



DISTRICT 303 ELEMENTARY SCHOOL STUDENT HANDBOOK



Anderson Elementary
Bell Graham Elementary
Corron Elementary
Davis Primary
Ferson Creek Elementary
Fox Ridge Early Childhood

Lincoln Elementary
Munhall Elementary
Norton Creek Elementary
Richmond Intermediate
Wasco Elementary
Wild Rose Elementary

COMMUNITY UNIT SCHOOL DISTRICT 303



Community Unit School District 303

Dear Students and Parents:

Welcome to Community Unit School District 303, where our vision is to *"Empower and Inspire All to Attain excellence, Learn with passion, and Live with integrity."* As elementary principals, we recognize that a successful school has the cooperation of students, parents, and school personnel. At the building level, our goal is to provide clear expectations for all children and set them up for success. Therefore, this booklet was prepared to inform students and parents of each student's rights and responsibilities and the District's policies and procedures.

Please read and discuss the information contained within this document and those policies and procedures you are directed to with your children. They will be held accountable for their behavior and will be subject to the disciplinary consequences outlined. Also, note that an Acknowledgement of the Student Handbook was included with your registration paperwork and will be collected by the school office.

On behalf of Community Unit School District 303, thank you for the tremendous support you provide to the schools in our district. Let's **ALL** strive to **Attain excellence** and have a safe and productive year.

Nathan Jarot
Principal
Anderson

Kristina McKnight
Principal
Ferson Creek

Anthony White
Principal
Norton Creek

Amy Klueppel
Principal
Bell Graham

Jen Mursu
Director
Fox Ridge Early Childhood

Lisa Simoncelli-Bulak
Principal
Richmond Intermediate

Christine Balaskovits
Principal
Corron

Michelle Woodring
Principal
Lincoln

Stephanie Brennan
Principal
Wasco

Gina Shaw
Principal
Davis Primary

Zachary Minelli
Principal
Munhall

Theresa Solomon
Principal
Wild Rose

This handbook is only a summary of School Board policies governing the District. School Board policies are available to the public on our website at <http://district.d303.org/>. This handbook may be amended at any time during the school year without notice.

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ACCELERATED PLACEMENT PROGRAM

[Please refer to Policy 6:135 Accelerated Placement Program \(APP\) for more information.](#)

The District provides an Academically Talented Program in accordance with Board Policy 6:135: Accelerated Placement Program (APP), which advances the District's goal of providing educational programs with opportunities for each student to develop to their maximum potential. APP options include, but may not be limited to:

(a) accelerating a student in a single subject; (b) full grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in programs is open to all students who demonstrate high ability as defined by the District criteria and may benefit from accelerated placement.

Please see the District's [Academically Talented](#) website for further information.

ACCESS TO ELECTRONIC NETWORKS

[Please refer to Policy 6:235 Access to Electronic Networks for more information.](#)

Electronic networks, including the Internet, are part of the District's instructional program to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator. The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access or this policy will result in the loss of privileges, disciplinary action, and appropriate legal action.

ARRIVAL AND DISMISSAL PROCEDURES

Arrival: The school day begins at 8:00 AM for elementary schools. Please follow your school's specific procedures for school day arrival.

Dismissal: There are times when parents need to change the dismissal procedures for their children. A note should be sent indicating such changes. Teachers and the school office personnel will always direct students to follow their usual dismissal routing unless a note is received indicating a change.

School Day Schedule:

- 8:00 AM School day begins
- 10:55 AM AM Kindergarten dismissal
- 12:05 PM PM Kindergarten begins
- 3:00 PM School dismissal

ATTENDANCE

Please refer to the following policies for more information:

[7:70 Attendance and Truancy](#)

[7:80 Release Time for Religious Instruction/Observation](#)

[7:90 Release during School Hours](#)

District 303 believes that regular attendance at school results in greater academic success. To meet our mutual goal for student success, we expect students will be present and on time throughout each

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day school is in session. Consistent school attendance positively impacts your child's achievement and success. Please limit unnecessary appointments during the school day when possible.

