EDUCATION THAT INSPIRES .... OPPORTUNITIES FOR ALL

GURNEE SCHOOL DISTRICT 56

2011-2012
PARENT & STUDENT HANDBOOK

Mission Statement

Education that inspires….Opportunities for all

Beliefs

- We believe children are the first priority.

  Every decision and action must be based on the needs of children.

- We believe the alliance of home, school, and community promotes student success.

  Everyone concerned with the child's development has a unique role in this partnership.

- We believe diverse opportunities and challenges allow for each student's gifts and talents to be discovered and encouraged.

  District 56 has the responsibility to offer a wide range of learning opportunities. Through experiences in areas such as athletics, fine arts, and clubs, children can explore their interests and discover talents and joys beyond the routine education program.

- We believe in the optimal use of all resources.

  District 56 has the responsibility to maximize the talents and energies of all human resources within the community. In addition, we will efficiently utilize all available facilities, time, and finances.

- We believe all student's opportunity for independence and success is maximized through the emphasis of all essential life skills, including reading, writing, and mathematics.

  District 56 has the responsibility to emphasize the basic and crucial skills of reading, writing, and mathematics whenever they are realistic goals for a student. An acknowledgement of and sensitivity to each student's individual abilities and potential must be an integral part of that student's educational path.

- We believe that an emotionally and physically comfortable, safe environment is most conductive for effective teaching and learning.

  The schools should be free of physical hazards, as well as social and emotional threats. All members of the learning community are entitled to a mutually comfortable arena, which encourages risk-taking and facilitates learning.

- We believe in learning communities where students are supported to become self-directed, life-long learners.

  We define a "learning community" as a place where cultural diversity is celebrated and academic needs are recognized and supported. This belief encourages students to use what they have learned and experienced to become critical and creative problem solvers.

SMOKE FREE

As of August 1, 1992, all Gurnee Schools District 56 facilities and grounds are designated smoke free.

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District Directory

Website Address: www.d56.org **Office Hours 8:00 AM-4:00 PM**

District Office……847-336-0800
900 Kilbourne Road, Gurnee, IL 60031……fax……847-336-1110

Dr. John Hutton, Superintendent
Lori Rupsch, Administrative Assistant to the Superintendent & Board of Education

Dr. Colleen Pacatte, Director of Curriculum Services
Yolanda Vega, Administrative Assistant/Registrar
Tami Kroc, Director of Pupil Services
Rachel Airth, Administrative Assistant
Sheila Peckler, Director of Business Services
Dolly Thomas, Accounts Payable
Kathy Thorsen, Assessment Coordinator

Transportation Office……847-336-8997
900 Kilbourne Road, Gurnee, IL 60031

Alex Stewart, Supervisor of Facilities & Grounds
Liz Nicoli, Secretary

Facilities Management……847-336-8280
900 Kilbourne Road, Gurnee, IL 60031

Mike Nichols, Supervisor of Facilities & Grounds
Sean Smith, Maintenance Specialist
Julie Cerone, Evening Custodial Supervisor
Brian Hendricks, Maintenance Specialist

Technology Services……847-249-7130
900 Kilbourne Road, Gurnee, IL 60031

Phil Hintz, Director of Technology
Eric Esteban, Network Manager
Bill Corbett, Technician
Jonathan Cejka, Technician

School Directory

Spaulding School……847-662-3701

2000 Belle Plaine Avenue, Gurnee, IL 60031
Fax: (847) 249-6262
Attendance: (847) 249-7165

Debra Alexander, Principal
Cheryl Caesar, Assistant Principal
Janet Andrews, Secretary
Diane Schmidt, Clerk
Jody Huntley, Nurse

School Hours: 9:00 A.M. - 3:20 P.M.

O'Plaine School……847-623-4333

333 N. O'Plaine Road, Gurnee, IL 60031
Fax: (847) 623-4456
Attendance: (847) 249-7166

Kevin Simmons, Principal
Sheryl Gray, Assistant Principal
Carrie Kocen, Secretary
Jeanne Gildea, Clerk
Joan Brumm, Nurse

School Hours: 7:35 A.M. - 2:25 P.M.

Gurnee Grade School……847-249-6253

940 Kilbourne Road, Gurnee, IL 60031
Fax: (847) 249-4662
Attendance: (847) 336-5652

Jennifer Glickley, Principal
Odie Pahl, Secretary
Lydia Scher, Clerk
Karilyn Gagliardo, Nurse

School Hours: 7:35 A.M. - 2:25 P.M.

Viking Middle School……847-336-2108

4460 Grand Avenue, Gurnee IL 60031
Fax: (847) 249-0719
Attendance: (847) 263-4000

Patrick Jones, Principal
Joey Kowalik, Assistant Principal
Sally Quist, Secretary
Kim Eimerman, Secretary
Laura Liphardt, Nurse

School Hours: 7:35 A.M. - 2:25 P.M.

Board of Education

Heidi May, President
4044 Kenwood
Gurnee, IL 60031
847-662-2527

Dr. Stu Merkel, Vice President
1090 Hawthorne Street
Gurnee, IL 60031
847-244-7216

Tim Roegner, Secretary
921 Pine Grove Avenue
Gurnee, IL 60031
847-782-9920

Brian Weir, Treasurer
13395 Wadsworth Road
Wadsworth, IL 60083
847-249-3575

Dr. Jim Blockinger
4814 Dorothy Court
Waukegan, IL 60087
847-244-6510

Rebecca Kotsinis
907 Belle Plaine Avenue
Gurnee, IL 60031
847-596-2391

Helen Scott
4903 Darlene Drive
Gurnee, IL 60031
847-336-1795

Board of Education Meeting

Board of Education meetings are open to the public. The Board generally meets the 4th Wednesday of every month at the Gurnee School District 56 Office. Notice of meeting times, dates, and locations are posted at the Gurnee School District 56 Office 48 hours prior to the meetings. The monthly business meeting is to cover all business matters pertaining to the operation of Gurnee School District 56. Subjects outlined on the evening's agenda are discussed and the motions are voted upon. Subjects suitable for the agenda must be given to the Superintendent seven days prior to this meeting to provide ample time for Board study.

Gurnee School District 56

2011-2012 School Calendar

BOARD APPROVED

Attendance Lines
Spaulding 249-7165
O'Plaine 249-7166
Gurnee Grade 336-5652
Viking 263-4000

July 2011

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2011

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2011

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2011

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2011

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2011

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 22, 2011	Teacher Institute Day - No School
August 23, 2011	First Day of Student Attendance - Early Release - See Schedule #1
August 24, 2011	First Full Day - Regular Time Schedule
September 5, 2011	Labor Day - No School
October 7, 2011	Teacher Institute Day - Early Release - See Schedule #2
October 10, 2011	Columbus Day - No School
October 24, 2011	Teacher Institute Day - No School
October 28, 2011	End of First Quarter
November 8, 2011	Evening Parent/Teacher Conferences - See Schedule #3
November 9, 2011	Evening Parent/Teacher Conferences - See Schedule #3
November 10, 2011	Student Non-Attendance Day
November 11, 2011	Veteran's Day - No School
November 18, 2011	Teacher Institute Day - Early Release - See Schedule #2
November 23-25, 2011	Thanksgiving Holiday - No School
December 9, 2011	Teacher Institute Day - Early Release - See Schedule #2
December 19-January 2, 2012	Winter Break - No School
January 3, 2012	School Resumes
January 16, 2012	Martin Luther King, Jr. Day - No School
January 20, 2012	End of Second Quarter
February 10, 2012	Lincoln's Birthday - No School
February 13, 2012	Teacher Institute Day - No School
February 29, 2012	Evening Parent/Teacher Conferences - See Schedule #3
March 1, 2012	Evening Parent/Teacher Conferences - See Schedule #3
March 2, 2012	Student Non-Attendance Day
March 5, 2012	Casimir Pulaski Day - No School
March 23, 2011	End of Third Quarter
March 26-30, 2012	Spring Break - No School
April 2, 2012	School Resumes
April 6, 2012	Student Non-Attendance Day
April 20, 2012	Snow Day Make-Up Day
May 18, 2012	Teacher Institute Day - Early Release - See Schedule #2
May 25, 2012	Teacher Institute Day - Early Release - See Schedule #2
May 28, 2012	Memorial Day - No School
May 29, 2012	Snow Day Make-Up Day
June 7, 2012	Last Day of School - If No Additional Snow Days Are Used
June 8, 2012	Snow Day Make-Up Day
June 11, 2012	Snow Day Make-Up Day
June 12, 2012	Snow Day Make-Up Day

January 2012

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2012

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

March 2012

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2012

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2012

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2012

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Schedule #1
(No EC or EL - Spaulding Only)
Spaulding - 12:05
O'Plaine - 10:35
Gurnee Grade - 10:35
Viking - 10:35

Schedule #2
(No EC/EL - P.M. Sections)
Release Times:
EC/EL - A.M. Sections - 11:30
Spaulding - 12:05
O'Plaine - 10:35
Gurnee Grade - 10:35
Viking - 10:35

Schedule #3
(Parent/Teacher Conferences)
Spaulding - 2:20
O'Plaine - 1:25
Gurnee Grade - 1:25
Viking - 1:25

Make-up day if school is cancelled for inclement weather. If Make-up day is not necessary, the day becomes a Non-Attendance day.

Student Absences

Parents are required to report all absences and anticipated late arrivals by calling the absence line of the school their child attends by 9:00 a.m. on each day an absence occurs. These phone numbers are available 24 hours a day:

Spaulding (847) 249-7165
O'Plaine (847) 249-7166
Viking (847) 263-4000
Gurnee Grade (847) 336-5652

When reporting your child absent, please state the issue of the illness. If your child is experiencing a fever, vomiting, diarrhea, or a skin rash, please be specific when leaving this information. If your child has a contagious condition such as head lice, strep throat, impetigo, or pink eye, you must also contact the school nurse to report this information.

School authorities will attempt to reach a parent whose child is not in school within two hours of the official start time for their school (see page 6 for official start times.) If phone contact between school and parent is not made, a written excuse from the parent is expected immediately upon the child's return to school.

Excessive and unnecessary absences from school must be avoided. It must be understood that parents are legally responsible for their child's regular attendance at school. As prescribed by the School Code of Illinois, Gurnee School District #56 recognizes an absence to be valid when a child is ill or a family emergency occurs.

Below is a brief description of the district attendance plan. Absence and tardy rates that are in excess of 10% of the school year, at a given time, will become cause for concern.

This plan will be put into place with all students who meet the criteria and who DO NOT have absences due to a medical condition or family crisis/emergency. If your child is absent due to either of these reasons, this plan will not be enacted. As a parent, you can help us by staying in contact with the school nurse or administrator(s) when these situations occur.

Step 1	*Attendance Letter; Teacher Contact*
Step 2	*Attendance Letter; Referral to Project PASS (Lake County Truancy/Drop-Out Prevention Program); Administrator Contact; Possible Home Visit*
Step 3	*Parent Meeting with Building Administrator; Student/Parent Attendance Contract; Home Visit; Possible Referral to the District Police Liaison*
Step 4	*Parent Meeting with the District Attendance Review Board; Referral to the District Police Liaison*
Step 5	*Home Visit by the District Police Liaison; Parent/Child Ticketed for Truancy; Discussion Regarding Student Retention for Following Year*

A student must be absent (due to personal illness or family misfortune) at least 2 days before a request for assignments to be sent home can be made. Please call by **9:00 A.M.** The general rule for make-up work is allowing one day for each day of absence. Grades may be lowered if assignments are not completed in the allotted time.

If you wish to take your child from school before the regular dismissal time, you must send the student with a note to the office stating the reason for leaving school and the time you will pick them up. The student will then meet you in the office at the specified time.

