



# NANCY YOUNG ELEMENTARY PARENT-STUDENT HANDBOOK

## **Young School Mission Statement:**

### **DIVE Into Learning**

**Develop Differentiated & Diverse Learning Experiences**

**Inspire Excellence**

**Value Community**

**Engage and Energize Productive Student Learners**

Ms. Morgan, Principal  
Dr. Bell, Student Service Coordinator  
Mrs. Lally, School Secretary  
Mrs. Veitch, Health Aide

School Office: 630-375-3800 Fax: 630-375-3801  
Attendance Line: 630-375-3803

# **Indian Prairie School District 204**

## **Mission Statement and Values**

### **OUR MISSION IS...**

Inspire all students to achieve their greatest potential

### **GUIDING PRINCIPLES**

Students will be best prepared to achieve their greatest potential if equipped to:

- Engage in relevant and rigorous learning
- Live and work productively with others
- Embrace their role and responsibility within their community and world
- Value and respect self and others in a diverse society
- Become lifelong learners

We will best serve our students if our:

- Schools, families and community are actively engaged in the district's mission
- Staff is highly skilled and motivated
- Culture is characterized by high expectations and excellence
- Schools are safe and caring places where all are valued

**TABLE OF CONTENTS**

<b>Welcome Letter</b> . . . . .	<b>Pg 4</b>
<b>Where to Go With A Concern</b> . . . . .	<b>Pg 5</b>
<b>School Improvement Plan Statement</b> . . . . .	<b>Pg 6</b>
<b>General School Information</b> . . . . .	<b>Pg 7-13</b>
<ul style="list-style-type: none"> <li>-office/school hours</li> <li>-arrival/dismissal procedures</li> <li>-PD (Professional Development) Wednesdays (9:15 Start Time)</li> <li>-school colors/mascot</li> <li>-student arrival/entry</li> <li>-Arrival and Departure "Green Sheet"</li> <li>-no dogs on school property during arrival and dismissal</li> <li>-busses/traffic safety/early pick-up</li> <li>-visitors</li> <li>-forgotten student items/lost and found</li> <li>-grade level parties/volunteers/no edible birthday treats</li> <li>-snacks</li> <li>-release of information</li> <li>-attendance</li> <li>-lost and found</li> <li>-illness guidelines</li> <li>-illness/medication policy/nurse/self-administration of medication</li> <li>-vacation/absences/make-up work/religious holidays/transfers/vacation</li> <li>-emergencies/weather closings</li> <li>-publicity and pictures</li> <li>-pesticides</li> </ul>	
<b>Lunch/Milk/Recess</b> . . . . .	<b>Pg 14-15</b>
<ul style="list-style-type: none"> <li>-lunch</li> <li>-free and reduced lunch</li> <li>-On-line Account Access with Meal Pay Plus</li> <li>-hot lunch/milk</li> <li>-recess</li> </ul>	
<b>Parent Involvement</b> . . . . .	<b>Pg 16-17</b>
<ul style="list-style-type: none"> <li>-Parent Involvement</li> <li>-PTA</li> <li>-Home &amp; School communication</li> </ul>	
<b>Student Problem Solving Process/Response to Intervention</b>	<b>Pg 18-21</b>
<b>Elementary Curriculum</b> . . . . .	<b>Pg 22-25</b>
<ul style="list-style-type: none"> <li>-curriculum</li> <li>-assessments and student academic support</li> <li>-supported education/reading improvement/gifted</li> <li>-LMC/technology</li> <li>-grades</li> </ul>	
<b>Elementary Homework Statement</b>	<b>Pg 26-28</b>
<ul style="list-style-type: none"> <li>-elementary homework policy</li> <li>-homework</li> </ul>	
<b>General Rules and Student Responsibilities</b> . . . . .	<b>Pg 29-31</b>
<ul style="list-style-type: none"> <li>-Project Respect</li> <li>-detention/suspension</li> <li>-weapons/threats/harassment/teasing/bullying</li> <li>-toys/games/money/cell phones</li> </ul>	
<b>General School Safety Procedures</b> . . . . .	<b>Pg 32</b>
<ul style="list-style-type: none"> <li>-school safety and security</li> <li>-fire drills/tornado drills/safety drills</li> <li>-hot weather procedures/water bottles</li> </ul>	
<b>Parent Pickup &amp; Drop-off</b> . . . . .	<b>Pg 33-35</b>
<ul style="list-style-type: none"> <li>-procedures</li> <li>-arrival/dismissal sheet</li> <li>-window sheet</li> </ul>	

# Nancy Young Elementary School

800 Asbury Drive Aurora, IL 60502  
Ph: 630-375-3800 Fax: 630-375-3801

---

Dear Parents,

Welcome to Young Elementary School!

We are off to another exciting year of growth and learning for our students and staff!

The Parent-Student handbook provides information regarding programs, services, and resources at Young School. I hope that you will take the time to review this important information and use it as a reference throughout the school year. We also ask that you review the relevant sections from the handbook with your child in an age appropriate manner.

Please know that we value your role in working to help your child achieve high academic standards. A strong partnership and a positive relationship between home and school are key components of a child's educational success. Listed below is an outline of some of the ways that we can together build and maintain a strong home-school partnership to share the responsibility of supporting your child's learning.

#### School's Responsibility:

- Provide high quality curriculum and learning materials
- Provide parents with assistance in understanding academic achievement standards and assessments and how to monitor student progress
- Provide opportunities for ongoing communication between parents and teachers through:
  1. Annual Parent-Teacher Conferences
  2. Frequent reports regarding student progress
  3. Opportunities to talk with staff, volunteer in class, and observe classroom activities

#### Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to show positive school behavior
- Review your child's homework
- Monitor television watching and encourage positive use of your child's extracurricular time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and participate, when appropriate, in decisions relating to the education of your child.