Communication from parents is essential in maintaining accurate attendance records. A parent/guardian must notify the school each time regular attendance is interrupted. Parents may call the school's 24-hour attendance line and leave a message indicating the student's name, grade, and reason for their absence. Please visit the District 303 Health Services page on our website at <http://district.d303.org/health-services> for guidelines on student absences related to illness.

Please refer to the [*Community Unit School District 303 Discipline Procedures*](#) for information regarding excused and unexcused absences, tardiness, and truancy.

BACKPACKS

Backpacks are to be used to transport student work and resources. They are also used to send communications between the school office or teachers and families. Backpacks are not to be used to send personal communications, invitations, or notes between families. ***Any items to be included as a mailing in a backpack must first be reviewed and approved by the school office in order to be inserted.***

BAND, ORCHESTRA, AND CHOIR

Interested students are encouraged to participate in the District's band and orchestra programs. Qualified instrumental instructors direct and coordinate the development of the participating children in these areas.

Children interested in playing in the band and/or singing in the choir may begin at the fifth-grade level. Those interested in orchestra may begin at the third-grade level.

Students who participate in band and/or orchestra will meet with their teacher once each week during the day and once each week before or after school when elementary band or orchestra participants rehearse in larger groups. Practice at home is expected as part of a student's regular homework when participating in band or orchestra programs.

Parents will be required to provide transportation to weekly before or after-school rehearsals.

BULLYING, INTIMIDATION, AND HARASSMENT PREVENTION

Please refer to the following policies for more information:

[7:20 Harassment of Student Prohibited](#)

[7:180 Prevention of and Response to 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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Definitions (from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7))

Bullying includes cyber-bullying and is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including, without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

[Anonymous Bullying Reporting Form](#)

BUS TRANSPORTATION INFORMATION

[Please refer to policy 7:220 Bus Conduct for more information](#)

The VersaTrans e-Link is a tool for viewing students' latest bus route information. This link can be found on the District website or via links in the [Home Access Center](#) (HAC).

CURRICULUM AND ASSESSMENT

Please refer to the following policies for more information:

[6:15 School Accountability](#)

[6:40 Curriculum Development](#)

[6:60 Curriculum Content](#)

[6:340 Student Testing and Assessment Program](#)

The curriculum in District 303 is developed through an established process of continued review and renewal. Teachers, parents, administrators, and curriculum experts are involved in this process. Various assessment tools are used to measure student growth and evaluate the success of our curriculum. Assessments include classroom-based assessments, local district assessments, district benchmark assessments, state-mandated tests, and national standardized achievement tests. The assessments guide curriculum development and school improvement planning.

DISCIPLINE

The School Board sincerely desires that each student practice self-discipline so that disciplinary action by teachers, administration, and the School Board may be avoided. To provide a fair and equitable system for the administration of discipline in our schools, the School Board has approved discipline

procedures. It is the desire of Community Unit School District 303 to promote positive citizenship and a constructive school environment. Parents will be notified regarding discipline, which may be employed to achieve desired behavioral results. In addition, when further intervention and/or remediation is required, various support personnel may be involved in those efforts.

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To view the District 303 Addendum to Student Handbooks (Discipline Procedures) of Community Unit School District 303, visit our website at <http://district.d303.org/student-handbooks>.

Community Unit School District 303 discipline procedures are directed by School Board policy. [Please refer to Policy 7:190 Student Behavior for more information.](#)

DRESS CODE

[Please refer to policy 7:160, Student Appearance, for more information.](#)

Dress and grooming are important components of an overall positive learning environment that prepares students for operating in a professional and educational setting. Dress and grooming must not disrupt the educational process, interfere with maintaining a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency at school or a school-sponsored

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. School administrators may make individual accommodations, as appropriate, at their discretion.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes and school-sponsored events. This includes course-specific attire such as science class (eye or body protection) or PE (athletic attire/shoes).
- Prevent students from wearing clothing, shoes, or accessories with inappropriate or offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing, shoes, or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.

The district has established the following guidelines. Students **MUST** wear:

- a. A shirt (with opaque fabric in the front, back, and on the sides under the arms), AND
- b. Pants/jeans with opaque fabric or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
- c. Shoes
- d. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards exist.