If there is a last minute change and you need to pick up your child or have then ride their regular bus home, we must have a signed note (it can be faxed) sent to the office. We will not be able to do this by phone due to the inability to verify you as the child's parent/guardian. If you are picking up your child, please report to the office in person prior to dismissal to verify your identity and have your child released to you.

Student Attendance/Tardiness

The Following guidelines will define both full and half-day attendance at each building.

Gurnee Grade, O'Plaine, and Viking Schools

Full day:	Arrive by 9:25 a.m.
Half day:	Arrive AFTER 9:25 a.m.
Full day absence:	Arrive after 11:55 a.m.

Spaulding School

Full day:	Arrive by 10:25 a.m.
Half day:	Arrive AFTER 10:25 a.m.
Full day absence:	Arrive after 12:50 a.m.

Students are expected to be at school by the regular start times that are as follows:

Spaulding School……9:00 A.M. **Gurnee Grade School……..7:35 A.M.**
O'Plaine School……7:35 A.M. **Viking School……7:35 A.M.**

A student must be in attendance for at least half of the school day to participate in any after school event.

Students arriving late to school is a serious problem. Punctuality is important. Students who are late often do not learn that "being on time" is an expectation of

citizens in our society. Arriving late to school also causes a child to miss out on class experiences, which hinders academic progress. Additionally, tardiness places a burden on the classroom teacher and the school office. Students who qualify for bus transportation are encouraged to use that service daily to ensure on time arrival.

When a student arrives late, a parent or responsible adult must sign in at the office. Students **may not** be dropped off and enter the building alone. A large sign will be placed at the entrance of each school to notify parents if their child is late.

Students to continue to be excessively late to school will require a parent conference and may be reported to the Lake County Superintendent of Schools and local authorities as a truant for further action.

Hot Lunch & School Closing

If a snow day occurs on a Hot Lunch Day, the hot lunch will be served the next day that school is in session.

Family Vacations During the School Year

Vacations during the school year are **highly discouraged.** Parents who are planning a vacation during the school year are required to notify the school office in writing well in advance of the date of absence.

Although parents must make the final decision regarding a child's absence, the principal and teacher would be glad to discuss the probable effects upon the child. All assignments that are missed while the child is on vacation will be presented to the child upon his/her return to school. Parents should understand that grades may suffer due to absences from school. Vacations lasting 10 or more days may result in a student being dropped from enrollment.

Emergency School Closing

When an emergency requires schools to be closed, notification of the closing will be released for broadcast to the following radio stations as early as possible:

WKRS – 1220 AM	WMAQ – 67 AM	WGN – 720 AM
WBBM News-Radio – 78 AM	WXLC – 102.3 FM	WIIL – 95.1 FM

Check the District Website at: www.d56.org

Gurnee School District #56 holds the health and welfare of its students as its highest priority. Potential snow days, with the possibility of closing school, is challenging. The general process for determining a snow day closure usually begins about 4:30 a.m. with the superintendent communicating with other neighboring school district

superintendents (Woodland #50, Warren High School #121, Millburn #24, and Waukegan #60). Since all Warren Township elementary and high schools bus the vast majority of their students, road conditions are critical to the opening or closing of school. After discussion with other district individuals who have checked the roads, the superintendents decide to open or close school. Occasionally, one district will remain open, but usually all districts do the same thing. If a school or school district closes, the news media are notified as soon as possible.

Our first concern is for the younger students. When a school is closed, there is the potential that up to 80% of the students, who come from single or dual working parents/homes, could be home alone with little or no supervision. Once students are at school, however, it is best that they remain until the appropriate time to go home so that they are not left in the cold due to an early dismissal.

If you, as a parent or guardian, call and are concerned about the safety of your child at school, school personal personnel will remind you of your option to keep a child home without penalty. We believe that it is important that the schools be open for the protection of the majority of the children. You, as a parent or guardian, must decide whether to send your child to school on a snowy day or not.

Telephone

Teachers and students are not called to the telephone when in class except in case of an emergency. Please leave word with the school secretary if you wish to have a teacher call you. The teacher will make all attempts to return the calls as soon as possible, but no later than the end of the next school day. A payphone is available at Viking School for emergency use when the office is closed.

Electronic Devices (Policy 7:190)

Students may not use or possess electronic paging devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

The possession and use of cell phones and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned **off** during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.

"It is recommended that all electronic devices be left at home. Administrators are not under an obligation to investigate the loss of inappropriate personal items brought to school."

School and Bus Evacuation Drills

Three school evacuations drills and one bus evacuation drill will be held each academic year. One severe weather and shelter-in-place drill will also be held. Each school will issue directions for the students and staff at the start of school and the directions will be posted in each room near the door.

Food

Students must bring a lunch from home each day, which can safely be stored at room temperature in the classroom. The school does not provide lunches for students and the trading of food between students is discouraged. One percent (1%) chocolate or white milk may be purchased at a reasonable price or a drink may be brought from home. If carbonated beverages are sent, please do not send in a thermos or glass bottle. Beverages may not leave the lunchroom.

Snack time is provided during the morning in most of the elementary classrooms for the nutritious snacks to be eaten.

Lost and Found

A lost and found container is maintained in each school. Children should be reminded to check there for lost articles and to put there any articles they find. Please make a habit of checking the lost and found for your child's belongings when you are in the building. Any items not claimed by the end of each semester will be disposed of or donated to charitable organizations.

Assemblies and Field Trips

Student attendance at such activities as school assemblies, on field trips, at end of quarter/mid-quarter activity days as part of our middle school programs is a privilege earned by students who behave in a proper manner and complete their school assignments. Students that cannot meet these responsibilities may not be allowed to attend these activities, including all middle school end-of-year activities (Activity Day, Dance, Promotion Exercise, etc.)

Dress Code

Proper grooming is conducive to good learning in well-run schools. Each student is expected to present an appearance that does not disrupt the educational process or

interfere with the maintenance of a positive teaching/learning climate. Students are prohibited from wearing inappropriate slogans on clothing, which could be disruptive to the educational setting. Hats, coats, and outerwear are not to be worn indoors.

Gang affiliated clothing is not allowed. Any clothing on boys or girls that is deemed by staff and administration to be provocative or overly abbreviated is not allowed. Midriff, shoulder areas, and underwear must be appropriately covered. Very short skirts or short shorts are also prohibited. Students should wear shoes at all times to prevent injury and the spread of disease.

Lockers

Each student at schools having lockers will be assigned to a locker the first day of school. The ownership of the locker is maintained by Gurnee School District 56 and the student is granted limited use of the locker with these regulations:

1. The assignment of a locker to a student and the use thereof by the student is subject to the right of the school administration to have access to the locker at any time.
2. The only lock used on the locker must be the built in lock. The number of the lock and the combination are registered with the school administrators. The lock fee is paid at registration time.
3. The only items that may be placed in the locker are articles of clothing, school books and supplies relating to school use, lunches, and personal items which the student is legally entitled to have in his or her possession. Money and/or expensive items should not be kept in the lockers, but should be taken to the office for safekeeping.
4. To safeguard locks and belongings, students are strongly encouraged to keep their lock combinations secret. The school is not responsible for lost or stolen property.
5. If a lock is broken or stolen, it should be reported to the office immediately.

Physical Education

Students must have a pair of gym shoes solely for their use during gym. Viking students in grades 6, 7, and 8 are required to wear complete gym suits with the proper shoes and white athletic socks. Please provide gym shoes with non-marking soles.

Parents are asked to mark all gym shoes on the outside with the child's name or initials where the teachers can see them.

Students are required to remove all safely hazards for Physical Education. This includes watches, combs, pens, pencils, jewelry, and all other miscellaneous items.

All Vikings students in grades 6, 7, and 8 are encouraged to shower after their gym class activities.

Viking students are also required to take their gym clothes home at the end of each week to be laundered. Students will be held responsible for returning the clothes clean on Mondays. This is also an essential part of good hygiene.

For medical excuses see Health Services p.g. 36-37

Newsletter

Newsletters are sent to parents from each school periodically throughout the year. The newsletters contain current school news, information, and a calendar of events.

Additionally, a district newsletter is sent home quarterly to all residents of Gurnee School District 56.

Visitors

Parents are encouraged to visit classes. Parents must realize that this cannot be a time for a conference, since the teacher has other responsibilities. Children living outside the district or who are not of school age are not permitted to visit classes.

For the safety and wellbeing of the students, all persons not employed by the school district, including parents, must report to the office. All visitors must sign in when entering the school and wear a visitor badge throughout their stay. Visitors are not to interfere with the daily operation of the schools.

Parent Access

Gurnee Schools District #56 has NO LEGAL JURISDICTION to refuse a biological parent access to their child and/or school records. The only exception is when a signed restraining order or proper divorce papers, specifically stating a visitation and/or some other limitations, are on file in the school office. Should any such situation become a disruption to the school, the Gurnee Police Department will be contacted and an Officer will be requested to intervene.

Internet and Network Resources (Policy 6:235)

All use of the Internet must be consistent with District 56's goals of promoting educational excellence by facilitating resource sharing, innovation, and communication. An authorization for use of electronic networks must be signed for all students.

- Acceptable Use – Access to internet resources/e-mail must be for the purpose of education or research only and be consistent with the educational objectives of the District.
- Privileges – The use of the District's internet resources is a privilege, not a right, and inappropriate use will result in a cancelation of those privileges and other discipline as warranted. The system administrator, in conjunction with the classroom instructor, will make all decisions regarding whether or not a user has violated the *Authorization* and may deny, revoke, or suspend access at any time. His or her decision is final.
- All students/parents must sign an acceptable use policy in order to access District technology programs.

Internet Safety

Student access to the internet requires careful monitoring. Ways to protect your child from online predators include:

- Not letting your child have an online password so you can monitor online accounts,
- Keeping the computer in a common area of the home,
- Making sure their screen name is gender neutral,
- Telling your child not to answer every email or instant message,
- Getting to know your child's online friends.

Equal Educational Opportunities – Sex Equity (Policy 7:10)

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental disability, or actual or potential marital or parental status. 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. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Sex Equity

No student shall, on any basis of sex, 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/activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools and, thereafter, to the State Superintendent of Education. Questions or concerns should be directed to the Business Manager, at Gurnee School District 56, 900 Kilbourne Road, Gurnee, IL 60031, 847-336-0800.

Sex Education Curriculum

The District 56 Board of Education provides sex education as part of the health curriculum. Sex education is conducted under the authority of permissive legislation of the Sex Education Act of 1965 and conforms to the provisions of subsequent legislation. Parents will be given at least five (5) days notice prior to offering any class or course in sex education and recognizing and avoiding sexual abuse to students.

If parents have any questions regarding the curriculum or prefer to have their child excluded from that part of the curriculum, they are to contact the appropriate building principle.

Student Residency (Policy 7:60)

Students who enter the schools of Gurnee School District 56 must be residents within the boundaries of Gurnee School District 56.

Illinois law mandates that a school district establish free schools to accommodate all students who reside within the district. The Board of Education has a statutory duty to identify non-resident students. Gurnee School District 56 does not permit tuition/non-resident students to attend District schools.

A pupil whose family moves out of the District during the school year shall be permitted to attend school for the remainder of the year without payment of tuition. The family will be responsible for transportation to and from the school.

The general rule of residency is that a student is considered to be a resident of the school district in which the parents live unless the parents have relinquished complete custody and control of the student to someone else.

"District #56 reserves the right to investigate residency of all enrolled students. Students determined to be fraudulently enrolled, will be dropped from enrollment. Legal action, to collect out of district fees and tuition, may be pursued.