If at any time you have questions, comments, or concerns please do not hesitate to contact the school. It is our wish to directly address the needs of all of our families and students. Please know that the Young staff is dedicated to the educational success of Young children. Thank you for your support and involvement in your child's education. We are all committed to providing a safe, academic focused learning environment.

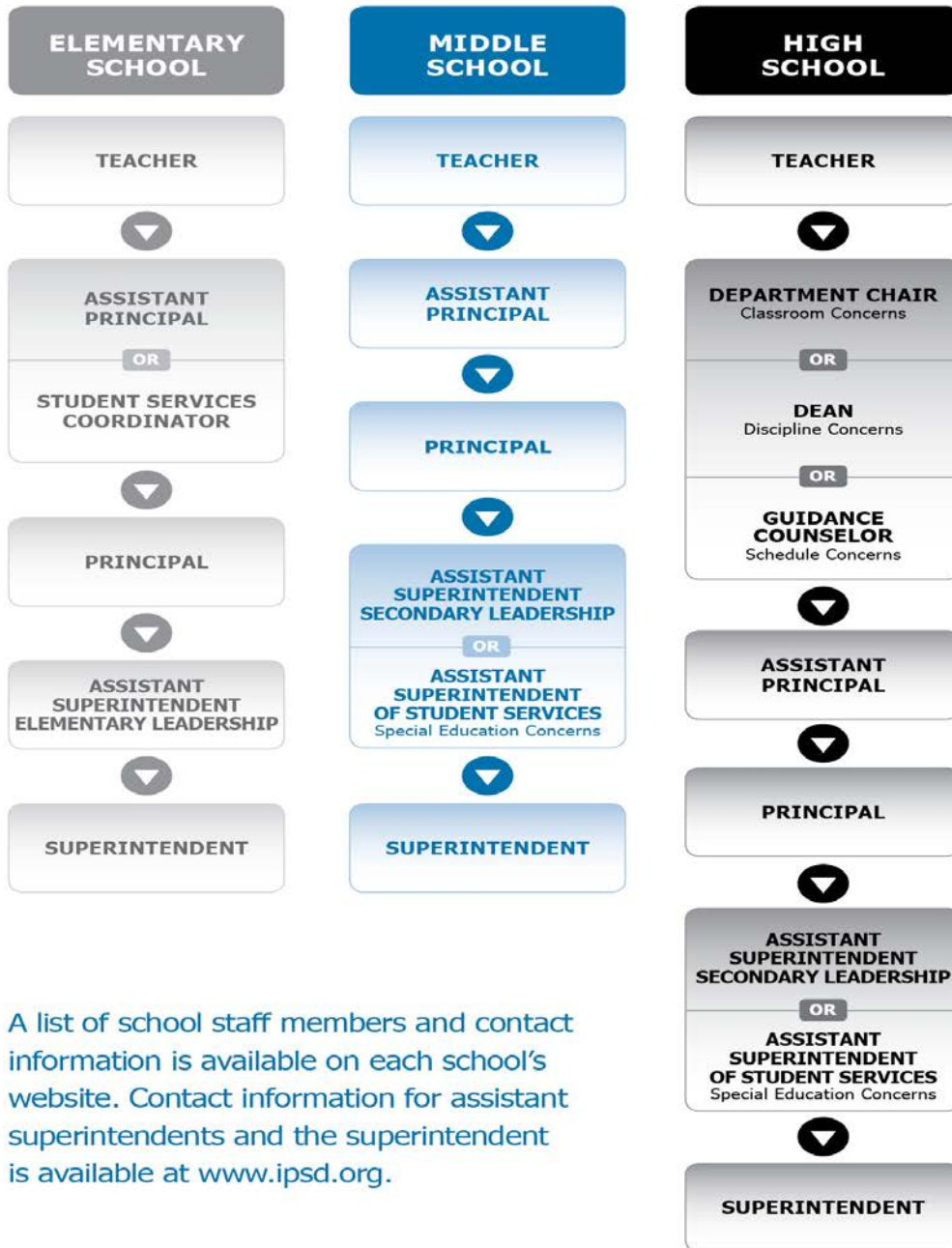
Sincerely,



Adrienne Morgan  
Principal, Young Elementary School

# WHERE TO GO IF YOU HAVE A CONCERN

Generally speaking, questions or concerns should first be discussed with the staff member who is closest to the situation. It is always best to follow the chain of command to ensure that all parties involved are properly informed of the situation. Parents should expect a response from the staff person listed, or his or her designee, within one business day to discuss their concern.



A list of school staff members and contact information is available on each school's website. Contact information for assistant superintendents and the superintendent is available at [www.ipisd.org](http://www.ipisd.org).

## GENERAL SCHOOL INFORMATION

### Office Hours

The Nancy Young School office is open and available each day from **7:45 a.m. until 4:15 p.m.**  
Office number: **630-375-3800**. Attendance Line Number: 630-375-3803  
Fax number: 630-375-3801.

### School Hours

*(Monday, Tuesday, Thursday, Friday)*

Kindergarten-5th	9:05 a.m.-3:35 p.m.
1 <sup>st</sup> Bell	8:50 a.m.-(students may enter building)
Tardy Bell	9:05 a.m.
Closure Bell	3:35 p.m.

### PD Wednesdays

On PD Wednesdays busses will pick up bus riders 10 minutes later and all children will be able to enter the building at 9:00 am.