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Dress Code Enforcement: Students in violation of the dress code will be provided three (3) options to be dressed to code during the school day:

- a. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
- b. Students will be provided with temporary school clothing to be dressed to code for the remainder of the day.
- c. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Outdoor Physical Activity

Students will go outdoors each day to have a physical activity break. Students are expected to dress appropriately for the weather and activity. This includes coats, hats, gloves, boots, and shoes appropriate for running, climbing, etc. Students will go outdoors unless the weather is inclement. Staff may determine that weather conditions do not allow for outside activity if: temperatures are at or below zero degrees (with wind chill); rain, sleet, or snow; excessive wind; and lightning; or if the temperature (or heat index) reaches extreme levels.

EARLY CHILDHOOD

The Early Childhood Department is responsible for all District programming for children under kindergarten age. They act as the link between Early Intervention Services and school-based kindergarten programs. The Early Childhood Department serves our community through extensive screening processes, special education programming, general education community preschool programming, and programming for at-risk students, and they operate an extended school year program.

[Please click here for more information on Early Childhood programs in District 303.](#)

EDUCATION OF CHILDREN WITH DISABILITIES

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

The School provides a free appropriate public education in the least restrictive environment, and necessary related services to all children with disabilities enrolled in the school. 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, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office or your child's school.

Students with disabilities who do not qualify for an individualized education program, 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.

St. Charles School District 303 provides a continuum of services necessary to meet the needs of eligible students. These services include the following areas: specific learning disability, emotional disability, cognitive disability, other impairment, autism, visual impairment, hearing impairment,

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deafness, deaf-blind disability, orthopedic impairment, multiple disabilities, traumatic brain injury, and speech/language impairment. In addition, related services such as social work, occupational or physical therapy, health needs, and transportation are available to students who require them. Regarding the identification of students in need of special education, the district provides the following screenings and evaluations:

- Vision and hearing screening
- Speech/Language screening upon parental request
- Early Childhood screening (age 3-5)
- Intervention/Progress monitoring
- Case Study Evaluation

Parents of students residing within the district have the right to request a copy of the document Educational Rights and Responsibilities: Understanding Special Education in Illinois. Parents are directed to contact their child's building principal for further information regarding special education.

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. Procedures for parent/guardian or evaluator access are contained in District Procedure 6:120-AP2. For further information, please contact the building principal.

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide the child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

PRESS 7:340-AP1, School Student Records

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

PRESS 8:70, Accommodating Individuals with Disabilities

Behavioral Interventions for Students with Disabilities

Public Act 87-1103: On July 21, 1995, Public Act 87-1103 was enacted into law. The Act requires all school districts in Illinois to develop a policy and procedures addressing the use of behavioral interventions for students with disabilities. The policy and procedures were developed using the Illinois State Board of Education guidelines. The Act requires that all parents and students be notified about the existence of this policy regarding behavioral interventions. You may obtain a copy of the procedures by contacting the Illinois State Board of Education at 100 North First St., Springfield, IL 62777.

Please be advised that Community Unit School District 303 has developed its policy and procedures using the State Board of Education guidelines. You can obtain a copy of the district's policy and procedures by contacting the Department of Student Services at 305 South 9th Street, St. Charles, IL, 60174.

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Students attending specialized program(s) under the supervision of Mid-Valley Special Education, Northwest Illinois Association, or in a non-public day program approved by the Illinois State Board of Education are subject to that program's policies and procedures governing restrictive behavior management. These policies and procedures are addressed and accepted in writing by parents upon admission to the program.

Information Regarding Section 504 of the Rehabilitation Act of 1973

The intent of the District is to ensure that students who have a disability within the definition of Section 504 of the Rehabilitation Act of 1973 be identified, evaluated, and provided with appropriate educational services. For additional information, please contact your building principal.

Notification Regarding Medicaid Data Release

Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students. For students who receive special education services, therapy and diagnostic services provided to the student may be partially reimbursable. Your one-time consent allows the district to recover a portion of the costs associated with providing health services to your child. The reimbursement supports vital special education services.

The reimbursement process requires the school district to provide Medicaid with your child's name, date of birth, and Medicaid number. Federal law requires school districts to notify parents/guardians annually if they intend to release student data to Medicaid, even if you have already provided Medicaid with your child's information as part of your Medicaid application. Only data for Medicaid-eligible students will be released.

