
When walking to and from school, students should follow appropriate pedestrian (walker) safety rules:

- Use marked crosswalks.
- Do not cross between cars and buses.
- Do not cut through private property.
- Obey safety signs and signals.
- Use sidewalks, if available.
- Look both ways before crossing.
- Use good safety practices and follow the directions of safety patrols, crossing guards, and school staff members on duty outside.

Bicycles/Skateboards

Once bike riders/skate boarders have reached school property, they should walk their bikes/skateboards to the designated bike rack area. Bike racks are available at all schools. Please lock all bikes to the rack. Bikes are not to be left in any other area. All bikes must be locked through the frame and wheel in the bike rack. Each bike should have its own lock. Students cannot share bike locks. Store skateboards appropriately. When leaving school at the end of the school day, riders should walk their bikes/skateboards along the sidewalk area until they are away from the school grounds. Riders should use good safety practices at all times and follow the directions of safety patrols, crossing guards, and school staff members on duty outside. Failure to follow safety guidelines may result in parent notification or loss of riding privileges. The school is not responsible for damage to bicycles/skateboards nor for loss/theft of bicycles/skateboards.

Elementary Schools

Our upper grade students, under the direction of the patrol sponsor, are responsible for helping school staff provide additional safety precautions for all of our students before school and at dismissal times for 15 minutes before and after school. Patrol Guards are stationed at key points with staff to assist students crossing the street. Patrol guards do not stop traffic.

PEDESTRIANS (WALKERS)



SAFETY PATROL GUARDS

Chapter 4 STUDENT LEARNING AND PROGRESS

Standardized Assessments

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

The 2018-2019 school year brings State assessments for students in grades 3-8. These assessments measure student learning in the common core standards for English Language Arts and Mathematics. These assessments are referred to as PARCC assessments. The PARCC assessments have the ability to measure a student's performance through technology enhanced test items. These assessments will occur in the spring of 2019.

In addition to PARCC assessments, students in grades 5 and 8 will be tested in the area of science in the spring 2019. This Illinois Science Assessment measures scientific reasoning, data interpretation, and scientific concepts using a technology-enhanced assessment.

District 146 utilizes NWEA MAP to assess individual student growth in grades

ASSESSMENTS

K-8. The MAP assessments are given in the areas of reading, language arts, and mathematics. The assessments occur in the fall, winter, and spring.

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

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

Classroom Assessments

Classroom teachers administer various assessments which provide a picture of your child's growth and achievement over time.

Elementary School Grading Policy

At its core, standards-based grading is a system where teachers report scores based on a student's academic achievement in relation to the state standards. Standards-based grading provides time for students to practice concepts and make mistakes by grading on recent scores after a student has had time to master a concept.

Standards-Base Grading Scale	
E (Extends)	Student consistently demonstrates application and/or understanding that extends beyond what was taught in class.
M (Meets)	Student demonstrates application and understanding of the concepts and/or skills taught in class.
A (Approaching)	Student demonstrates partial understanding of the concepts and/or skills taught in class.
B (Below)	Student demonstrates partial understanding, with consistent assistance of the concepts and/or skills taught in class.

Middle School Grading Policy

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

ACADEMIC STANDARDS

Academic Standards

All Illinois Schools are accountable to the state goals, standards, and benchmarks. The standards are our academic expectations for students. There are academic goals in all fundamental learning areas:

- Reading/Language Arts
- Math
- Science
- Social Science
- Physical Development and Health
- Fine Arts
- Foreign Languages (Middle School)

District 146 Schools established a Community of Respect as the basis of the learning environment. Students are expected to behave in a respectful, responsible, and peaceful manner. Our District uses research-based, positive, and proactive approaches to classroom management and school-wide discipline.

It is our goal to develop students to become successful and responsible learners. Our academic and character standards are integrative in nature and students are expected to strive for excellence. Academic and character standards are incorporated into our schools and classrooms on an ongoing basis throughout the school year.

We teach positive and constructive student behaviors through the character/behavioral standards as explained below:

Respect:

Students are expected to treat others in a safe and respectful manner.

Self-Discipline:

Students are expected to exercise control over their words and actions.

Giving:

Students will show appreciation for others and be of service to others.

Responsibility:

Students will display excellence in interactions with others and school work. Students will be held accountable for their actions.

Honesty:

Students will understand and display trustworthiness, integrity, and honesty.

Perseverance:

Students will keep trying to do his/her best in interacting with others and in schoolwork.

Compassion:

Students will display care and empathy for others.

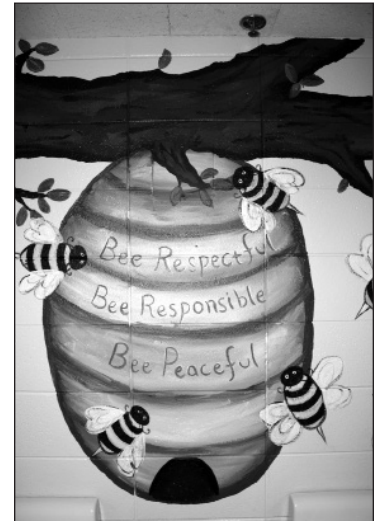
It is the intent of the District to ensure that students who may be eligible for services per Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated, and provided with appropriate educational services.