Definition of Residency

Residency is established through physical presence and an intent to make that location a permanent residence. A person cannot have a permanent residence in two places at the same time.

Establishment of Residency

Before a child can be enrolled, proof of residency must be established annually. A parent must register in person and present one of the following documents: a real estate bill, mortgage papers, or a signed lease. In addition, two of the following documents must also be presented: home/apartment insurance papers, gas, or electric bill (current within the last 30 days).

Currently Enrolled Students

Whenever the principle has reason to question the residency of a student in Gurnee School District 56:

1. The parent/guardian and the party with whom they are living (if pertinent) will be required to complete the Student Residence Questionnaire.
2. The principal may visit the address to view physical evidence that the family and student are in fact residing at the address.
3. If the principal verifies residency or the parent/guardian, the student may continue to remain enrolled pending the documentation required to establish residency as outlined above. The parent/guardian should be informed that the principal may periodically visit the address.
4. If the principal does not verify residency or the required documents cannot be provided, the principle will notify the District Office.
5. A certified letter will be sent notifying the parents that their residency has not been established and that their child that there child must be enrolled in the district of residency.
6. Parent/guardian may appeal this decision within 10 days after receipt of the notice. The appeal should be sent via certified mail to the attention of the District Superintendent.
7. If a student is enrolled under misrepresentation of information, whether international or otherwise, and the parent/guardian is unable to establish residency in the district, the Superintendent will drop the child from the attendance rolls immediately and will assess the parent/guardian tuition charges not to exceed 110% per capita costs.
8. A person who knowingly enrolls or attempts to enroll a student on a tuition free basis that is a non-resident of the district is subject to prosecution.

Transfers

When a child is to be transferred from Gurnee School District 56 to another school district, please notify the school office at least a week in advance. A transfer card and a copy of the current health records will be prepared after it has been determined that all fees have been paid and all books returned. The transfer card and a copy of the current health records may be picked up by the parent or it will be sent home with the child on the last day of attendance. Records will be forwarded within ten days of receiving an official request for records from the new school of attendance.

Students unable to produce a permanent or temporary record from a school previously attended will not be refused the right to enroll in District #56 schools.

Change of Address and Phone Numbers

Parents should promptly notify the school office, in writing, of any change of address or telephone numbers when moving either to another address in the District or moving out of the District. This will enable the office to have the necessary information ready for the child when he/she moves. Promptness and accuracy are necessary to maintain school records and to facilitate communication with the home when necessary.

Anytime emergency numbers or general information changes, it is **vital that the school office and the district office be notified in writing.** Current emergency information allows school staff a contact in the event of an emergency when parents are not available or cannot be reached.

Registration Fees (Policy 4:130/4:140)

The Board Education shall charge a fee for the use of certain materials. Those fees are due at the time of student registration.

Further, the Board of Education shall waive all fees assessed by the District for children whose parents are unable to afford them, including but not limited to, children eligible for free lunches or breakfasts under the School Lunch Program.

Textbook Rental: This covers a rental fee for some textbooks as well as a fee for all consumable materials, workbooks, etc.

Milk Fee: This is an optional service provided by Gurnee School District 56. This fee is collected at registration and reflects the actual cost of the milk minus a subsidy by the federal government.

All fees are due and payable at registration time. Payment plans can be arranged and credit cards are accepted.

A late fee will be charged for returning students, if their registration paperwork is not submitted during the early registration in June of each school year.

Student Accident Insurance: School District 56 carries limited insurance for accidents occurring during the school day or during school related activities. Optional 24-hour accident coverage is available for a nominal annual fee. Information regarding the optional coverage is sent home with students the first week of school.

Bus Transportation

Free transportation is provided for children living in Gurnee School District 56 over 1.5 miles from school or for children living on a hazardous route who are under 1.5 miles from school.

Children most board/depart buses at their assigned pick up/drop off stops on a consistent five (5) day a week basis. Drivers are instructed not to allow children to ride any bus other then their assigned bus. Requests for changes in bus assignments should be directed to the Supervisor of Transportation, c/o the School Office in writing 48 hours before the change will take affect. In an emergency, parents must contact the Transportation Office (847-336-8997) for permission to have their child ride another bus. If there is no response at 847-336-8997, please call the District Office at 847-336-0800.

The school district reserves the right to deny the use of the bus to students who violate bus rules. Bus rules will be discussed with the students early in the school year.

Bus evacuation drills for all students are held at least once a year.

Instructions to School Bus Riders

Gurnee School District 56 buses transport children at least twice each day. To provide for the safety of all riders, the following rules must be enforced:

1. Students should be at their designated bus stop five minutes before scheduled time. Proper behavior is expected at the bus stop **at all times.** Students should stay off the road but be visible to the bus driver and wait until the bus comes to a complete stop before attempting to board.
2. Students must be absolutely quiet when approaching and crossing railroad tracks.

3. The driver is in charge at all times when children are on the bus, including emergency situations.
4. In the interest of student safety, the following should be observed:
   - Students should remain seated in their assigned seats as applicable.
   - Nothing should be placed in aisles or out windows.
   - Quiet talking only with your seat partner.
   - Hands and feet should be kept to yourself.
   - Treat school property and all people with respect.
   - Nothing should be thrown inside the bus or out of bus windows.
5. Cell phones may not be visible or used on the bus except in an emergency situation.
6. Observe safety precautions at pickup and drop off points. When it is necessary to cross the road, proceed to a point at least 10 feet in front of the bus on the right shoulder of the road where traffic may be observed in both directions and wait for a signal from the bus driver permitting you to cross.
7. The disregard of these rules could result in the suspension of bus services.

Request for Transportation Change

In order to transport all of the District 56 students in the most efficient manner, we ask that you complete the Bus Information Change Form whenever a pick up or drop off change is requested for your child.

Requests for these changes must be made in writing at least two (2) days prior to the requested change date. This will allow the Transportation Department sufficient time to complete any necessary route changes. Extra copies of the bus information change form may also be obtained from any school office or the District Office.

Please remember that students are not allowed to ride any other route except the one they are assigned to until any requested changes have been made. We will not be able to make bus changes to accommodate birthday parties, scout meetings, play time, project work time, shopping trips, or doctor/dental appointments.

Reminder: Students who have moved out of District 56 must provide their own transportation for the remainder of the school year.

Bicycles and Walking

Parents desiring to have their children walk or ride bicycles to or from school either occasionally or regularly must notify the school office of such with a note or phone call specifying the date(s) this will occur. While the Village of Gurnee provides crossing guards at certain intersections in the Village, the responsibility for the safety of the student must rest with the students and parents.

Students **are not** allowed to use roller skates, (in-line skates, scooters, and/or skateboards) as a means of transportation to either Viking, O'Plaine, Gurnee Grade, or Spaulding Schools.

Spaulding School students **are not** permitted to ride bicycles to school. Students riding bicycles to Viking, Gurnee Grade, and O'Plaine Schools should park them in the bicycle racks provided. They should be locked while parked. Bicycles are the sole responsibility of the owner. While coming to or leaving the school grounds, bicycles must not be ridden in the bus lanes or on the school grounds. The school reserves the right to deny bicycle use if the students violate bicycle rules. Permission for riding bicycles to school is required.

Students Records (Policy 7:340)

(Collection, Maintenance, Inspection, and Dissemination)

General Information

Definitions

1. **Educational Records.** Educational records shall consist of all records, files, and data containing information directly relating to a student or former student, maintained by Gurnee School District 56 or by a party acting for and on behalf of Gurnee School District 56. They are classified into two categories: permanent and temporary records.
2. **Student Permanent Records.** Students' permanent records shall consist of:
   - Basic identifying information, including students' and parents' names and addresses, date and place of birth, and gender;
   - Academic transcripts, including grades, class rank, graduation rank, graduation date, grade level achieved, and scores on college entrance examinations;
   - Attendance Record;
   - Health Records including most recent physical, notes, permission slips from physicians, vision/hearing referrals, any follow-up doctor's report/accident reports;
   - Records of release of permanent record information;
   - Information concerning participation in extra curricular activities, such as, offices held in school-sponsored clubs or organizations; and honors and awards received;

No other information shall be placed in the student permanent record.

3. **Student Temporary Records.** Student temporary records shall consist of all information not required to be in the student permanent records, including:
   - Family background information;
   - Intelligence and aptitude test scores, both group and individual;
   - Records of psychological evaluations, psychological profiles, including information on intelligence, vocational and scholastic aptitude tests and personality and academic information obtained through test administration,

observation or interviews, provided that such records are made and kept solely for the purpose of the student's educational program;
- Elementary and secondary level test results in all subject areas;
- Information concerning participation in extra curricular activities, such as offices held in school sponsored clubs or organizations (may also be listed in student permanent records);
- Honors and awards received (may also be listed in student permanent records);
- Teacher anecdotal records and conference reports;
- Disciplinary information;
- Special Education files including the report of the Child Review Team on which placement or non-placement was based, and all records and tape recordings relating to special education placement hearings and appeals;
- Any verified report of information received from non-educational persons, agencies, or organizations;
- Verified information of clear relevance to the education of the student
- Medical treatment records of non-eligible students;
- Records of release of temporary record information;

Annually parents and students currently in attendance will be notified of their rights related to records.

Public notice shall state that parents and eligible students have the right to refuse to permit the release of any or all of the above categories of information listed.

Directory information from educational records of former students may be so designated without public notice.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

   Parents of eligible students may ask Gurnee District 56 to emend a record that they believe is inaccurate or misleading. They should write the school principal,

clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. FERPA requires a school district to make a responsible attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.

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

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

Access To Records

1. **Parents have the right to inspect, copy, and review all records** of their child, except those protected by confidentiality laws noted in 105ILSC10/5. If the record includes information on another child, the parent can review or be orally informed of only the part pertaining to his child.

   A qualified professional will assist the parent in interpreting the information contained in a student's record. If the parent requests an independent professional be provided, it is at the parent's expense.

   A parent may authorize Gurnee School District 56 to release the student's records, in whole or in part, by signing a consent form.

2. **Student Inspection Rights**
   Any student may inspect his permanent records. Any student who has attained 18 years of age has all inspection rights accorded to parents.

3. **Procedure for Inspection**
   Parents requesting to inspect their child's records must complete a Request for Record Review/Challenge form and an appointment will be made with the building principal no later than fifteen (15) days after the request was made.

   A request by the parent for copies of records will be honored within fifteen (15) days of the request and before an IEP meeting or due process hearing.

   Parents will be charged $.35 per page. A copy of the records may not be denied if the parent states he is financially unable to pay for the records.

4. **Release of Records after Parental Notification but without Parental Consent**
   The superintendent shall designate which employees and agents shall have access to student records including, but not limited to, school attorneys and school auditors.

5. **The Superintendent shall designate** which governmental officials, including state and local authorities and Illinois State Board of Education, have access to student records. A Master Access List of such designated persons will be maintained in the District Office.

   Records may be released in the event of a serious medical emergency. A notice to the parents shall be provided as soon as reasonable.

6. **Re-transmitted Information**
   Any information received on a student shall not be retransmitted to any third person or organization without the written consent of the parents or eligible student.

7. **Directory Information Release**
   Directory information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing, before October of the current school year, that he does not want any or all of the directory information disclosed. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

8. **Record of Release**
   When any portion of a student's record is released to any person other than to authorized personnel (see Master Access List) a Release of Information form will be filed in the student's record.

   The Release of Information form shall be maintained as part of the student's temporary record.

   Records may be released in the event of a serious medical emergency. A notice to the parents shall be provided as soon as reasonable.

Retention/Destruction of Records

Retention of Temporary Records

A student's temporary record and the information contained therein shall not be maintained beyond its period of usefulness to the student and the school and in no case longer than five years after the student has transferred, graduated, or otherwise permanently withdrawn from school.