When considering your decision, please note that this program has no impact on current or future

Medicaid benefits. Under federal law, your decision to participate in the program cannot:

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

You may state your objection in writing and forward it to the Department of Student Services at 305 South 9th Street, St. Charles, IL, 60174. Consent may be revoked at any time. If you deny the release of the data, the district must continue to provide health services to your child. At no time can the District charge you for the cost of health services.

EDUCATION OF ENGLISH LEARNERS

[Please refer to policy 6:160 English Learners for more information.](#)

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

- Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs, as well as promote participation by the parents/guardians of English Learners.

- Appropriately identify students with limited English language proficiency.
- Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
- Comply with any applicable State and federal requirements for receiving grant money for English Learners and programs to serve them.
- Determine the appropriate instructional program and environment for English Learners.
- Annually assess the English proficiency of English Learners and monitor their progress to determine their readiness for a mainstream classroom environment.
- Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their reading/language arts and mathematics achievement.
- Parents/guardians will be regularly apprised of their child's progress, and involvement will be encouraged.

Parent Involvement: Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

EDUCATION OF HOMELESS CHILDREN (McKinney-Vento)

[Please refer to policy 6:140, Education of Homeless Children, for more information.](#)

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public preschool education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and Ill. Education for Homeless Children Act. When a child loses permanent housing and becomes a homeless person as defined by law, or when a homeless child changes his/her/their temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- A) Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- B) Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Contact the District Homeless Liaison for more information.

ELECTRONIC DEVICES IN SCHOOL

[Please refer to policy 5:125 Personal Technology and Social Media; Usage and Conduct](#)

Phones/Smart Watches

Students are extended the privilege of possessing phones/smartwatches on school grounds; however, their use is limited to after-school dismissal and non-school days. These devices must be in the off position on school grounds, including bus transportation.

Other Electronic Devices

While, as a District, we embrace technology and the learning that could result from its use, we are cautious in keeping our students and their possessions safe in school. If you wish your child to be extended the privilege of bringing an electronic device to school, contact the school office for the guidelines.

EMERGENCY INFORMATION AND PROCEDURES

[Please refer to policy 4:170 Safety for additional information.](#)

Each year, parents/guardians are asked to verify family information utilizing the [Home Access Center](#). This information includes the telephone numbers where parents can be reached (home, mobile, and work) and the names and telephone numbers of two persons who can assume temporary care of a child if the parent/guardian cannot be reached in an emergency. It is extremely important that these persons be willing and able to provide temporary care for a child in an emergency situation.

During the year, if there is a change in address, phone number, emergency number, place of employment, or additional pertinent information related to your child, the school should be notified immediately. A parent can access and change their own telephone number and email address in [Home Access Center](#). For other changes, contact the student's school.

In the Event of an Emergency

School staff will be engaged in securing the safety and security of all students. Your patience is necessary and appreciated as school staff work to ensure the health and well-being of our students. Parents and/or guardians are expected to follow the school response safety precautions as directed by the building and/or district administrator. As information becomes available, parents/guardians will be notified through multiple messaging channels (email, text, voice) and ParentLink.

EMERGENCY SCHOOL CLOSING

Information regarding the closing of schools will be posted as soon as a decision is made on the homepage of the District 303 website (district.303.org) and sent to local news agencies. All emergency contact phone numbers provided to the District will be attempted to be called using our parent notification system to notify parents/guardians when school is closed.

ENROLLMENT

Please refer to the following policies for more information:

[7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students](#)

[7:50 School Admissions and Student Transfer from Non-District Schools](#)

[7:60 Residence](#)

EQUAL EDUCATIONAL OPPORTUNITIES

Please refer to the following policies for more information:

[7:10 Equal Educational Opportunities](#)

[7:20 Harassment of Students Prohibited](#)

[7:130 Student Rights and Responsibilities](#)

[8:20 Community Use of School Facilities](#)

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, sex, gender identity, ancestry, age, religion, physical and mental disability, the status of being homeless, order of protection status, or actual or potential marital or parental status, including pregnancy.

FIELD TRIPS

[Please refer to policy 6:240 Field Trips and Recreational Class Trips.](#)

Each year, teachers plan field trips to support and enrich the curriculum. Written parent permission must be given each year for a student to participate in any field trip. The cost of field trips is generally

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the responsibility of the parent, with some possible support from building Parent Teacher Organizations.