Kindergarten-5 <sup>th</sup>	9:15 am - 3:35 pm
1 <sup>st</sup> Bell	9:00 am-(students may enter the building)
Tardy Bell	9:15 am
Closure Bell	3:35 pm

### PD (Professional Development) Wednesdays

District 204 adjusts the starting time for students every Wednesday morning. The start of the school day will be adjusted by 10 minutes each Wednesday morning. **Every Wednesday, the school day will begin at 9:15 am.** This block of time is set aside for teachers to collaboratively work on improving student learning and will benefit our students through providing school-wide professional development opportunities for our teachers.

The school assists elementary parents who might not have flexibility in their Wednesday morning schedules by providing supervision in the gym at 8:50 am. During this 10 minute period, students will work quietly on school work or read a book. Students who come to school at 8:50 am on PD Wednesday are to enter the building through the main office doors.

### School Colors and Mascot

Nancy Young school colors are navy blue and silver. The mascot is the dolphin. Students are encouraged to wear blue and silver on school pride days which are announced in the weekly Home and School memo.

### Student Arrival and Entry

For student safety and welfare, unless for a special event, students should not arrive on school grounds **before 8:50 a.m. on Monday, Tuesday, Thursday, and Friday. On Wednesdays students should not arrive before 9:00 am. There is no staff supervision available until the above stated times.** Children will be directed into the building, when the first bell rings.

Students arriving after the tardy bell (9:05) should enter the building through the main entrance and report to the office for a classroom pass. **Parents must accompany students into the building if they arrive after the tardy bell has rung.** Students arriving after 9:05 a.m. will be marked tardy. The instructional day begins at 9:05 a.m. Students arriving after 10:30 a.m. and before 12:00 are marked a  $\frac{1}{2}$  day absent. Please remember that your child is beginning to form life-long

habits. We encourage students to be **on time every day**. Please help instill good habits in your child by insisting that he/she arrives promptly everyday. All school announcements will begin promptly at 9:05 a.m. over the intercom beginning with the Pledge of Allegiance and the schedule of the day's activities. Closing day announcements will be at 3:25 p.m.

### **Arrival and Departure "Green Sheet"**

**It is vital that you inform the classroom teacher and office with details of your child's arrival and dismissal routines. A "green" arrival and departure sheet will be issued to each student and needs to be updated each time a change is made to your routine.**

### **Traffic and Pedestrian Safety**

Thank you for helping maintain a safe and sound environment for our students through the review of the arrival and dismissal reminders listed below. Following drop-off and pick-up procedures will help ensure a safe entrance and exit for all Young students.

- The **Parent Pick-Up and Drop Zone** is the safest way to pick and drop-off your student before and after school. If you park in the Sports Core parking lot, please have your child utilize the crosswalk and our crossing guard at Eola and Asbury. In the past, parents have received warnings from the local police about jaywalking. If you choose not to use the safest route of crossing Asbury at the crosswalk, you must walk your child back and forth across Asbury Dr. Your child will not be allowed to cross Asbury unless you physically escort them.
- The **Parent Pick-Up and Drop Zone** is the safest way to pick and drop-off your student before and after school.
- Please remember to follow the traffic directions of our crossing guards. In addition, please remember to fully stop at the stop signs

### **No Dogs at Arrival and Dismissal**

For the safety of our students, we ask that parents refrain from bringing dogs onto school property during arrival and dismissal time periods.

### **Parent Pick-up Prior to Dismissal**

Parents are asked to make every effort to schedule appointments for children during non-school times. Early dismissal requests for emergency situations and medical appointments should be sent to the classroom teacher in advance. This notice should be in writing, dated, and signed by the parent. All students are required to be signed out in the main office before dismissal.

Board of Education Policy #5060 discourages parents from taking students away from school for private lessons or activities on a regular basis. Any special requests for regular released time for a student should be addressed to the building principal.

### **Busses**

If you live more than 1.5 miles away from the school, your child is eligible for bus transportation. Beginning August 15, parents will be able to visit the district's website and type in their home address to access bus route information. This new user-friendly system will provide more accurate bus information that can be easily updated for parents. If you have questions about the bus routes, please check [www.ipdsd.org](http://www.ipdsd.org) under the transportation link or contact the school office.

**It is district policy that students may ride only their assigned bus. Bus rules may be found in the Indian Prairie District #204 Student-Parent Handbook.**

### Parent Visitors

All visitors, including parents, are required by state law to report to the office upon entering the building. Everyone must sign in and out. Each visitor will be issued a visitor's tag to wear while in the building. During the school day, all doors will be locked, and a buzzer system will be utilized for building entry. The buzzer is located at the main doors. All persons are required to make prior arrangements before visiting a teacher and/or classroom. It is most important that the classroom instruction not be interrupted for individual concerns

### "Forgotten" Student Items"

In order to keep classroom interruptions to a minimum, "Forgotten" student items that are brought to school during the course of the day will be placed in the grade level bins in the front office lobby. It will be the students' responsibility to check the grade level bin for items brought to school by family members. The office does not call students down to retrieve "forgotten" pieces. Forgotten lunches will be placed in the white crate directly outside of the school office. Lunchroom staff takes lunches to the lunchroom prior to every lunch period.

### Lost and Found

The lost and found box is located in the multi-purpose room. We regret that many valuable items are never claimed. This can be avoided by clearly labeling all jackets, hats, gloves, and other items. If we know whom the item belongs to, we will gladly return it to the child. Remind your child to check with the office for lost items. Feel free to come in to look for the lost items yourself at any time during the school year.

### Grade Level Party Volunteers

Parents will have the opportunity to sign-up to volunteer for classroom parties. Parents will register with their pta room party coordinator to volunteer their services. Parents will be notified by their room party coordinator about their volunteer assignment for classroom parties. Please note, due to limited space as well as safety and security reasons, only 5 parent volunteers per classroom will be allowed. Parents who are registered with classroom coordinators to assist with classroom parties, are to enter the building through the main office doors to sign-in and receive their name tag. Due to insurance reasons, parents are required to be a member of the PTA in order to volunteer for classroom parties.