Retention of Permanent Records

The school shall maintain student permanent records, in any convenient form, not less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from school.

Destruction of Temporary Records

1. Upon graduation, transfer, or permanent withdrawal of a student, parents and student shall be notified of the destruction schedule of the student permanent and temporary records. The notification shall include the right to request a copy of the records at any time prior to the destruction.

2. Upon graduation, a copy of the temporary records of 8th grade students are transferred to Warren Township High School, District 121, unless District 56 is notified that the student will attend a different high school. Upon graduation (to a high school other than Warren Township High School, District 121), transfer, or permanent withdrawal of a student, a copy of all temporary records will be forwarded to the receiving school, contingent upon District 56 receipt of a records request. The student's temporary records folder will be maintained in the student's last attended District 56 school for a period of one year. (Home-instructed or home-tutored student's records will then be transferred to the District Office to be maintained for a period of one year after that student would normally graduate.) Copies of any/all health records that are part of the student's temporary record will also be forwarded to the District 56 nurse for inclusion as part of the student's permanent record. After one year, these temporary records will then be transferred to the district administration office for a period of up to four additional years.

   Parents who request to "hand carry" records to the student's new school will be provided with **copies** of health records, the last local assessment scores, and the last report card. (See following statement on eligible special education students.) This also applies if no records request has been received by District 56. After a total of five years after graduation, transfer, or withdrawal these records will either be transferred to the parent/student or destroyed. Before any student record is destroyed, the parent/student will be given reasonable prior notice by written communication that also explains the future usefulness of such records.

3. Upon graduation, temporary records of special education eligible 8th grade students are transferred to Warren Township High School, District 121, unless District 56 is notified that the student will attend a different high school. Upon graduation (to a high school other than Warren Township High School, District 121), transfer or permanent withdrawal of an eligible special education student, **copies** of the student's temporary records will be maintained in the District 56 school of last attendance for a period of one year and then transferred to the district administrative office for an additional period of up to four years. This also applies if no records request has been received by District 56.

   After a total of five years after graduation, transfer, or withdrawal these records will either be transferred to the parent/student or destroyed. Before any student record is destroyed, the parent/student will be given reasonable prior notice by written communication that also explains the future usefulness of such records.

4. No record may be destroyed if there is a pending request to inspect or review that record. Explanations in the record and the record of release logs shall be maintained for as long as the educational record to which they pertain is maintained.

4.1 Before any student record is destroyed, the parent/student shall be given reasonable prior notice by written communication and they shall be offered the opportunity to receive the records.

4.1a The written communication shall note the dates of destruction for temporary and for permanent records.

4.2 Permanent records will be maintained not less than sixty (60) years after the student has transferred, graduated, or permanently withdrawn.

Destruction of Records – Changing Attendance Centers

At the end of the school year, records of students changing District 56 attendance centers (Grades 2, 5, and 8) will be reviewed. It is District 56's procedure to review the records of students in attendance every four years, or upon a student's change in attendance center. This review verifies entries and will eliminate out-of-date, unnecessary, or irrelevant information. Parents have the right to inspect, copy, and review records of their child at any time prior to the destruction of any records. Parents may request to inspect and/or receive a copy of their child's records.

Challenge of the Contents of Student Records

1. **Request to Amend Student Records**

   Grounds for Request to Amend – The parent or eligible student shall have the right to challenge the contents of a student's record on the basis of:

   - Accuracy of the record;
   - Relevancy of the record;
   - Propriety of the record.

   No challenge may be made to the assignment of an academic grade.

   Procedure for a Request to Amend – A request to amend the record may be made by a parent or eligible student, in writing, upon a form furnished by the school district. The parent must notify the district of the entry or entries sought to be amended and the grounds for the request.

   Response to Request to Amend – The school official must decide whether to amend a student's records within a reasonable time. If the Gurnee School District 56 official decides not to amend, the party shall be offered an informal conference and told of the right to a hearing. If the parties agree upon an informal conference, it shall take place within fifteen (15) school days of the request, unless a later time is mutually agreed upon. Participation in an informal conference or other informal means of resolving the request does not waive the right to a hearing or the right to insert an explanation in the student's record.

2. **Hearing on Challenge**

Hearing Officer and Time of Hearing – If the parties cannot resolve their differences, then a hearing on this dispute shall be held before a hearing officer appointed by the Gurnee School District 56 Superintendent within fifteen (15) school days after all attempts to informally resolve the dispute have been exhausted, or at such other time as the parties may mutually agree.

The hearing officer may be a Gurnee School District 56 employee, but he shall not have a direct interest in the outcome of the hearing or be employed at the school in which the student is enrolled. The hearing officer shall notify all participants of the date, time, and place of the hearing.

Hearing Procedure – The hearing shall be conducted informally. The challenger shall proceed initially, and Gurnee School District 56 will respond.

Each party shall have:

- An opportunity to call witnesses;
- An opportunity to present evidence;
- An opportunity to cross-examine witnesses;
- The right to counsel, at their expense.

A verbatim record of the hearing shall be made by any reasonable method of recordation, e.g., by tape recorder, court reporter, etc.

Within ten (10) school days after the hearing, the hearing officer shall render a written decision with a summary of the evidence and a statement of the reasons for his decision. The decision shall be based solely on the information presented at the hearing and shall be either a decision to retain the challenged contents; delete the challenged contents; clarify, amend, or correct the challenged contents.

3. **Right to Place Explanation in Record**

If, after the hearing, the Gurnee School District 56 official does not amend the record, the official shall inform the parent or eligible student that a statement of explanation may be placed in the student's record.

A parent shall have the right to insert in the student's record a written explanation of reasonable length to state his position on the disputed item. This statement shall remain permanently with the student's record and must be transmitted with the record.

Student Screenings

Pre-School Screening

Gurnee School District 56 provides screening to pre-school aged children on the basis of parent/guardian or agency request. This screening is provided for children from three to five years of age. Parents are also encouraged to discuss any questions/concerns they might have for children who are under age three. Screenings are conducted throughout the school year. Parents who believe they have a child with possible special education needs should call 847-662-3701 to arrange an appointment.

The screening will include a speech and language assessment and may include a motor skills inventory, a brief measure of cognitive development, and vision and hearing testing. Parents will be given information on their child's performance, an indication of any further assessment that may be necessary, and possible eligibility for special education services.

Speech/Language Screening

Gurnee School District 56 also provides speech/language screenings to locate children in the general school population who may require speech and language services to demonstrate satisfactory educational performance. The result of the screening process is a systematic collection of information for every child screened, which helps determine whether there is a need for further assessment to determine eligibility for special services.

Screenings are conducted whenever concerns are raised about speech and language development.

Pre-Kindergarten

Early Childhood Program

The District 56 Early Childhood Program provides services to children who demonstrate delays in the development of speech and language, gross and fine motor, cognitive skills, and social or behavioral skills, as well as children who have physical or mental handicaps. The program follows state and federal special education guidelines and services a maximum of 10 children in half-day classroom sessions. Children who have received parent-infant services or children who have been seen in the District 56 screenings may be eligible to attend.

The primary purpose of the Early Childhood Program is to prepare children for inclusion in the regular education classes in Gurnee District 56. By providing

support for the children in their areas of need and by working on general preschool skills, it is hoped that the children will be a success in their future schooling.

Early Learning Program *(provided State of Illinois funds are available)*

When offered, the District 56 Early Learning Program provides services to children who may be at risk for future school success. Students are screened using a structured observation format and a parental interview. They are found eligible if two or more risk variables are identified in conjunction with demonstrated difficulties in the area(s) of language, motor, and/or pre-academic skill development. Overall program goals are both child-oriented as well as parent-oriented. Developmentally appropriate educational experiences are provided to address a child's specific individual weaknesses and to stimulate learning in all developmental areas. Students attend for 2½ hours daily. Parents are an essential component of the program and are required to attend at least two of several different parent involvement activities offered each month in order to receive training and support to enhance their role as their child's first teacher.

Title I

Community Involvement – Title I Planning and Decision Making

Gurnee School District 56 is committed to insuring parents of eligible children the opportunity to participate in the design and implementation of Title I projects. In order to insure such participation, the following activities are conducted: 1) prior to the placement of any child in a Title I Program, parents are notified by school officials that the child has been recommended for placement in such a program, 2) this notification is made in the parent's dominant language, (if other than English) and includes information determined by the child's teacher, principal, and Title I Teacher/Coordinator to be appropriate as to why their child has been selected to be included in the program, 3) parents of children who are placed in the program are kept informed of the progress of their child through periodic parent conferences and end of the year program progress reports, and 4) parents of eligible Title I children and participating teachers are surveyed annually through a form developed by the Title I Teacher/Coordinator for input on the planning, development, and operation of the program. Appropriate interpretation services and all necessary documents/forms are provided as needed to any parent whose primary language of communication is one other than English.

School Improvement Programs

Each of the schools in District 56 provides regular communication to staff, students, parents, and the community on the progress of all students toward meeting the standards of the various learning outcomes in the curriculum areas of Reading/Language Arts, Mathematics, Biological/Physical Science, Social Science, Health and Physical Education, and Fine Arts. The School Improvement Plan for

each school is reported to the community at an open Board Meeting, usually in the fall of each year. Each building principal has also designed a program to provide specific information on student progress toward meeting the standards for achieving the Learning Outcomes at each grade level in each of the core curriculum areas. Each school has developed procedures to help parents interpret these reports and understand the information. The more specific curriculum outcomes and objectives for each of the six core curriculum areas are on file in each of the District 56 buildings and the District Office. District 56 encourages parent participation and feedback relative to these curriculum outcomes.

English Language Learners (ELL)

The English Language Learners (ELL) program is designed to assist students of non-English speaking or dual-language background who have limited proficiency in English. Individualized curricular content and language assistance is provided to students based on their level of English language proficiency. Students receive in-class support and/or pull-out group instruction designed to assist them in acquiring grade level skills while building their proficiency in English. For students eligible for the ELL program and whose native language is Spanish, primary instruction can be provided in this language as well as in English.

All parents new to the District complete a language survey during the registration of their children. Students whose home language survey indicates that they reside in a non-English or dual language home are assessed to determine their level of English language proficiency. Eligibility for the ELL program includes a state mandated assessment tool, ACCESS, as well as classroom observations to assess how the student functions academically in English relative to their classmates. ELL students also participate in local and state-wide assessments annually.

Translation services are available for parents as needed. A parent advisory committee consisting of ELL family members, ELL teachers, and community members meet four times a year to assist in the planning, operation, and evaluation of this program.

Response to Intervention (RtI)

The Response to Intervention is a three-tiered system to provide services for students. It is designed to provide effective interventions to meet the needs of all students. The interventions used need to be scientific, peer-reviewed, and research-based.

RtI focuses on improving the educational performance of any student when a behavioral and/or academic difference exists between their current performance and the desired performance. This model promotes team-based problem solving and creative, efficient, and effective use of all staff and instructional resources.

The purpose of RtI is to identify student needs and provide all students with a continuum of increasingly intensive interventions based on individual need. A thorough decision-making process is used to blend general education, special education, and other support staffs' expertise, services and resources into one system that more effectively meets students' needs. The students' strengths and weaknesses are assessed based on their academic performance or behavior in the school environment. The focus is on understanding and assessing student's needs, providing usable information to classroom teachers, and developing interventions by a collaborative problem solving team. Early intervention in the general education environment is emphasized, based on reliable and measurable information. The student's progress is directly and frequently monitored at all levels of decision-making.

Gifted Program

Mission

The mission of the gifted program is to provide a diversified language arts and/or math curriculum to students with high cognitive ability.