Parent chaperones will be responsible for multiple students; therefore, only classroom students should attend the trip. Other arrangements should be made for the care of siblings. When bus transportation is provided for a field trip, students are to ride both to and return from the field trip on the bus.

Background checks of volunteers may be required.

HOME ACCESS CENTER

[Click here for more information and to log in to your Home Access Center account.](#)

District 303 parents and guardians use [Home Access Center](#) to access their child's grades, schedule, attendance, contact information, and transportation information in a password-protected environment.

HOME/HOSPITAL INSTRUCTION

[Please refer to policy 6:150 Home and Hospital Instruction.](#)

A student who is absent from school or whose physician anticipates that the student will be absent from school because of a medical condition may be eligible for instruction in the student's home or hospital.

Parents should contact their child's building principal for the appropriate medical certification form. All requests for home or hospital instruction must be completed on this form. Home/Hospital instruction will be provided on days when District 303 schools are in session and only during school hours. Every effort will be made to help the student continue his/her education. For students with Individualized Education Programs (IEPs), the IEP team will determine the home/hospital instruction that will be provided.

Parents should contact their child's building principal when the student is ready to return to school.

HOMEWORK

[Please refer to policy 6:290 Homework.](#)

Homework is an opportunity for independent practice and for the school and home to be involved together in an educational partnership. The major goal of homework is to strengthen and improve skills leading to the continuous and comprehensive development of the student.

Parents may request homework for students who are ill when calling the office to report the absence. Please provide the date(s) of absence, name of the student, teacher, who will pick up homework, and when it will be picked up. If a parent is picking up the homework, it will be available in the office after 3:15 PM.

If a child is having trouble with their homework, contact their teacher.

ILLINOIS PLAY TIME REQUIREMENT IN ELEMENTARY SCHOOLS

[Please refer to Public Act 102-0357](#)

This Public Act, which became effective August 13, 2021, requires that all public schools provide daily time for supervised, unstructured, child-directed play for all students in kindergarten through fifth grade. Other known terms for playtime are recess, informal physical activity, free-play recess, unstructured free-play recess, and undirected play. The district does not allow the withholding of play time as a disciplinary or punitive action except when a student's participation in playtime poses an immediate threat to the safety of the student or others.

INSTRUCTIONAL MATERIALS

[Please refer to policy 6:210 Instructional Materials.](#)

All District classrooms and learning centers are equipped with a wide assortment of teaching and learning tools, textbooks, workbooks, audio-visual materials, electronic resources, and equipment selected to meet the students' needs.

INSURANCE

Parents may purchase student accident insurance policies. This student insurance is not required and is not intended to be a substitute or replacement for the parents' insurance program. For more information, please contact school office personnel.

LOST AND FOUND

A "lost and found" area is located in each school. Parents are encouraged to occasionally go through the lost and found.

Unclaimed items are periodically donated to local charities. To facilitate the return of lost items, you are asked to clearly mark lunch boxes, supplies, and outer clothing with the student's name. Jewelry, keys, glasses, and other valuables are kept in the office rather than the lost and found area.

LUNCH PROGRAM

Please refer to the following policies:

[4:120 Food Services](#)

[4:130 Free and Reduced-Price Food Services](#)

[6:50 School Wellness](#)

A nutritious hot lunch is available to all-day kindergarten through fifth-grade children in each school. Children may purchase a hot lunch any day. For your convenience, an *Online Lunch Payment* program is available to accept credit or debit card payments to your student's lunch account. Access *Webstore/Pushcoin* at <http://district.d303.org> in the Parents menu.

Parents will be notified when a student's account balance drops to a negative amount.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education. Additional information and applications can be found on the District website (<http://district.d303.org/forms>).

MEDICAL AND HEALTH INFORMATION

Please refer to the following policies and website for more information:

[7:100 Health and Dental Examinations, Immunizations, and Exclusion of Students](#) [7:260 Exemption from Physical Activity](#)

[7:270 Administering Medicines to Students](#)

[7:275 Orders to Forgo Life-Sustaining Treatment](#)

[7:280 Communicable and Chronic Infectious Disease](#)

[7:285 Food Allergy Management Program](#)

Health Forms may be found at: <http://district.d303.org/health-services>

District 303 employs registered nurses as well as registered nurses with an educational license in school nursing. These nurses attend to student health concerns and emergencies and are available during school hours.