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

Parents/guardians of English Language Learners will be: 1) given an opportunity to provide input to the program through the Bilingual Parent Advisory Committee, and 2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against

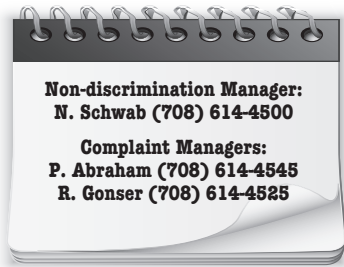
COMMUNITY OF RESPECT/ SAFE AND CIVIL SCHOOLS



EDUCATION OF CHILDREN WITH DISABILITIES

ENGLISH LANGUAGE LEARNERS

EQUAL EDUCATIONAL OPPORTUNITIES



students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure.

Sex Equity

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

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

EXTRACURRICULAR ACTIVITIES

Elementary school

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

Middle school

Throughout the school year, students enjoy certain privileges and activities. Students must demonstrate basic responsibilities and an appropriate attitude before they are allowed to participate in these activities. Participation in the activities must be earned through demonstration of appropriate student scholarship, behavior, and citizenship. The suggested standards/guidelines will be reviewed on an individual student basis throughout the school year in order to help determine the eligibility of the student for participation in the activities.

Part of a well-rounded education includes non-academic opportunities for social and physical growth. All students at Central are encouraged to become involved in the cocurricular activities afforded to them in the areas of interscholastic activities, instrumental/vocal music, student government, and the various subject-centered clubs. To participate in an activity, one must be in attendance for a minimum of two and a half hours on the day of the event or activity. Students may not participate while they are suspended. See the social probation section within the Student/Parent Handbook for the full eligibility details.

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FIELD TRIPS

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

Elementary schools

The Take Home Folder is an important means of communication between school, home, and community. It may include samples of your child's work and messages from school and other community organizations. Since the majority of teaching takes place in school through discussions and a variety of activities, your child's written work represents only part of his/her learning. Please review the contents with your child and return any requested feedback. Keep reviewed information at home unless specified for a return signature.

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

If your student is homeless, please contact the District office and request to speak with the Homeless Liaison.

Homework is an effective means of fostering academic growth and personal responsibility in students. Teachers make assignments which provide opportunities for students to practice and apply skills and concepts taught at school.

Homework checklist for parents:

- Provide a quiet work space.
- Set a daily study time.
- Provide support and guidance as needed by your child's needs and abilities.
- Promote positive attitude.
- Expect quality work.
- Support good efforts.

Elementary school

Teachers write the homework on the homework board daily. Students in grades 3-5 are required to maintain an assignment notebook as they learn to develop responsibility as a student.

Middle School Work Support

At Central Middle School there are supports available for students who are struggling academically. Homework Club is offered after school, 3-days a week with transportation provided. During the school day, students can access peer-tutoring during Pre-Lunch Crunch, as well as Homework Help during lunch, which is led by a teacher four days a week.

Middle School Work Completion Policy

Students are assigned in-class work and/or homework on a daily basis; this is considered a formative assessment. The purpose of formative assessments is to provide ongoing feedback that can be used by the teacher to improve instruction and meet student needs. Formative assessments help students identify their strengths and weaknesses and target areas for future growth.

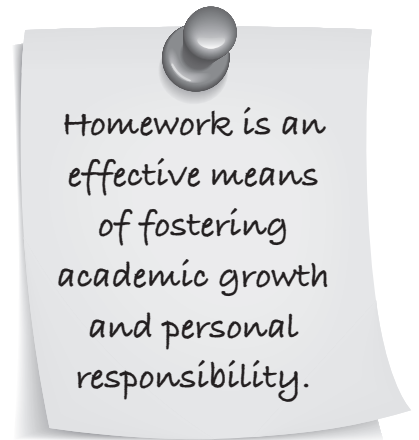
All work must be submitted at the time of the due date. Any assignments not submitted on time will result in the student being referred to peer tutoring

TAKE HOME FOLDERS

HOMELESS CHILD'S RIGHT TO EDUCATION



HOMEWORK



during Pre-Lunch Crunch and/or lunch. If work is not completed during this time, students will be referred to an after-school Homework Club. If the assignment is not submitted within 48 hours of the original due date, a zero will be issued. Special consideration is given for medical or family emergencies.

STUDY SESSIONS Middle School

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

INSTRUMENTAL BAND

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

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

District 146 believes that increased learning requires the consistent practice of providing high quality instruction matched to student needs. Multi-Tiered Systems of Support (MTSS) is an initiative to achieve maximum learning for students. This requires collaborative efforts from general educators, special educators, and Bilingual/English Language Learner staff, along with administrators. In a quality educational environment, students’ academic and behavioral needs must be identified and monitored continuously with documented student performance data. This data is used to make instructional decisions.

Key features of District 146’s MTSS Program:

- Student achievement data and a problem solving approach are used to make instructional decisions and determine which students require differentiation and/or more support.
- There is a multi-tiered model of service delivery.
- Targeted interventions, in addition to the core curriculum, are provided to students based on need.
- Student progress is monitored frequently to determine student response to instruction, commonly known as progress monitoring.

District 146 staff members are dedicated to meeting the needs of all students.

SEX EDUCATION / SEXUAL ABUSE PREVENTIONS (ERIN’S LAW)

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The school district will provide five days notice prior to any such instruction. The parent or guardian’s decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this section prohibits instruction in sanitation, hygiene, or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any District sex education class or course.