Philosophy

Students who have a high cognitive ability that is significantly above the norm require specialized instruction. This instruction should be fast paced, accelerated, and should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. Gifted programming encourages success by supporting the cognitive and affective needs of identified students while ensuring that grade level standards are met.

Definition

A student who demonstrates ability and performance significantly above the norm (two standard deviations as measured on a standardized test) may be considered gifted. The gifted program is designed to address the needs of students who require instruction that is divergent in delivery and one that provides expanded opportunities for abstract and complex thinking.

Eligibility Criteria

Any student in grades three to eight is a potential candidate for the program. Students are identified through multiple criteria including a formal cognitive measure, performance on state/local assessments, work sample(s), and teacher recommendations. "Eligibility is based upon program availability in the school enrollment."

Eligibility Review Process

Students are reviewed by the District 56 Committee, which is comprised of teachers of the gifted, building and district administration, and grade level teacher(s). The

committee's role is to ensure that the eligibility process is fair, consistent, and in the best interest of the individual child.

Students are eligible for the gifted program in the area(s) of language arts and/or math when there is consensus of the Committee that the standard curriculum does not meet the unique needs for that student.

The Committee engages in the eligibility process when:

- A parent or staff member requests that a new student in grades 3-8 be reviewed for placement.
- A parent or staff member requests to have a current student in grades 3-8 (who has not been identified as eligible for gifted education) reviewed for placement.
- Students are transitioning from second to third and fifth to sixth grades across the District.

Eligibility Determination Procedures

1. New students are monitored by both the general education classroom teacher(s) and a teacher of the gifted for up to 25 school days as needed.*
2. Students in grades 3-8 are considered for eligibility for the programs available in the school of enrollment in the spring of each school year pending recommendation of parent or teacher.
3. Mathematics consideration may include a problem in divergent thinking, which is administered and scored.
4. Language arts consideration may include a writing prompt, which is administered and scored.
5. General education teacher(s) complete checklists detailing classroom observations.
6. The Committee discusses all of the available information regarding student needs and makes a decision regarding appropriate placement.
7. Any concerns related to the decision must be made to the District Office administrator in charge of the program.

* A teacher of the gifted will review the records of a move-in student as soon as the principal has been notified of a previous identification for gifted programming.

Exit Procedures

When a concern is noted by a teacher, parent, or student that there may be a mismatch between the student's needs and/or performance and the program services, exit from the program should be considered.

1. MAP test scores and classroom performance are reviewed by the gifted committee.
2. If a specific area of concern is noted, MAP subtest scores and/or a progression of MAP scores are reviewed.

3. The parent and student are informed and a plan that addresses the area of concern is agreed upon.
4. The gifted committee reviews the student's progress after the plan has been implemented.
5. If modifications are successful, the student continues in the program.
6. If modifications are not successful, the student is withdrawn from the program, usually at the end of a school year.
7. Any concerns related to the decision must be made to the District Office administrator in charge of the program.

Decisions related to a student's eligibility or non-eligibility for gifted programming are made only after careful review of all student data. Concerns related to decisions made can be directed to the Director of Curriculum Services, at Gurnee School District 56, 900 Kilbourne Road, Gurnee, IL 60031.

Programming

Formal programming for identified students begins in the intermediate grades. Program options may vary at each building.

The language arts and math program components primarily consist of pull-out sessions. The special instruction provided during these sessions gives students learning experiences that are tied to the themes, content, and skills being taught simultaneously in the general language arts and mathematics curriculum. These expanded opportunities for differentiated instruction allow students in the program to focus on a more complex in-depth study of the curriculum content. The content provides for both an emphasis on and mastery of necessary basic skills while emphasizing higher order thinking skills that foster increased independent study and problem resolution. Special attention is also given to the affective domain dealing with the social and emotional development of the students.

Accelerated/Pre-Algebra/Algebra Curriculum

Program Goals

It is the goal of District 56 to provide services to meet the educational needs of all students. To accomplish this, the District will implement the following goals relative to the middle school mathematics curriculum:

1. To provide classroom experiences that will allow those students who are developmentally ready the opportunity to go beyond the regular mathematics curriculum in Grades 6-8.
2. To provide mathematics instruction in the area of Algebra during Grades 6, 7, and 8.

Identification Procedures:

Grade 6

1. The 5th grade Inview test scores and the 5th grade national percentiles from mathematics MAP tests are entered on a matrix for all 5th grade students. The results are used to select advanced math classes in 6th grade.
2. Students entering the District during sixth grade will be observed and evaluated on an as needed basis and, if observation and assessment data determine they are eligible, they will be added to the class.
3. Exit from the class before the end of the school year may occur upon recommendation of school officials, after meeting with parents.

Grade 7/8

1. Sixth and seventh grade students are evaluated at the end of the school year to determine the subsequent placement into advanced 7th grade Pre-Algebra or advanced 8th grade Algebra classes. Decisions are based on classroom performance and national percentiles on mathematics MAP tests.
2. Students entering the district during seventh or eighth grade will be observed and evaluated on an as needed basis and, if observation and assessment data determine they are eligible, they will be added to the Pre-Algebra/Algebra classes.
3. Exit from the classes before the end of the school year may occur upon recommendation of school officials, after meeting with the parents.

Health Services

Gurnee School District 56 attempts to employ certified school or registered nurses to provide health services to our student body. The purpose of the school health program is to protect student's health and to help each child obtain and maintain his/her optimum state of health and wellbeing. Our staff cooperates with the Lake County Health Department and the Illinois State Board of Education by providing school health services based on state law, rules, and regulations. The school reserves the right to determine whether or not a student may remain in or be admitted to school.

Vision and hearing screenings are performed at selected grade levels, on all new students and upon request from teachers and/or parents. Identification of potential vision/hearing problems is of little value without referral and follow-up effort. We ask your cooperation in having your child examined by the physician of your choice when a referral is sent home and by returning a copy of recommendations from the physician to the school health office to share with the child's teacher(s). Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. A child is not required to undergo vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

First Aid will be provided for sudden illness or accidental injury occurring during school hours. Every reasonable attempt will be made to contact parents/guardians when additional medical care and/or alternative transportation is necessary due to illness or injury. In the event the parent cannot be reached, school personnel will use discretion and handle the situation until the parent can be located. Should your child require transport to the nearest hospital, school personnel will remain with your child until you or your emergency contact arrives.

The responsible adult designated as "Emergency Contact" must be made aware that their name as been listed as such. **Please notify the school office when home or work numbers, addresses, or emergency contacts change throughout the school year.**

Health Requirements for School Entrance

The School Code of Illinois requires that physical examinations and immunizations be completed prior to entrance into any preschool program, Kindergarten, Sixth Grade, and by students entering an Illinois school for the first time.

All students, including those from out of state or country, are subject to exclusion from school attendance if health records do not meet state mandated requirements upon their entry date into Gurnee School District 56.

Dental examinations are mandated for students in Kindergarten, Second, and Sixth Grades.

Vision examinations are mandated for students in Kindergarten.

Early Childhood/Early Learning
Any child three years of age or older entering a school program (ie. Early Childhood/Early Learning) must show proof of having a recent physical examination and current immunizations. Physical examination forms and Illinois immunization requirements are available at Spaulding School. Students cannot enter school until all health requirements are met.

Kindergarten
Physical, dental, and vision examination forms and Illinois immunization requirements will be distributed during Kindergarten screening/registration week. Forms are also available at Spaulding School during the school year and at the District Office during the summer. These examinations are valid when completed within one year of the first scheduled day of school attendance. Parents should make appointments for school physicals and immunizations to ensure that they are completed before the first day of school. Students will not enter Kindergarten until all health requirements are met. Completed forms will be accepted at Spaulding School during the school year and the District Office during the summer.

Second Grade
Dental examination completed by May 15, 2012.

Sixth Grade
Physical and dental examination must be completed within one year of the first scheduled day of sixth grade and immunizations including the Hepatitis B series of three vaccinations must be presented. Schedules for completion of the Hepatitis B series must accompany immunization records if the series is incomplete. Child Health Examination forms are available in the Nurse's Office. All physical examinations and immunization records should be completed before students begin sixth grade.

New Students to District 56
Every new student enrolling in Gurnee School District 56 must present copies of their most recent physical examination and current immunization records to school authorities in order to complete the registration process. It is the responsibility of parents/guardians to check with Health Services to verify that the health records are in compliance with the Illinois School Code. Health records should be in order before new students attend class. Students from another country or state must have a completed State of Illinois Physical and compliant immunizations before school entrance.

Participation in Physical Education/Outside Recess

All students are expected to participate in daily physical education classes and outside recess when temperature/wind chill is 10 degrees or higher. When dressed appropriately for the weather, physical activity provides fresh air and exercise as well as a break from studying and sitting in class.

Written requests from parents should be submitted to Health Services to excuse students from physical activity for no more than three consecutive days. A physician's note must be submitted to Health Services for activity restrictions that are needed for longer than three days. Students with a note for activity restrictions due to health concerns will not be permitted to participate in PE, recess, intramural sports, interscholastic sports, field day, or other activities requiring physical exertion for the duration of the note. Any changes to the restrictions outlined in a physician's note must be issued in writing from the physician. Students restricted by a physician for an extended period of time due to an injury or while under medical evaluation, must obtain an updated physician's note every six weeks to maintain an excused status. If a student requires permanent physical activity restriction or limitation, a physician's letter indicating the reason must be presented.

Medical Alert/Student Health Information

Please complete Student Health Information forms in as much detail as possible each school year as part of the registration process. When provided with the most up-to-date information about your child and his/her medical conditions, and/or current medications prescribed for home or school use, Health Services will be better prepared to provide continuity of care for your child during the school day. Health Services should be notified of any significant changes during the school year as well. Some health conditions may warrant development of a care plan to address medical needs in the school setting. School personnel will receive medical alert information as deemed appropriate by Health Services.

Medications (Policy 7:270)

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Self-Administration of Asthma and Epinephrine Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a "School Medication Authorization Form." The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Communicable Diseases (Policy 5:40/7:280)

When calling the school to report your child's absence due to illness, please inform school officials of any communicable disease or condition such as chicken pox, strep throat, impetigo, head lice, or pink eye. There are several characteristics to watch for which may mean a child is developing a communicable disease: unusual paleness or flushed face, unusual listlessness, red or watery eyes, sensitivity to light, skin rash, cough, nausea with or without vomiting, diarrhea, nasal discharge, headache, stomach ache, sore throat and elevated temperature. Children who are ill and/or have a fever should not come to school or will not be allowed to remain in school. Not only is it not in the sick child's best interest, it is important not to expose the other children and teacher(s) in the classroom. **Parents must be prepared to make arrangements to take a sick child home.** In some cases of illness, a medical release may be requested upon the child's return to school. Students must remain at home for 24 hours free of fever, diarrhea, or vomiting before returning to school. The school reserves the right to determine whether or not a student may remain in or be admitted to school. All children benefit from the exclusion of the sick child from the classroom. The practice of isolating and excluding sick pupils is carried out consistently by all school staff.

Notices will be sent to the parents of children who have been exposed to a communicable disease by virtue of their presence in the same classroom at the discretion of the health services staff and administration.

Head Lice

Children exhibiting symptoms of head lice or nits (eggs) will be excluded from school until all nits have been removed from the hair and medicated shampoo has been used to kill head lice and their eggs. Upon returning to school after treatment for head lice, the student must report to the nurse's office for reexamination.

All Kids/Illinois Health Connect Care

All Kids is a health service program provided by the State of Illinois for children through age 18. Children must be Illinois residents, US citizens or qualified immigrants, and meet income requirements. For further information about All Kids or to request an All Kids application, call toll free 1-866-ALL-KIDS or go to www.allkidscovered.com, or speak to your school nurse or social worker.