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It is the responsibility of the parent/guardian to provide accurate contact information to the school in case of illness, injury, or emergency. It is also the responsibility of the parent/guardian to provide updated medical information and changes in a student's health status that may impact or interfere with the school day.

Illinois School Code requires that all students entering an Illinois school for the first time, including students entering early childhood, walk-in speech, pre-k, kindergarten, or first grades, and all students entering kindergarten, sixth and ninth grades, as well as transfer students, must submit evidence of a physical examination and a complete record of immunizations prior to starting classes or receiving services.

Returning to School after an Illness or Injury

- Extended absences of 5 or more days may require the student to present a health care provider statement of re-admittance to the school nurse.
- Any student returning to school with a cast, crutches, or other debilitating injury or illness requiring an activity restriction must report to the school nurse.
- If a child has a temperature of 100 degrees or higher, he/she should remain out of school and school-related activities for 24 hours after the temperature has returned to normal without the use of fever-reducing medication.
- Students taking antibiotics for communicable diseases should remain home for 24 hours after the initial dose before returning to school.
- Students may be asked to present a health care provider statement for re-admittance for communicable diseases.

Activity Restrictions

- Students may be excused from participation in Physical Education and/or recess due to illness or injury for up to 3 consecutive days with written permission from a parent.
- Students who are to be excused from Physical Education and/or recess for longer than this amount of time must present a written and signed excuse from a health care provider explaining the reason and duration of the restriction. These students will not be allowed to return to activity without written consent from a health care provider.
- Students with an illness or injury requiring exclusion from Physical Education will automatically be excused from recess. Parents must submit a signed waiver stating the student is able to self-monitor his/her own activity in order to participate in recess.

Medical Emergencies

- A medical emergency is one in which illness or injury requires immediate intervention to affect a positive outcome. It is the responsibility of the parent/guardian to provide to the school, upon entry and yearly thereafter, accurate medical and health information on each student.

In the Event of an Emergency

- Every attempt to contact the parent will be made. If a parent/guardian cannot be reached, the emergency contact person designated by the parent will be called.
- If at any time school personnel are unsure of the gravity of the situation, or if the observable condition of the child would suggest the child not be moved, 911 will be called.
- Upon the assessment of emergency personnel, the child may be taken to the nearest emergency center for further care.

Life-Threatening Medical Conditions and Before/After School Programs

- A high level of awareness and supervision is maintained during school hours to keep all students with known life-threatening medical conditions safe. It is the responsibility of the parent to communicate well in advance with the program staff if your student will attend a **before or after school program** and requires special provisions or restrictions during the program.

MULTI-TIERED SYSTEM OF SUPPORT

A Multi-Tiered System of Support (MTSS) is a framework that provides ALL students the best opportunity to succeed academically, socially, and behaviorally in school. MTSS is a team-based approach that includes all stakeholders in developing and/or refining structures to enhance the effectiveness and efficiency of all school systems. MTSS focuses on supporting high-quality core instruction, interventions, and enrichment opportunities matched to need in order to foster student success. Assessment structures within an MTSS framework support monitoring progress frequently to make decisions about changes in instruction, intervention, and goals. An MTSS framework supports a data-based problem-solving structure using a system for defining and analyzing a problem, developing and implementing a plan, and evaluating the plan's effectiveness.

PARENT COMMUNICATION

Open communication between home and school is essential for the effective education of our children. We encourage parents to contact school personnel any time there is a question, concern, comment, or compliment.

The District 303 calendar provides for two parent-teacher conferences during the school year. Additional conferences may be scheduled as needed.

Report cards can be accessed in the [Home Access Center](#). Parents with limited computer access may request printed copies be sent home by contacting their school office. If parents wish for more specific information during the year, a conference with the teacher should be arranged.

Messages can be left for teachers by dialing their direct telephone numbers. See your school's website "Staff Directory" for direct numbers.