### Student Birthdays and Parties

Due to student food allergies, edible birthday treats are not allowed for student birthdays. Parents interested in recognizing student birthdays are welcome to donate a birthday book or game to the classroom or visit the classroom to read a story. Please note that any birthday activity or contribution is completely optional.

Throughout the course of the school year the office takes time to announce student birthdays and call students down to receive a special birthday pencil and song. Each classroom also recognizes student birthdays in a grade level appropriate manner. Birthday party invitations cannot be distributed at school, unless there is a birthday party invite for all students in the classroom, This helps to avoid hurt feelings which can result for those children who do not receive an invitation.



### Snacks

Teachers may elect to have students bring a healthy snack. Please check with your child's teacher. If you have any specific concerns regarding your child's dietary restrictions, please contact the school nurse and inform your child's teacher.

### Release of Information

Note to Divorced or Separated Parents - Copies of all correspondence and reports (reports or records which reflect the pupil's academic progress, reports of the pupil's emotional and physical health, notices of school-initiated parent-teacher conference, notices of major school-sponsored events such as, Curriculum Night, Open House, and Student Programs, which involve pupil-parent interaction, and copies of school calendar regarding the child) may be provided to both parents of a child whose parents are divorced. Such copies shall be provided by mail when they are requested by either parent, unless there is a court order to the contrary.

### Attendance

Young's educational program is built on the premise that regular attendance and punctuality are vital to a student's success in school. Seeing that a student maintains regular attendance requires a cooperative effort by the student, parent(s) or guardian(s), and school personnel. The student who is frequently absent misses social interaction, and class instruction and discussion, even though written work is made up.

Expectations: Young expects parents or guardians to make reasonable efforts to ensure the regular attendance of their children, consistent with Section 26-1 of the Illinois School Code, and to inform the school of any absences and their causes. Young School will monitor each student's attendance and punctuality and inform parents or guardians of any attendance problems or chronic tardiness.

**PARENTS SHOULD REPORT ABSENCES TO THE ATTENDANCE LINE AT 375-3803 BETWEEN 7:45 A.M.-9:30 A.M. Parents will be called if a child fails to report to school and is not reported absent by 9:40 a.m.**

Students who are not physically present in school must be reported as absent. When students are pulled out of school during the school day for an illness, a medical or dental appointment, or other such reasons for which permission has been granted in advance, the absence is recorded as excused. Other absences are considered unexcused.

### Illness Guidelines

If your child has had a temperature of 100 degrees or greater, they should be fever free at least 24 hours off of fever reducing medications before returning to school. The child whose temperature is lowered with Tylenol or Motrin is still contagious to others. Students with vomiting or diarrhea should be vomit or diarrhea free for 24 hours. Any student positive for strep throat should be treated with appropriate antibiotics for at least 24 hours to be considered non-contagious. However, if your child is still feeling quite ill after 24 hours they should remain at home until they are able to function normally at school.

Students with viral colds and coughs may not have fevers. If they are experiencing excessive coughing or have excessive nasal secretions they should remain at home until symptoms have subsided adequately to prevent widespread exposure to others in the building.

Please remember to call the attendance line and report your child's absences. Absences that are not reported or confirmed by the parent or guardian are entered as unexcused absences. Please free to call if you have questions about your child's specific illness in relation to school attendance.

The school district follows the guidelines developed by the county health department in regards to infectious diseases that are communicable to large numbers of students. Please check with the nurse regarding specific infections and the guidelines needed to be followed for diseases such as measles, chicken pox, and meningitis. Pink eye or conjunctivitis is seen frequently in the school setting. If pink eye is suspected while the student is in school, the student will be sent home and must be seen by a doctor. The student may return to school after he/she has been cleared by the doctor. If a student comes to school with a rash, the student will be sent home and must be seen by a doctor. The student will be able to return to school after clearance has been received by the doctor.

#### **PE EXCUSES**

Parents may write notes excluding students from physical education activities for illness and injuries when necessary. Parent notes are valid for 3 days, after that a medical evaluation is typically expected for an extension of this exclusion. This can vary on the circumstances, however, so please contact me if needed to discuss your child's specific problem.

#### **Nurse**

A health aide and/or nurse will be available on a daily basis. If a student becomes ill in school he/she will be sent to the nurse's office. The nurse or health aide will decide what should be done.

In case of accident or illness of a student at school, this procedure will be followed:

1. Provide immediate first aid.
2. Phone parent.
3. Phone school nurse (depending on severity).
4. If parents and emergency contact are unavailable, phone family physician.

If the parents, emergency contact and doctor are unavailable, the local emergency hospital or 911 will be called.

#### **Medication Policy**

Administering medication to a child is the responsibility of the parent/guardian. **If it becomes necessary for medication to be given at the school, only medications prescribed by a physician, and under outlined procedures, will be administered.**

#### **Administration of Medication by District Personnel**

The administering of prescribed medication during regular school hours is contingent upon the following regulations:

1. The student's physician must provide written orders to the school specifying the student's name, the medication, the purpose of the medication, the correct dosage, the

time the medication is to be administered, any side effects and an emergency number where the physician can be reached.

2. The student's parent or guardian must request in writing that the school district comply with the physician's orders.
3. The medication must be brought to the school office in a pharmaceutical container labeled with the student's name, name of the medication, the dosage and all pertinent instructions. A maximum of one-week supply of medication may be sent to school at any one time. The container should be sent to the school at the beginning of each week. The empty container will be sent home with the student at the end of each week.