Special Education Services

Determining the Need for Special Education

1. Screening and identification procedures have been developed and are continuously implemented by each Gurnee School District 56 school and the Special Education District of Lake County (SEDOL) at 18160 Gages Lake Road, Gages Lake, IL 60030.
2. A specific method of referral has been developed and is accessible to all concerned persons. Referrals may be made by school district personnel, parents, persons having primary care and custody of the child, or other persons having knowledge of the child's difficulties. Specific referral procedures are available from each school.
3. Children who may require special education services are referred to the building based Special Services Team for evaluation and appropriate educational planning.
4. An evaluation will consider eight domain areas related to the suspected disability, which may be relevant to the educational problems identified.
5. Eligibility for and the provision of a special educational program or services are based on an Individual Educational Program (IEP) and shall be determined by the IEP team. IEP teams include: parents, regular classroom teachers, local district administrators, special education teachers, speech and language therapists, social workers, psychologists, and any other persons directly involved with the student and, when appropriate, the students themselves.
6. Each eligible student's educational needs and placement are reviewed annually and/or upon request of parents or school personnel.

Children Who May Need Special Services

Eligibility for special education programs and services shall be determined by the presence of one or more of the following exceptional characteristics:

- Visual impairment – the child's visual impairment is such that the child cannot develop his or her educational potential without special services and materials.
- Hearing impairment – the child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication.
- Health impairment – the child exhibits limited strength, vitality, or alertness, including a heightened sensitivity to environmental stimuli due to chronic or acute health problems.
- Speech and/or language impairment – the child exhibits a communication disorder, impaired articulation, a language or voice impairment that adversely affects educational performance.
- Specific learning disability – the child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language,

spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

- Emotional disturbance – the child exhibits one or more of the following characteristics over an extended period of time and to a marked degree, which adversely affects educational performance, even after supportive assistance has been provided: inability to learn, which cannot be explained by intellectual, sensory, health, cultural, or linguistic factors; an inability to develop or maintain satisfactory interpersonal relationships with peers and adults; or inappropriate types of behavior or feelings under normal circumstances; or a general pervasive mood of anxiety, unhappiness, depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.
- Cognitive disability – the child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed.
- Multiple impairment – the child exhibits two or more impairments, severe in nature or total impact, which significantly affect his or her ability to benefit from the educational program.
- Autism – the child displays a developmental disability significantly affecting verbal and nonverbal communication and social interactions, generally evident before age 3, that adversely affects a child's educational performance (other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistant to environmental change or change in daily routines, and unusual responses to sensory experiences).
- Traumatic brain injury – the child has an acquired injury to the brain that adversely affects a child's educational performance (a traumatic brain injury is one which is caused by an external physical force and occurs after the perinatal period) – the student must demonstrate impairment in one or more of the following areas:
  1) cognitive functioning (attention, concentration, intelligence, memory, problem-solving, abstract reasoning, judgment, and information-processing);
  2) communication (receptive and expressive language and speech);
  3) social/emotional (relationships, self-esteem, self-control, age-appropriate behavior);
  4) sensory/perceptual (visual, auditory, kinesthetic, tactile, visual-motor, integration);
  5) motor (balance, equilibrium, fine and gross motor, spatial orientation, speech, speed and coordination of movement, strength);
  6) adaptive behavior (daily living skills, socialization, coping skills);
- Orthopedic impairment – a child has a severe orthopedic impairment that adversely affects a child's educational performance.
- Developmental delay – a child aged 3-9 displays one or more disabilities as defined in this section experiencing delay in at least one of the following domains: physical development, cognitive development, communication development, social and emotional development, or adaptive development.

Special education supports and services are available at each of the Gurnee District 56 schools. Preschool special education is available at Spaulding School for eligible students ages 3-6 years.

Home or hospital bound services are provided to a student with a temporary physical or health impairment estimated to last six months or less. Services are recommended upon completion of evaluation by the IEP team.

Screenings for infants ages 0-3 are provided by the Special Education District of Lake County.

Level of Services

A student who is eligible and is in need of special education services may receive:

1. General education program with consultation to staff;
2. General education program with only speech and language services;
3. General education program with special education instruction/related services less than 50% within general education class (resource);
4. General education program with special education instruction/related services 50% or more (instructional);
5. Special education program 50% or more with some participation in regular program;
6. Full-time special education class in regular school building;
7. Full-time special education class in special public day school;
8. Full-time special education class in a private day school;
9. Full-time placement in a private residential facility program;

All of the above are determined by the District, SEDOL (if appropriate), and the family. Options 6, 7, 8, and 9 are only available if the student's educational needs are so unique that they cannot be met through District provided supports and services.

Parents Rights

Parents of students who are receiving, or may be eligible to receive, special education and related services have rights relative to prior notice, parent consent, independent evaluation, and due process hearing. A full explanation of those rights is available from your child's school.

Prior Notice to Parents
The local district is required to provide the parent of a student with a disability with prior written notice:

1. When the district proposes to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free, appropriate public education to a student; or
2. When the district refuses to initiate or change the identification, evaluation, or placement of a student or the provision of a free, appropriate public education to a student.

Parent Consent
The local district must obtain parent consent using state-mandated forms before conducting an initial evaluation, any reevaluations, and prior to the initial placement of a student with a disability in special education.

Independent Education Evaluation
The parent of a student with a disability has the right to obtain an independent educational evaluation of the student.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local district. However, the district may initiate a due process hearing to demonstrate that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has a right to an independent educational evaluation, but not at public expense. If the parent obtains an individual educational evaluation at private expense, the results of the evaluation must be considered by the district in any decision made with respect to the provision of a free appropriate public education to the student and may be presented as evidence at a due process hearing regarding the student.

Unilateral Placement by Parents of Students in Private Schools
A local district is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if the district made a free, appropriate public education available to the student and the parents instead elected to place the student in the private school or facility.

Requesting a Due Process Hearing
A parent or local district may initiate a due process hearing regarding the district's proposal or refusal to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education. A request for a due process hearing cannot be denied for any reason.

A parent request for a hearing must be made in writing to the superintendent of the district in which the student resides.

Social Work Services

The Gurnee School District 56 Social Work Program serves to improve the social-emotional component of a student's education. Social workers provide consultation, crisis intervention, and direct services at each school. Emphasis with students, individually and in groups, is on improving relationships, building self-esteem, coping with stress, and developing problem-solving skills. Social workers assist parents in effectively participating in their children's education and helping them utilize school and community resources.

Changing Family Group
The Changing Family Group is limited to usually 6-8 weeks. The group is co-educational and may include students at different grade levels. Many students have step families and issues revolving around their birth parents dating and remarrying. The group helps identify feelings, addressees anger issues, and develops coping strategies to help students adjust to the new family composition.

Friendship Groups
Friendship groups are provided district-wide in grades K-8. These groups consist of small numbers of students (usually between two and five students per group). The student groups are formed according to the particular needs of the students. Self-esteem, anger management, and problem solving are examples of issues that are discussed.

These groups utilize role-playing, discussions, and therapeutic games, which are helpful in developing the student's interpersonal skills (listening, taking turns, giving and receiving compliments, and making good choices after considering options and consequences).

New Student Groups
The New Student Groups meet the first month of the school year for 2 or 3 sessions. These meetings allow new students to interact and discuss the issues inherent in moving to a new town or school. This group also gives the new students an opportunity to ask questions regarding school, rules, activities, and staff.

Child Assault Prevention Project (CAP)
Child Assault Prevention Project (CAP) is provided by LaCasa (Lake County Council Against Sexual Assault) in collaboration with District 56 social workers and classroom teachers. The purpose of CAP is to teach children to recognize and deal with potentially dangerous situations by learning three simple strategies – assertiveness, peer support, and accessing a network of trusted adults.

Human Services Agencies

CENTER ON DEAFNESS
(847) 559-0110
TDD (847) 559-9493
3444 Dundee Road
Northbrook, IL 60062

KIDS HOPE
(847) 245-6500
215 N. Milwaukee
P O Box 1128
Lake Villa, IL 60046

COMMUNITY YOUTH NETWORK, INC.
(847) 548-6000
18640 Belvidere
Grayslake, IL 60030

COUNTRYSIDE ASSOCIATION FOR HANDICAPPED
(847) 438-8855
21154 W. Shirley Road
Palatine, IL 60074

DOWNS DEVELOPMENT COUNCIL
(847) 265-8482
P O Box 906
Mundelein, IL 60060

GUARDIANSHIP AND ADVOCACY COMMISSION
(847) 294-4264
9511 Harrison, Room FA-101
Des Plaines, IL 60016

HABILITATIVE SYSTEMS, INC.
(312) 261-2252
Central Office
415 S. Kilpatrick
Chicago, IL 60644

ILLINOIS DEPT. OF CHILDREN & FAMILY SERVICES
(847) 249-7800
500 Green Bay Road
Waukegan, IL 60085

LA CASA
(847) 244-1187
4275 Old Grand Avenue
Gurnee, IL 60031

LAKE COUNTY HUMAN SERVICES COUNCIL
(847) 831-4225
c/o Warren Township Library
224 N. O'Plaine Road
Gurnee, IL 60031

LUTHERAN CHILD AND FAMILY SERVICES
(847) 662-2234
824 N. Lewis Avenue
Waukegan, IL 60085

PRAIRIE STATE LEGAL SERVICES
(847) 662-6925
325 Washington Street
Waukegan, IL 60085

REHABILITATION INSTITUTE OF CHICAGO
(800) 354-REHAB
345 E. Superior Street
Chicago, IL 60611

STATES ATTORNEY FOR LAKE COUNTY
(847) 377-3000
18 N. County Street
Waukegan, IL 60085

WARREN TOWNSHIP YOUTH SERVICES
(847) 244-1105
17801 Washington Street
Gurnee, IL 60031

Promotion and Retention (Policy 6:280)

Board Policy states that the promotion of a student to the next higher grade level will not be based solely upon age or any other social reasons not related to the academic performance of the students. The decision to promote or retain students in any classes shall be based on the following:

1. Successful completion of the curriculum
2. Attendance
3. Performance based on:
   a. *Illinois Standard Achievement Test*
   b. *Measures of Academic Progress*
   c. *Other local district criteria referenced assessments*
4. Other criteria established by the Board

The District administration and staff will determine the criteria and weight to be given to each criterion associated with the variable performance specified above.

Students who then are determined not to qualify for promotion to the next higher grade shall be provided remedial assistance, which may include, but shall not be limited to:

1. A summer-school program
2. Tutorial lessons
3. Increased or concentrated instructional time
4. Modifications to instructional materials
5. Other modifications to the instructional program
6. Retention in grade

Grading System

Gurnee School District 56 prepares a formal progress report to parents (report cards) four times during the school year. Kindergarten students receive formal progress reports three times a year in October, January, and June. Grades are reported in most subject areas using the following system:

Kindergarten
1 – Exceeds Grade Level Expectations
2 – Meets Grade Level Expectations
3 – Below Grade Level Expectations
☐ = Not Graded

Grading System (continued)

Grades 1 through 3
1 – Exceeds Grade Level Expectations
2 – Meets Grade Level Expectations
3 – Below Grade Level Expectations
4 – Insufficient Data to Measure Progress

Grades 4 through 8

A	100-90	Excellent
B	89-80	Above Average
C	79-70	Average
D	69-60	Below Average
F	59 and below	Not Passing

Performing Arts Requirements

Students involved in the performing arts, band, chorus, and drama are required to attend all performances of their group during the school year. In drama, this may also include evening practices the week prior to a performance. Students may be excused from their responsibilities only in emergencies or due to illness. In any case, a written note from the parents to the director involved is required. A failing grade may be given to any student that fails to meet this obligation.