Telephone calls to the school requesting that messages from parents be delivered to students ***should be restricted to emergency situations***. Student use of school telephones is also restricted to emergency situations.

PETS

Due to potential allergic reactions and the unpredictability of animals in unfamiliar settings, we ask that children enjoy their family pets at home. Family pets are not to be brought into the school building at any time or removed from vehicles when students are present. Animals required to support persons with disabilities are exempt.

REFUNDING OF SCHOOL FEES

No school fees will be refunded unless specifically requested by parents or guardians.

RESTORATIVE MEASURES

When broadly and consistently implemented, restorative measures will promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative measures are based on principles that emphasize the importance of positive relationships as central to building community and involve processes that repair relationships when harm has occurred.

Restorative measures allow for a shift in practice that results in a culture that is inclusive, builds fair processes into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding. In schools, restorative measures are multifaceted in nature. They include interventions when harm has happened, as well as measures that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community.

SAFETY

[Please refer to Policy 4:170 Safety for more information.](#)

The Superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program, tornado protection; instruction in safe bus riding practices, emergency aid; post-crisis management; and responding to medical emergencies at an indoor and outdoor physical fitness facility.

SEARCH AND SEIZURE

Please refer to the following policies for more information:

[7:140 Search and Seizure](#)

[7:150 Agency and Police Interviews](#)

[7:170 Vandalism](#)

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" include school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

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 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.

Students Searches

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

School officials may 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 the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a

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password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

SCHOOL VISITATION RIGHTS AND PARENTAL INVOLVEMENT

[Please refer to policy 8:95 Parental Involvement for more information.](#)

Pursuant to 820 ILCS 147/1 *et seq.* employers must grant employees leave of up to eight (8) total hours during any school year (no more than four (4) hours of which may be taken on any given day) to attend necessary educational and behavior conferences regarding the employee's child if those

conferences cannot be scheduled during non-work hours. An employee, however, must have exhausted all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee except sick leave and disability leave before the employee is allowed leave under this Act. Employees must make prior arrangements with their employers. The main office shall provide the parents/guardians with documentation of the school visitation that shall include, but not be limited to, the exact time and date the visitation began and ended.

SCHOOL WELLNESS

[Please refer to policy 6:50 School Wellness for more information.](#)

Student wellness, including good nutrition and physical activity, 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.

STUDENT ASSISTANCE & SUBSTANCE USE PROGRAM

The Student Services team supports prevention activities and intervention strategies toward the goal of reducing/eliminating drug and alcohol abuse among District 303 students. Student Services personnel work cooperatively with principals, staff, students, and parents to increase awareness and address needs arising from substance abuse. Should there be any student or parental inquiries or concerns, they can be made confidentially to the building Administration.

STUDENT ONLINE PERSONAL PROTECTION ACT (SOPPA)

Effective July 1, 2021, school districts will be required by the Student Online Personal Protection Act (SOPPA) to provide additional guarantees that student data is protected when collected by educational technology companies and that data is used for beneficial purposes only. (105 ILCS 85)

St. Charles CUSD 303 leverages the Student Data Privacy Consortium (SDPC) to manage Data Privacy Agreements (DPAs) with vendors. D303's current DPAs can be found [here](#).

STUDENT RECORDS

Please refer to the following for more information:

[Policy 7:15 Student and Family Privacy Rights](#)

[Policy 7:340 Student Records](#)

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but the parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent(s)/guardian(s).

Community Unit School District 303 maintains two types of school records for each student: a permanent record and a temporary record.

Permanent Records include basic identifying information, academic transcripts, including: grades, class rank, graduation date, and grade level achieved, attendance records, health records, scores on

college entrance examinations (a parent may request, in writing, the removal from the academic transcript of any score received on college entrance exams), scores received on all state assessments administered at the high school level and record of release of permanent record information.

Temporary Records include: Family background information, intelligence and aptitude scores, psychological reports, home language survey, participation in extracurricular activities, elementary and secondary level state assessment results, honors and awards, serious disciplinary infractions (i.e. those involving drugs, weapons, or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment), the information provided under Section 8.6 of the Abused and Neglected Child Reporting Act, accident reports, special education files, plans developed under section 504 of the Rehabilitation Act of 1973 and verified reports of clear relevance to a student's education.