The student's parent or guardian must renew written orders for continuing medication at the beginning of each school year, whenever the medication or its dosage is changed, and when asked to do so by the school nurse.

### **Self-Administration of Medication**

The following procedure applies when a parent or guardian chooses to have his/her child self-administer medication. Please note, there will be no monitoring or other involvement by school personnel concerning the self-administration of medication.

1. The responsibility for administering medication rests with the student's parent(s) or guardian(s).
2. Parents are requested to inform the school in writing that their child will be self-administering medication indicating the type of medication and the time it will be self-administered.
3. A one-day dosage of the medication will be sent to school in a labeled pharmaceutical container.
4. The medication will remain in the possession of the child at all times.
5. The child will be responsible for taking the medication at the prescribed time.
6. The classroom teacher will give the child the opportunity to take the medication.

### **Make Up Work**

If a student is unable to attend school for two days or less, he/she will receive make-up work upon returning to school and be given an appropriate due date. For extended emergencies/illnesses, a parent may call the office on the morning of the third day of absence to request make-up work. A parent may then come to the office the following morning to pick up homework. If the extended illness results in an absence of more than two weeks, a home bound tutor will be available. Contact the school office for details.

### **Religious Holidays**

District #204 recognizes that students may be absent from classes for the observance of religious holidays required by their faith. These absences may be "excused" and students may makeup work or tests they have missed without penalty. Such absences should be reported in advance to the classroom teacher.

### **Excessive Absenteeism/Tardiness**

Per guidelines of the DuPage Educational Service Region, Young School considers absenteeism excessive when it significantly interferes with a student's learning, as reflected in academic performance or social development and/ or is more than 10% of the days school has been in session. Excessive absenteeism includes excessive tardiness. Appropriate resources and/or assistance are available through school personnel to students having attendance or tardiness problems. It is the

principal's responsibility to monitor student attendance. Chronic truants and tardiness will be referred to the DuPage Educational Service Region.

### **Transfers**

If you are planning a move, please contact the school secretary and your child's teacher at least one week in advance to ensure proper and timely processing of information.

### **Vacations**

Every effort should be made to not have students miss school for vacation purposes. When absence occurs due to a vacation, students will not receive homework in advance. Experience has shown that it is difficult at best for a teacher to accurately predict what homework will be and for students to do homework properly on vacation. Upon return to school, students will receive make-up work and an appropriate due date.

### **Weather Emergencies for School Closings**

**School closing information is announced through the following:**

- Connect-Ed automated phone system
- Local television and radio stations (WGN and WBBM Radio, CBS Ch. 2, NBC Ch. 5, ABC Ch. 7, FOX 32, WGN TV, CLTV)
- The district's website at <http://www.ipisd.org>
- Email sent to 204 E-News subscribers

*(Please note, District 204 tries to make the decision to close school by 6:00 am.)*

If the schools are not closed, it is ultimately the responsibility of parents or guardians to decide if conditions safely allow for their children to attend school. If children are kept home due to weather conditions, it will count as an excused absence.

### **Emergencies**

It is very important that your emergency telephone numbers and email addresses are current. As changes occur during the year, please contact the office to revise your information.

In cases of inclement weather or dangerous road conditions, school closings or early dismissals will be announced over Connect-Ed and district email and the website.

If severe weather conditions (tornado warnings, high winds, severe thunderstorm, and lightning) exist during the dismissal times, consideration is given to announcing an "Emergency Delayed Dismissal". If this occurs, students will remain in school until the dangerous weather conditions subside. The decision will be based upon weather conditions, warning systems, First Student, and District #204 central office communication.

### **Procedure for Delayed and Early Dismissal**

1. Announce to students and staff that there will be a delayed or early dismissal.
2. Students and staff are instructed to remain in safety areas or classrooms until the all clear signal is given.
3. Parents who wish to pick up students during this time are required to sign them out prior to their release. Parents should enter and assemble in the gym for instructions. Please sign students out and we will call the students from their classrooms.

4. Parents may only sign out their own child unless they have written permission from another parent, or is listed as an emergency contact on the health card or green transportation sheet.
5. No buses or daycare vans will be released until the all clear is given.
6. An all clear announcement will be given to signal release time.
7. Nancy Young staff will monitor and assist parents and students during this emergency and/or delayed dismissal.

Check our website@ [www.ipsd.org/young](http://www.ipsd.org/young) or call the school office for emergency information. In the event of an emergency, teachers will turn their classroom phones on to receive incoming calls.

#### **Publicity/Pictures**

From time to time your child's photograph/picture may appear in publications of an in- district or out-of-district nature such as newsletters, school newspapers, yearbooks, newspapers, videos, and/or brochures. If you do not wish to have your child appear in such publications, you must notify the office in writing. In the absence of such written prohibition on file with the office, the school will not limit the use of your child's photograph/picture in either in-district or out-of-district publications.

#### **Pesticides**

Public Acts 91-0099 and 91-0525 mandate Integrated Pest Management (IPM) for Illinois public schools. IPM manages pest damage with the least possible hazard to people, property and the environment; including judicious use of pesticide. In this context, "pesticide" includes insecticide, herbicide, rodenticide, and fungicide.

IPM provides parents/guardians and staff members with prior notice of pesticide application. We match pesticide products and their application procedures to our school environment. All are approved for school use, and are an important part of buildings and grounds maintenance. Typically, this application will not present a health concern to students or staff. However, it is the intent of IPM to allow those with special sensitivities to take appropriate precautions; in the case of children, as determined by a parent or guardian. Therefore, you will be notified prior to any applications. Any further questions can be directed to the Director of Building Operations at 375-3775.