Reports to Parents

The Illinois State Assessment School Report presents information on how well schools do relative to other schools in the district, in the state, and how well they score relative to classes in previous years. This information helps schools and districts analyze their overall student performance relative to reading, writing, mathematics, science, and social science. Student performance is analyzed according to the state goal in these core curriculum areas.

Achievement Tests

Gurnee School District 56 administers a variety of assessments throughout the year to assist in the evaluation of pupil achievement in the various curriculum areas. These assessments help identify the strengths and needs of individual students and supply information on the District's total instructional program. Measures of Academic Progress (MAP) is a computerized standard achievement test in reading and math and aligned with the Illinois State Standards. This test is given to students in grades 1-7 in the fall, winter, and spring of each year. Students in kindergarten are given MAP in the winter and spring, while grade 8 students are tested in fall and winter only. Grade 8 winter scores are used for high school placement decisions.

Student performance and growth is shared with parents following each administration.

Requirements for Promotion

The Board of Education will present a certificate of promotion at the end of eighth grade to all students who have demonstrated successful completion of all required subject areas, which includes an examination of the "Principles of Representative Government" which covers both the state and federal governments. Students, however, may be excluded from the graduation ceremony and/or the year-end activities contingent upon administrative review of academic and behavioral performance.

Student Discipline (Policy 7:190)

Discipline & Right to Learn

In order to provide an atmosphere conducive to learning, it is necessary to establish standards of behavior designed to maintain a desirable level of order. These standards must encompass the needs, rights, and responsibilities of students, teachers, and parents. Disciplinary procedures are part of the total educational process, and are designed to guide the student in becoming a responsible individual in society.

- Respect must be the basis of discipline in maintaining order. Respect to and from teachers, fellow pupils, and all school personnel will be shown at all times. This is a primary ingredient in creating an atmosphere for an equal opportunity to learn.
- All persons involved in or with the school will have protection for the rights to which they are entitled as citizens under the law.
    1. Every student has a right to learn.
    2. Every teacher has the right to teach.
    3. No one has the right to interfere with the rights of others.

Each building has established a school-wide system of discipline. This system includes the definition of acceptable behaviors and consequences for violation of defined rules. A character education program at each building is another key component deemed essential for safe and orderly school environments. Parental knowledge of, and support for, the character education programs and school-wide discipline systems is essential.

"Bus Discipline" – (See Page 20-21)

Bullying (Policy 7:180)

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 goal. The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
   a. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.
   b. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
   c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing or intimidating a student based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status.

   Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior, (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 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

Discipline & Corporal Punishment

Corporal punishment will not be used. A staff member may, however, use reasonable restraint when it is necessary for self defense, the preservation of order, or for the protection of other persons (to include Aggressor as "Danger to Self"), or the property of the Board of Education.

Theft

Students are advised not to bring valuables to school. The school is not responsible for lost or stolen property.

Parents and students should remember that theft in school is a serious offense and could result in police involvement. Respect for the property of others is very important. From experience, we also know that many reported "thefts" are instances of misplaced articles. Identification marks help avoid many of these problems. Plastic pouches, which hang in notebook binders, are good for holding

pencils, etc., which are easily dropped. If necessary, the office will hold valuables or money upon request.

Destruction of School or Personal Property

In the event of damaged school or personal property, students/parents will be financially responsible for making restitution of that property.

Inappropriate Items/Activities at School

Any items not directly related to classroom instruction are not allowed in school without permission from the administration.

The administration has the power to confiscate any item not related to classroom instruction that disrupts the educational process. The District does not assume liability for lost or damaged items.

Disciplinary Action

Rules governing student behavior stem from State Law, School Board Policy, and Administrative Procedures. In carrying out disciplinary procedures, cooperation among parents, teachers, and administration is both necessary and desirable. In order for the student to benefit from disciplinary procedures, it is important that he or she understand the reason for such action. Discipline is intended to be fair and constructive, not arbitrary or excessive. It is intended to help the child learn consideration for the rights of others and their property.

If there is any difficulty, the child's classroom teacher should be consulted first. If the problem cannot be resolved between parent and teacher, then the building assistant principal should be contacted. (The building principal is the next step.) Some of the corrective measures that may be used by the schools are:

In School Detention – Minor infraction – may exclude a student from class or recess and may require an assigned learning experience. During this supervised period, students may be able to complete school-related work allowing for a behavioral consequence without unduly disrupting the education process.

Before/After or Saturday School Detention – More serious infraction – assigned by administrator and/or teacher for reason of misconduct, or for the purpose of having a pupil make up classroom work. Parents will be notified and arrangements will be made in advance by the parents for transportation home. Students who fail to serve assigned detentions may receive an out of school suspension.

School Suspension – (Up to ten days assigned by the superintendent and/or principal, and/or assistant principal.) Students are encouraged to make up all of their assignments when they are suspended. Credit for assignments will be

determined by each individual teacher. It is the student's responsibility to meet with each teacher regarding their assignments when they return to class.

Expulsion – By action of the Board of Education upon recommendation of superintendent and staff. A student who has demonstrated action worthy of complete removal from the schools may be expelled. This action may be for the remainder of the current school year and the student may lose all rights of attendance and promotion.

If a parent feels that a disciplinary action is not in compliance with the District disciplinary procedures, they have a right to a hearing. A request for such a hearing must be made in writing within 10 days of notice of the incident.

Suspension and Expulsion Regulations of Gurnee School District 56

The Illinois School Code authorizes the School Board to expel pupils guilty of gross disobedience or misconduct and the Board of Education may authorize administrators to suspend pupils guilty of gross disobedience or misconduct for a period not to exceed 10 days.

In order to clarify the type of conduct, which may lead the Board of Education or administration to utilize expulsion or suspension as a disciplinary measure for gross disobedience or misconduct, the following rules and/or regulations will serve as guidelines.

Suspension Guidelines

(1 to 10 days by administration)

1. Physical assault (such as but not limited to hitting, tripping, or fighting).
2. Possession of, use of, or distribution of alcohol, tobacco, drugs, including look-alike or controlled substances on the school premises or grounds. (See Substance Abuse Guidelines below.)
3. Possession of knives or weapons (including look-alikes) of any type.
4. Any school behavior related to gangs and/or other gang activity.
5. The willful destruction of school property or destruction of personal property on school grounds.
6. Stealing from another student, a staff member, or school property on the school grounds or premises.
7. The use of abusive or profane language.
8. Repeated instances of disruptive behavior and violation of school rules.
9. Unspecified behavior of a serious nature equivalent to the aforementioned examples.
10. Harassment and/or intimidation of others.

Any suspension will be immediately reported to the parent along with a full statement of the reasons for the suspension and a notice of a right to review.

Expulsion Guidelines

1. Serious physical assault upon a student, faculty, or staff member.
2. Possession of, use of, or distribution of alcohol, tobacco, drugs, or controlled substances on the school premises or grounds. (See Substance Abuse Guidelines below.)
3. The willful destruction of school property.
4. Any school behavior related to gangs and/or other gang activity.
5. The possession of or use of any firearm or any potentially dangerous weapon (any object if used or attempted to be used to cause bodily harm).
6. Repetition of any behavior specified under the suspension example.

When a student is accused of gross disobedience or misconduct sufficiently severe to warrant expulsion, the parents will be requested to appear at a meeting of the School Board to discuss the student's behavior. A student may be suspended from school pending this meeting. (See Suspension Guidelines above.)

Substance Abuse Guidelines – Rights and Responsibilities

Non-medical use of drugs and/or alcohol is hazardous to the health of students. Gurnee School District 56 students found at any time to be under the influence, in possession or control of, or selling or delivering of drugs or alcohol, drug paraphernalia or look-alike drugs, while in school, or at any school sponsored activity, shall be subject to disciplinary action. Any substance that represents a controlled substance is to then be treated as an actual substance.

Disciplinary and/or follow-up action may include: staff intervention, parent conferences, case study evaluation, in or out of school counseling, required rehabilitation and/or re-entry assistance programs, referral to local law enforcement agencies, and/or expulsion from school. The Gurnee School District 56 parent/student handbook, provided to and signed for by all parents/guardians at the beginning of the school year, includes the specific consequences to be utilized for student possession, use, and/or distribution of tobacco, alcohol, marijuana, and/or other controlled substances.

Students will also be advised of this policy in a follow-up manner deemed appropriate by each Building Principal. In addition, information concerning the effects and potential dangers involved in the illicit use of drugs will be included in the various components and special programs of the Gurnee School District 56 Substance Abuse/Health Curriculum in grades K-8.

Organizations sponsoring activities in the school's facilities outside of regular school hours will be made aware of this policy, expected to enforce the policy, and expected

to take appropriate disciplinary measures. Failure to do so could result in cancellation of the organization's privilege to use Gurnee School District 56 facilities. Compliance with this policy is mandatory for all.

1. **Possession and/or use of tobacco or related materials.**
   - 1.1 First offense – Parent conference and 3 to 5 days out-of-school suspension.
   - 1.2 Second offense – Parent conference and 5 to 10 days out-of-school suspension.
   - 1.3 Third offense – Parent conference and 10 days out-of-school suspension. OR Parent conference, 5 days out-of-school suspension, plus counseling or smoker's clinic.
   - 1.4 Repeated offenses – May be subject to expulsion.

2. **Possession and/or use of alcohol, marijuana, controlled substances, drug paraphernalia, or look-alike.**
   - 2.1 First offense – Parent conference and/or possible case study evaluation to determine eligibility for provision of special education services, and/or 5 to 10 days out-of-school suspension and/or referral to local law enforcement agency, and/or parent/child participation in a District approved substance abuse program and/or may be subject to expulsion.
   - 2.2 Second offense – Parent conference and/or possible case study evaluation to determine eligibility for provision of special education services, and/or 10 days out of school suspension, referral to local law enforcement agency, and parent/child participation in a District approved substance abuse program, and/or may be subject to expulsion.
   - 2.3 Repeated offenses – May be subject to expulsion.

3. **Distribution and/or sale of alcohol, marijuana, controlled substances, drug paraphernalia, or look-alike.**
   - 3.1 First offense – Parent conference and/or possible case study evaluation to determine eligibility for provision of special education services, and/or 10 days out-of-school suspension, referral to local law enforcement agency, and recommended parent/child participation in a drug abuse program, and/or may be subject to expulsion.
   - 3.2 Second offense – Recommended expulsion from school.

The District may, if circumstances warrant, implement alternative consequences in any of the preceding situations.

There is an active Title IV Discipline Committee consisting of parents, students, staff, administration, and community members that serves in an advisory capacity to the Gurnee School District 56.

Smoking – Rights and Responsibilities

Smoking tobacco and/or possession of smoking materials by students is not permitted on school buses, in school buildings, or on school grounds at any time. "Tobacco" shall mean cigarette, cigar, or tobacco in any other form, including smokeless tobacco, which is any loose, cut, shredded, ground, powdered, compressed, or leaf tobacco that is intended to be placed in a mouth instead of being smoked.

When a staff member finds a student in possession of smoking materials and in violation of this policy, the student shall be disciplined by the administration on an individual basis. Disciplinary measures may include personal counseling, withholding of privileges, and/or suspension for a period of up to ten (10) days.

Possession of Firearms and Dangerous Weapons – Rights and Responsibilities

The possession of firearms or other potentially dangerous weapons is not permitted on school buses, in school buildings, or on school grounds at any time. Students will not be permitted to attend school when they are in the possession of any firearm or potentially dangerous weapon. When a staff member finds a student to be in possession of a firearm or dangerous weapon, the student shall be disciplined by the administration on an individual basis and reported to the local authorities. Disciplinary measures may include counseling, withholding of privileges, suspension, and/or expulsion.