In accordance with the Illinois School Students Records Act and the Federal Family Educational Rights and Privacy Act, this notice is to inform you of the procedures in reference to the destruction of school records. All "permanent" student records are retained for 60 years after the student has transferred, graduated, or withdrawn from the school. All "temporary" student records are retained for five (5) years after the student has transferred, graduated, or withdrawn from school.

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The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives parents/guardians the right to: 1) inspect and review their child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the record; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment. Parents are also entitled to inspect all instructional materials used in connection with any survey, analysis, or evaluation that reveals the kind of information specified in 20 U.S.C. (123h) without the prior written consent of parents (or consent of the student if age 18 or emancipated).

If you have questions, please contact the principal at your child's school or the district administration office.

STUDENT SERVICES

[Please refer to policy 7:250 Student Support Services for more information.](#)

The Student Services Team (SST) may include Administrators, school-based mental health professional(s), and other specialized individuals who work directly with students and parents. SST works in collaboration with the members of the teaching staff. The objective of this team is to ensure students have the appropriate support to succeed in school. Various members of SST meet on a weekly basis with academic teams for the purpose of identifying and addressing student educational concerns.

STUDENT TRANSFERS

Please refer to the following policies for more information:

[7:30 Student Assignment and Intra-District Transfer/Choice](#)

[7:50 School Admissions and Student Transfers To and From Non-District Schools](#)

[7:60 Residence](#)

If your child is transferring to a school outside the District 303 boundaries, notify the main office as soon as possible to ensure the transfer of records. If you are moving within the District 303 boundaries, provide two new proofs of residency to your child's current school and discuss the timing and process for transition to the new District school.

TITLE I PROGRAMS

[Please refer to policy 6:170 Title I Programs for more information.](#)

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable.

Teachers, administrators, and other staff shall be assigned to schools to ensure equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided to ensure equivalency among the District's schools.

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services or enrolled in programs under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. Currently, the following D303 schools receive Title I funds: Anderson Elementary, Davis Primary, Munhall Elementary, and Richmond Intermediate.

TRANSPORTATION

Please refer to the following for more information:

[Policy 4:110 Transportation](#)

[District 303 Transportation webpage](#)

Bicycles/Scooters/Skateboards (Non-Motorized)

The principal of each school creates and administers the bicycle procedures necessary for that particular school area. The school will not be responsible for stolen bicycles or for damage to bicycles that may occur on school grounds.

Students riding bicycles to school must observe all traffic rules when riding to and from school. Bicycles must be walked on sidewalks and through intersections to and from bike racks. *We encourage parents to know the route(s) their child will take to school and review hazards that may be along the route.*

1. Park and lock (Bicycles must be parked and locked as soon as students arrive at school).
2. Bicycles may not be used during the school day.
3. Practice safe-riding habits.
4. Do not ride bikes on sidewalks or playgrounds.
5. Wear a helmet for safety.
6. No motorized bikes, scooters, or other vehicles are allowed.

VISITORS

Please refer to the following policies for more information:

[4:170 Safety](#)

[8:30 Visitors to and Conduct on School Property](#)

All parents, guardians, and other visitors to District 303 buildings are required to report to the main office upon entering the building to sign in. Visitors must provide photo identification when signing in, allow for scanning and wear a visitor identification tag at all times while in the building. Visitors may be escorted by a building staff member while visiting the building. The School District will allow reasonable access to the school, school facilities, or educational programs. Visitors must honor all students' confidentiality rights and agree to refrain from any re-disclosure of any information regarding students that is obtained during the visit. School-age visitors are generally prohibited during the school day unless accompanied by a parent or guardian and approved by school staff. In the event that permission is not obtained or is denied, visitors will be directed to leave the premises. (Violators will be subject to legal action.)

WAIVER OF SCHOOL FEES

[Please refer to Policy 4:140, Waiver of Student Fees, for more information.](#)

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged to students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to schoolbooks or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for a fee waiver. Students receiving

a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

WORK PERMITS

Work permits are issued at the high schools for all students residing in School District 303 (regardless of age). Please contact the high school registrar or visit the high school's website for more information on work permits and to obtain a request form.