## LUNCH/MILK/RECESS

### Lunch

Lunch is 20 minutes and recess is 15 minutes. The hot lunch program will begin on the first day of school. The cost of lunch is \$2.45. Milk is now included as a part of the cost of hot lunch. For students who bring their lunch from home, **A la Carte milk purchases** are done by placing money on the student's lunch card. The cost of a la carte milk is \$.40 for white milk and \$.50 for flavored milk. The lunchroom staff will no longer take money for milk. If your child is bringing lunch from home, please review with your child if he/she is to receive a carton of milk. Parents can also send in checks (made out to IPSD 204) and cash to purchase hot lunch.

Lunch-recess provides and opportunity for students to gain independence and to interact socially with their peers in an unstructured setting. During this time, friendships are made and social skills are practiced and developed. **Therefore, parents should not plan on eating lunch with their child at school.** If you have a special occasion when you feel you want to eat lunch with your child, you are welcome to sign your child out and take them out of the building for lunch.

Hot lunch information can also be accessed through our district website ([www.ipdsd.org](http://www.ipdsd.org)).

### Free and Reduced Lunch

The district participates in a federally-funded program to supply free and reduced lunches and milk to students of families whose gross income qualifies them for such assistance. Parents may apply at any time during the school year. Household Eligibility Applications for Free/Reduced Lunch are available on the District website as well as in the school office. If you are in need of assistance in providing lunch for your child, please contact the school office for a form regarding the free and reduced lunch program. Applications can also be found on the District 204 website at [www.ipdsd.org](http://www.ipdsd.org). All free/reduced lunch applications will be processed at the central office of Support Services

### On-Line Hot Lunch Payments

Meal pay Plus ([www.mealpayplus.com](http://www.mealpayplus.com)) is the online service that parents can use to manage students' hot lunch accounts.

#### At no cost, Mealpay Plus allows any family to:

- Create a free, secured account to manage all of your student's accounts
- Check your student's current account balance
- Monitor the items your student has been purchasing in the cafeteria
- Create settings to receive email notifications when the account reaches a low balance

#### For a small program fee, Mealpay Plus allows any family to:

- Make a prepayment into your student's meal account using a check, credit card (MasterCard/Visa), or debit card at [www.mealpayplus.com](http://www.mealpayplus.com) or by calling 866-260-6822. Funds deposited through Mealpay Plus are usually available for student use within a matter of minutes.
  - Create settings to automatically replenish your student's account when it reaches a low balance.
- You will need to establish a new account on Mealpay Plus. Your student's balances have been transferred, but you will need to create an account.

Parents should consider creating a meal pay plus account to monitor students' lunch balance. (Even if you do not prepay for your student's meal account.) To create a new account, follow the onscreen

directions and register your student using their Student ID number. You can obtain your student ID number by contacting the school office.

For those who do wish to prepay into their student's meal account, Mealpay Plus offers several convenient ways to do so by visiting [www.mealpayplus.com](http://www.mealpayplus.com) or calling 866-260-6822 from anywhere, at anytime.

### **Recess**

A fifteen minute recess is held each day. During the winter, we will go outside for recess if the wind chill index is five degrees or above. Students are expected to dress appropriately for winter recess with hats, gloves, boots, and winter coats. All students participate in recess.

In the event your child is recovering from illness or you have concerns regarding recess participation, you may request, in writing, he/she not participate in recess for up to 3 days. After the third day, a doctor's note is required for exclusion.

## **PARENTAL INVOLVEMENT**

### **Parent Involvement**

Parents are welcome to be involved in their child's education. Parents can contribute to a spectrum of opportunities. You may choose to assist in the classroom, volunteer in the Library Media Center, or work with PTA committees. The opportunities are endless and the doors are open to you. Classroom teachers and the PTA will communicate ways in which you may become involved.

During the year, you may schedule special visiting opportunities. All that we ask is that you contact the classroom teacher in advance to set up a mutually agreeable time. Classroom visitations are discouraged during the first month of school and during testing sessions. Children not enrolled in school (preschoolers) are generally not permitted to join the parent during classroom visits or during volunteer activities. If there are unusual situations that deserve individual evaluation, please contact the principal.

### **Elementary School Parent Involvement Policy**

Indian Prairie School District 204 and Young Elementary School believe that parental participation is a very important part of the educational program. To ensure effective involvement of parents and to support a partnership within our school community, listed below are important components to our school program. We look forward to a productive and rewarding partnership with the Young Elementary School community.

- We will provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards.
- We will provide an explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- We will monitor the academic progress of all children working with parents/guardians and teachers to improve achievement.
- We will provide parents with opportunities to ask questions and dialogue about student academic achievement and school performance.
- We will provide materials and training to help parents/guardians work with their children.
- We will educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with them as partners.
- We will implement and coordinate programs that will build ties between parents/guardians and school personnel.
- We will provide parents/guardians with timely information about programs.
- We will offer a variety of opportunities to maximize parental involvement and participation.

### **PTA**

PTA meetings are held on the first Tuesday of each month in the Multi-purpose Room. All parents are welcome to attend. Communication from the PTA comes via our newsletter, which is published once each month. There are many opportunities for parents to be involved in PTA activities. Please consider volunteering for one of the many PTA sponsored activities. Contact any PTA officer if you have any questions concerning the PTA or would like membership information. Information about the PTA can also be found online at <http://young.ipisd.org/Subpage.aspx?id=626>.

### **Home/School Communication**

A quality education occurs with good communication between home and school. Teachers contact parents frequently in writing or with phone calls. Parents are encouraged to contact the school if



they have questions. **The first contact for parents is normally the classroom teacher.** However, the principal is always available to help clarify or resolve situations or problems. Our goal is to always to provide the best possible information and communication.