Students found in possession of a firearm will be subject to expulsion.

Harassment (Policy 7:20)

No person, including a District employee, agent, or student shall harass or intimidate another person including a District employee based upon a person's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, other protected group status, or position of authority. The District will not tolerate harassing or intimidating conduct, whether verbal, physical, or visual, that affects tangible benefits of education or the work place, that unreasonably interferes with a person's performance, or that creates an intimidating, hostile, or offensive environment. Examples of prohibited conduct include name-calling, using derogatory slurs, wearing/possessing items depicting or implying hatred or prejudice of one of the characteristics stated above, implicit or explicit threats, or vandalism through verbal, written, and/or electronic communication.

Sexual Harassment

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

1. denies or limits the provision of educational aid, benefits, services, or treatment or that makes such conduct a condition of a student's academic status; or
2. has the purpose of effect of:
   a. substantially interfering with a student's educational environment;
   b. creating an intimidating, hostile, or offensive educational environment;
   c. depriving a student of educational aid, benefits, services, or treatment; or
   d. making submission to, or rejection of, such conduct the basis for academic decisions affecting a student.

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

Students who believe they are victims of any type of harassment including sexual harassment or have witnessed any type of harassment including sexual harassment, are encouraged to discuss the matter with the Student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees; or suspension and expulsion, with regard to students.

Questions or complaints should be directed to the building principal or the business manager at Gurnee School District Office, 900 Kilbourne Road, Gurnee, IL 60031, 847-336-0800.

Gang Activity (Policy 7:190)

Students are prohibited from engaging in gang activity. A "gang" is any group of 2 or more persons whose purpose includes the commission of illegal acts. No student shall engage in any gang activity, including, but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership of affiliation in any gang,
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang, and
3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including, but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed 2 calendar years

Police Liaison Officer

A Gurnee Police Officer is employed by Gurnee School District 56 and operates out of Viking Middle School. The following criteria will be considered for any student referral to the Police Liaison Officer:

- Student was found in possession and/or use of drugs.
- Student was found in possession of/or in use of a weapon.
- Student engaged in gang related activities on campus.
- Student engaged in repeated theft.
- Student engaged in a racially motivated activity.
- The student was truant from school.
- The display of student behavior, in the opinion of the Building Principal, endangered the safety of other students or staff.

Building principals shall manage requests by agency officials or police officers to interview students at school through procedures that : 1) recognize individual student rights and privacy, 2) minimize potential disruption, 3) foster a cooperative relationship with public agencies and law enforcement, and 4) comply with State law. Current State law allows local police departments to arrest and remove

students from campus without parent permission. Gurnee School District 56 and the Gurnee Police Department have agreed to work together and maintain open communication in an effort to minimize these occasions.

Sex Offender Information

The Sex Offender and Child Murderer Community Notification law requires all individuals convicted of criteria sex offenses against victims of any age to register with the law enforcement agency jurisdiction in which they reside.

Any individual may obtain information concerning sex offenders at the Illinois State Police website, www.isp.state.il.us. Information may also be obtained from any police department or sheriff's department.

Behavioral Intervention for Students with Disabilities

(Policy 7:230)

Guidelines for the Development of Behavior Intervention Plan

The IEP of a student who requires a behavioral intervention plan must summarize the findings of the functional behavioral assessment; summarize prior intervention(s) implemented; describe any behavioral interventions(s) to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors; identify the measurable behavioral changes expected and method(s) of evaluation; identify a schedule for a review of the intervention's effectiveness; and identify provisions for communication with the parents about their child's behavior and coordinating school-based and home-based interventions.

Components

Each student receiving special education services who requires the use of a restrictive behavioral intervention will have a written Behavioral Management Plan developed by the IEP team and included in the student's IEP. Components of the plan will include a functional analysis of behavior and the written behavior management plan itself.

Selection and Implementation of Intervention Strategies

Before an intervention is selected, a continuum of possible interventions designed to produce the desired behavioral change(s) should be considered. The least restrictive intervention that is reasonably calculated to produce the desired outcome should be selected for implementation. If required, the student's IEP team is responsible for carrying out the functional analysis of behavior and behavior management plan in accordance with these guidelines.

Evaluation of Restrictive Interventions

The effectiveness of intervention strategies will be determined by evaluation data. Evaluation data should include:

1. An analysis of baseline data from the functional analysis concerning frequency, duration, and intensity of the target behavior prior to initiation of the intervention;
2. Data concerning the frequency, duration, and intensity of the target behavior after the initiation of the intervention; and
3. Evaluative data from the teacher, parents, and other individuals involved with the behavior interventions at planned intervals.

Parent Involvement Guidelines

Parents and/or guardians of a student with disabilities should be actively involved in the development of a behavior management plan using restrictive interventions. Such involvement includes, but is not limited to, participation in the design, implementation, and evaluation of interventions as part of the IEP. A behavior management plan will not be implemented for a student with a disability without it being developed as part of the IEP.

All procedural safeguards, including rights to administrative remedy, mediation, and impartial due process hearing as required through the Individuals with Disabilities Education Act (IDEA) and the Illinois School Code, will be applicable to the resolution of disputes involving the behavior management plan and the IEP.

If the parent or guardian disagrees with a proposed restrictive behavioral intervention or any aspect of the implementation of a restrictive intervention, the District will attempt to work with the parent to resolve the dispute.

A complete copy of the Illinois State Board of Education (ISBE) Behavioral Intervention in Schools, Guidelines for Development of District Policies for Students with Disabilities can be obtained from the:

Illinois State Board of Education
Department of Special Education
100 North First Street
Springfield, IL 62777-0001

If changes or new interventions are required, the behavior management plan should be modified by reconvening the IEP conference. The parent will be involved in this process.

Parent Organizations

PTO

Throughout each school year, the PTO strives to present a wide variety of programs and special events. Written notice will be sent home prior to these events. There is

ample opportunity for each to contribute according to his own interest and abilities. We urge all parents to participate actively in the PTO.

The PTO generally meets the first Monday of every month that school is in session.

Do Re Mi Club
If you have a child in band, YOU ARE A MEMBER. Other interested citizens are welcome. There are no dues. The Do Re Mi Club meets monthly during the school year except December.

Studio 56
Studio 56 is a parent organization that works along side the Viking Drama program (6th, 7th, and 8th grades). It is a flexible organization that focuses its goals toward helping the Drama program.

Healthy Communities

Healthy Communities – Healthy Youth is a not-for-profit organization based in Gurnee, serving the Warren Township community. HCHY works together with the community in developing healthy, responsible, and competent youth. Gurnee School District 56 is an active member of this program.

Serving as a central resource for the community, HCHY provides families and youth with information on youth programs, youth events, and ways to strengthen the family.

Public Conduct on School Property (Policy 8:30)

Individuals on school property or at a school event are expected to demonstrate mutual respect, civility, and orderly conduct. No person on school property or at any school event shall injure, threaten, harass, or intimidate a staff member, a School Board Member, or any other person.

In order to uphold that policy, staff of Gurnee School District 56 will treat parents and other members of the public with respect and dignity and also expect the same in return. District 56 is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

Uniform Grievance Procedure (Policy 2:260)

Students, parents, guardians, employees, or community members should notify any District Complaint Manager if they believe that the School Board, its employees, or

agents have violated their rights guaranteed by the State or Federal Constitution, State or federal statute, or Board policy, or have a complaint regarding:

1. Title II or the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964);
5. McKinney-Vento Homeless Act of 2001;
6. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
7. Curriculum, instructional materials, programs.

Questions or complaints should be directed to: Dr. John Hutton, Superintendent, 900 Kilbourne Road, Gurnee, IL 60031, 847-336-0800.

Complaint Procedures

The final item of this handbook explains "Whom to Contact" when you have a question or complaint. A detailed complaint procedure is part of the Gurnee School District 56 Policy Manual and is on file in each of the School offices.

Directory Information

Directory information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing, before October of the current school year, that he does not want any or all of the directory information disclosed. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Environmental Information

Education that inspires...Opportunities for all

GURNEE SCHOOL DISTRICT 56

900 Kilbourne Road • Gurnee, IL 60031 • 847-336-0800 • www.d56.org

July 2011

Dear Parents, Guardians, and Staff:

By Illinois Statute, all public schools must adopt an Integrated Pest Management (IPM) program. This program adopts the approach of controlling insects, rodents, and weeds without using pesticides. Unfortunately, the use of chemicals may be necessary at times. When this approach is necessary, applications will be made, if possible, whenever students, teaching staff, and other employees of the School District are not present. The School District will provide notice of the specific pesticide to be used to any school staff, parent, and guardian who requests this information. This information may be requested at the beginning of each school year or at the time of enrollment by providing your name, address, and day phone number to a member of the District staff. A registry will be kept on file at all schools and offices.

If you have any questions or would like further information, please feel free to contact either Mrs. Sheila Peckler, Business Manager, at the District Office (847) 336-0800 or Mr. Mike Nichols, Supervisor of Facilities, at (847) 336-8280.

Sincerely,

John Hutton, Ph.D.
Superintendent of Schools

Education that inspires...Opportunities for all

GURNEE SCHOOL DISTRICT 56

900 Kilbourne Road • Gurnee, IL 60031 • 847-336-0800 • www.d56.org

July 2011

Dear Parents, Employees, and Friends of the School:

In order to comply with federal law, the Asbestos Hazard Emergency Response Act (AHERA), all District 56 schools have been inspected for all forms of asbestos-containing building materials. As a result of that inspection, any and all asbestos-containing building materials have been identified.

A management plan, which identifies all asbestos material in the School District, is available to the public and may be reviewed by contacting the District's Supervisor of Facilities, Mr. Michael Nichols. In addition, the law requires that the school maintain surveillance to determine "any change in condition" of asbestos-containing materials at six-month intervals, and complete a re-inspection every three years. By complying with both the letter and spirit of AHERA, the School District believes that it has taken the appropriate steps to protect the students, staff, and all visitors.

Sincerely,

John Hutton, Ph.D.
Superintendent of Schools

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Notes

Whom to Contact

Do you have a question or concern about your schools, your child's progress, or a problem that has arisen? Citizens often do and are not sure to whom they should turn to for answers or advice.

If you have a question, please see the teacher first. If your concern is not responded to adequately, you have recourse to the building principal, Director of Pupil Services, or Director of Curriculum Services, Superintendent, and Board of Education, in that order.

Of course, if the concern is of a general nature and pertains to the school's operations, please approach the principal. The superintendent's responsibilities are in administering the entire school district, and he should be approached with matters pertaining to the district.

The Board of Education's responsibilities are two-fold. Its first function is to establish policy for the entire district. If you have a question of policy, please check with your principal or superintendent first. They will advise you of the current policy and, if you have a concern about it, how to go about bringing your concern before the Board. The Board of Education's second role is to review decisions of the administration that may be appealed.

Practice has proven that your schools can be most responsive to your concerns when you follow these "procedures". So when you have a question or a concern, remember; teacher, principal, director, superintendent, Board of Education, in that order.

Thank you for your cooperation!

Manual Receipt Date: _____

GURNEE SCHOOL DISTRICT 56
PARENT & STUDENT HANDBOOK SIGN-OFF
2011-2012

Student Name: _____

School: _____

I have reviewed the 2011-2012 Gurnee School District 56 Parent & Student Handbook. I understand that the District will follow the procedures outlined in this handbook. If I have any questions about any of these procedures, I will contact my child's teacher first.

_____ _____

Signature of Parent/Guardian Date

Please remove the last page of this handbook, sign, and return with your child within 15 days.