early will use Door 1.

Ivy League- Door 2 (gymnasium): Students taking part in the before/after school program will enter and exit Door 2 by the gym. Every child, on a daily basis, should know if they are a “car rider,” “bus rider,” or “walker.”



Memorial School

Contacts

Office Hours: 8 a.m.-4 p.m.

Main Office: 708.614.4535

Mr. Joe Trsar Principal

jtrsar@district146.org

Mrs. Marie Payonk, Secretary

mpayonk@district146.org

Ms. Brandi Lenters, Safety Clerk

blenters@district146.org

Nurse Laura Bruni, RN

lbruni@district146.org

Transportation

American School Bus

708.635.0250

Sunrise Southwest Bus Company (Special Education)

708.844.0800

Communications/School Information

memorial.district146.org/

www.facebook.com/MemorialEagles

www.facebook.com/MemorialPTA146

PowerSchool

district146.powerschool.com/public

Breakfast/Lunch Payments

district146.org/pushcoin

Emergency Temporary Housing Sites

Primary: Central Middle School 18146 S. Oak Park

Avenue Tinley Park, IL 60477

Secondary: St. George 6700 176th Street Tinley Park,

IL 60477

PTA Executive Board

Jennifer Wolf, President

Jeanna Holbrook, Vice President- Events

Leanne Field, Secretary

Kate Kauffmann, Treasurer

Arrival/Dismissal

8:40 a.m. Supervision Begins/Students Enter

8:55 a.m.. School Begins

3:35 p.m. School Ends

11:45 a.m. Half-Day Dismissal

Early Learning/Kindergarten morning Session

8:55 a.m.-11:25 p.m.

Early Learning Afternoon Session

1:05 p.m.-3:35 p.m.

Drop-Off & Pick-Up Procedures

Car Riders: Drop-off and pick-up is in the West Lot.

Pink family name cards should be in the passenger side of the front window. Any vehicle used to pick up a student must have a family name card. *Early Learning/K-2:* Please use the large circular drive to

access Door 5. Staff will assist with unloading and loading early learning and kindergarten students.

Grades 3-5: Please use the short turn around to access

Door 12. Students will exit and enter vehicles independently. Staff will direct traffic. Please do not

leave vehicles unattended. Proceed forward once the vehicle in front of you moves. Upon exiting the lot, only a RIGHT TURN is permitted. All cell phone use is prohibited in the school parking lot.

Bus Riders: Only buses are allowed in the bus lane

during arrival and dismissal times. As students are dismissed from the buses, they are to go inside the building through Door 1 and to their lockers.

Walkers: Early Learning, Kindergarten, and Grade 1

uses Door 5. Grade 2 uses Door 9 (cafeteria door),

and Grades 3-5 use Door 12.

Note: Parents not using the car rider line must park on

179th Street EAST of the main entrance. PreK-2nd

grade families must walk to pick up their children

from Door 5. Students Grades 3-5 will exit from Door

1 and walk to cars. Parents will not be allowed to walk

up and pick up their students from Door 12.



“Learning for All”

Community Consolidated School District 146

6611 W. 171st Street, Tinley Park, IL 60477
708.614.4500 • Fax: 708.614.8992
district146.org