**Please check your child's book bag on a daily basis.** Encourage your child to take responsibility for giving you informational items, community announcements, school schedules, and newsletters, which he/she may carry home. Parent/child communications will be improved through jointly exploring school work and school communications each day.

**A Parent Curriculum Night is planned in the fall.** Teachers will review classroom procedures and curriculum. This evening is designed for parents only.

**An Open House for parents and students is scheduled for the spring.** This evening is planned for students to share their many accomplishments with their families.

**Electronic Communication** District 204 as well as Young Elementary School will use email and the district website to distribute routine, as well as, emergency communication to our families. Please remember to complete and turn in the "Electronic Communications" form with your registration packet so that your email information is registered on the school and district listserv.

**District/School Website** Visit our district website at: [www.ipsd.org](http://www.ipsd.org) From there you can be linked to our school website or visit [www.ipsd.org/young](http://www.ipsd.org/young) Detailed information from the school & district is updated regularly.

**"Home & School" Weekly Memo:** A weekly memo will be sent home from the office. The memo lists upcoming events, reminders, updates, and revisions of all other communications.

**Newsplash** is a PTA newsletter published monthly by the Nancy Young Parent Teacher Association. Enjoy reading it and reinforcing school activities with your child.

**Indian Prairie School District 204 Handbook:** The *District #204 Parent-Student Handbook* will be available on the district website. This booklet is prepared to inform students and parents of their rights and responsibilities and about the district's policies and procedures. It goes into greater detail about some important things you need to know, so please take the time to read the handbook.

**Parent-Student Handbook:** The school handbook is provided to each family. It lists school procedures, rules, curriculum sequence and other school and district information.

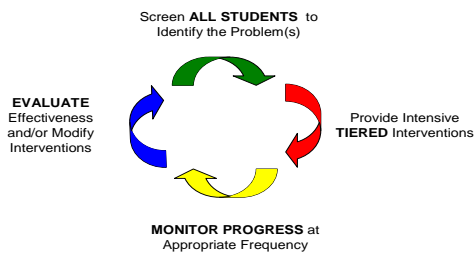
**Report Cards** are distributed on a quarterly basis. Interim **progress reports** are sent home at the midpoint of each grading quarter.

**Parent Teacher Conferences** Teachers schedule conferences with all parents in November. In February, conferences are scheduled with parents that teachers feel the need to see and by parent request. These twenty-minute sessions give you specific feedback relative to your child's progress. Any support or special class teachers may be present also and/or you may request that they be present at the conference. This is an important time to share information. We look forward to seeing you. Watch the newsletter for details.

## STUDENT PROBLEM SOLVING

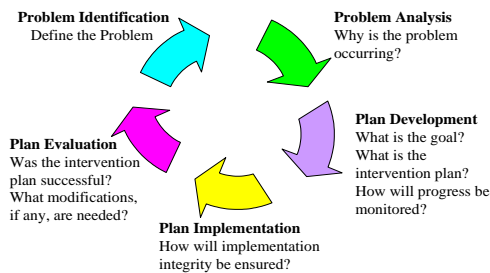
Problem Solving (PS) is a systematic method of addressing student academic and behavioral problems within the school setting. Problem Solving is a process that uses the skills of all the professionals from different disciplines to develop and evaluate intervention plans that significantly improve the academic performance of students. A basic philosophical belief of the Student Problem Solving Process is that every building staff person is responsible and involved in improving academic learning outcomes for all the students. The essential elements of the problem solving approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measuring of student progress in response to the instruction and interventions; and use of the measures of student progress to shape instruction and make educational decisions.

At the school level, PS follows the steps below:



**Individual Problem Solving focuses on individual students who require more substantial academic and/or behavioral supports. IPS process follows these steps:**

1. Define the problem
2. Analyze why the problem is occurring
3. Develop an intervention plan
4. Implement the plan with integrity
5. Evaluate the effectiveness of the plan



The PS process can be repeated until the student(s) achieves the expected performance. It is a team-based process that involves school-wide resources and staff.

### What is Response to Intervention (RTI)?

RTI is a process designed to provide high quality interventions that are matched to student needs and to monitor student progress on a frequent basis. The information gained from the RTI process is used by school personnel and parents to make decisions regarding the student's educational program.

### Why Response to Intervention (RTI)?

Recent changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These new laws emphasize the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the adequate progress of all students.

This new process of providing interventions to students who are at risk for academic or behavioral problems is called RTI (Response to Intervention).

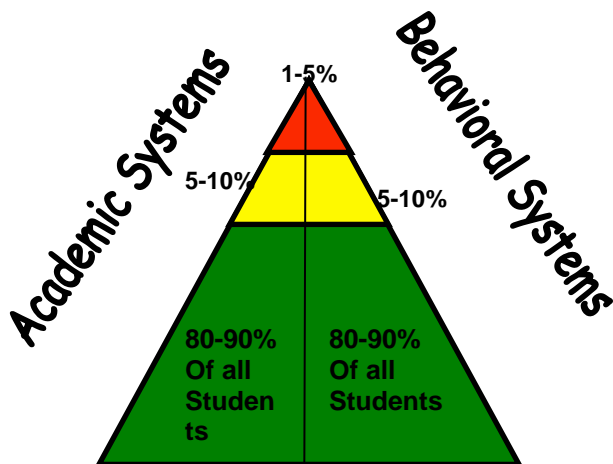
### What Are the Benefits of RTI?

Perhaps the greatest benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns.

While the interventions are taking place, school staff monitors progress that these students are making in their problem areas. These progress monitoring techniques used within the RTI process provide information that allows staff to better evaluate student needs and match instruction, resources and interventions appropriately.

### What is the RTI Process?

Our RTI systems are divided into a three-tier intervention model as illustrated below:



**Tier 1:** -Core Universal Curriculum - 80-90%  
-Whole Group/Core Instruction  
-For All Students in the Class

**Tier 2:** -Targeted Small Group Interventions 5-10%  
-For Some Students (At-Risk)  
-Done in Addition to Tier 1

**Tier 3:** -Intense Interventions - 1-5%  
-Customized Interventions  
-For a Very Small # of Students  
-Done in Addition to Tier 1 & Tier 2

### **What If My Child is Referred to the School's Problem-Solving Team?**

- Attend team meetings. Remember, you know your child best!
- Ask what interventions are being used for academic and/or behavioral problems.
- When possible, make suggestions for strategies or interventions based on what you know works well at home.
- Ask what techniques are being used to monitor student progress and the effectiveness of the implemented interventions.
- Ask your school to provide you with regular progress monitoring reports.
- Praise your child for any progress or general improvement in the area(s) of concern.
- Implement or reinforce any strategies or interventions at home.

### **Highlights of the Process**

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to students areas of need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Additional learning time in the area of need is provided to students during the school day.
- Extra learning support is provided by a classroom teacher, reading teacher, specials' teacher, support teacher, ELL teacher, social worker, speech therapist, etc.
- Continuous monitoring of student progress during the implementation of the intervention, using progress monitoring assessments to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.

### **Problem Solving Definitions**

**Universal Screening** is a step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards. Universal screening is accomplished by reviewing recent results of state tests and administering curriculum based measurements to all children in a given grade level. Those students whose scores fall below a certain cut-off may be identified as needing more specialized academic interventions.

**Student Progress Monitoring** is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

**Scientific, Research-Based Instruction** refers to specific curriculum and educational interventions that have been proven to be effective -that is, the research has been reported in scientific, peer-reviewed journals.

**Response to Intervention (RTI)** is an array of procedures that can be used to determine if and how students respond to specific changes in instruction.

**Curriculum-Based Measurement (CBM)** is an assessment tool that provides teachers and parents with a snapshot view of how students are progressing in basic academic areas in math and reading. CBMs also monitor the success of the instruction. If a child's performance is not meeting expectations, then changes are made in the implementation of instructional practices to help a child make sufficient progress toward meeting academic goals.

A quality **Intervention** includes three essential components:

- Proactive strategies that set the student up for success (e.g., level of reading material, environmental structure)
- Teaching strategies (what is taught and how)
- Motivational strategies (how positive and corrective feedback are provided).

## ELEMENTARY CURRICULUM

### Reading-Language Arts

Our Language Arts/Literacy Mission is to develop, through the use of a balanced literacy approach, each student's potential to effectively construct and convey meaning in all areas of language; reading, writing, listening, speaking, viewing, and visually representing for a variety of purposes, audiences and situations.

### Mathematics

Our math goal is to develop an individual's ability to explore, reason, analyze, problem solve, and use a variety of math methods effectively. The framework is based on the standards adopted by the National Council of Teachers of Mathematics. Essential components of the core program include creative problem solving and hands-on manipulative and mathematical reasoning. Computers and calculators support and enhance problem-solving instruction. Accelerated mathematics groupings are developed in grades 3, 4, and 5 from math placement examinations, teacher recommendations, and the student's mathematical ability.

### Social Studies

The goal is to offer a clear understanding of the roles of citizens in a democracy. Social Studies content includes the study of people and cultures, geography, history, government, and economics.

### Science

Hands on exploratory science kits have been developed at each grade level to be studied on a quarterly basis. The focus is on investigation, experimentation, and the use of scientific method. The planetarium at WVHS is used to present and reinforce astronomical topics.

### Music

The music specialist strives to help students realize their potential by providing opportunities for creativity and expression of feelings and ideas through music. Students play, sing, move, compose, and listen to music through participation in the program. A chorus program will be offered before school for students in grades 4-5. A band and orchestra program is offered for students in grade 5.

### Art

The art specialist works with the classroom teachers to incorporate and integrate content areas into the art curriculum. Student artwork is highlighted and displayed throughout the building, at the District Fine Arts Festival, and at our school-business partner's offices. **Students need an art shirt to keep in school.** Any old over-sized shirt that will cover most of the child's school clothing will do. It is best that the shirt not be the type that needs to be pulled over the head to remove, as they might be wet or messy on some days.

### P.E.

The physical education teacher provides students with the knowledge and attitudes to achieve healthful living and to acquire physical fitness, coordination and leisure skills. Physical fitness assessments are administered to students annually. Intramural sports are offered to students before school on a voluntary basis. Details of the offerings are sent home periodically.

**On PE days, students are required to wear a pair of gym shoes. Due to safety reasons, students without gym shoes will not be able to participate in PE class. Additionally, girls should have shorts to wear when they are wearing a skirt or dress on gym days.**

In the event your child has asthma, recovering from illness or you have concerns regarding P.E. participation, you may send a written request that he/she not participate in P.E. for up to three days. After the third day, a doctor's note is required for exclusion. A note requesting the P.E. teacher to monitor participation will be helpful in keeping the P.E. teacher informed.

### **Specials**

#### **Grades K-5**

Art	50 Minutes one time per week
PE	75 Minutes three times per week
Music	50 Minutes two times per week

### **Assessments and Student Academic Support**

Indian Prairie School District 204 consistently monitors student progress. Indian Prairie 204 utilizes the Illinois Snapshot of Early literacy (ISEL) for grades K-2, the Gates- Macginitie Reading Assessment for grades 2-5, Rigby (grades 1-5), the reading fluency cbm, writing and math cbm to gather information on student achievement.

These assessments will be used throughout the year to assist teachers in monitoring your child's progress. In addition, the classroom teacher may utilize various school resources such as the interventionist, reading improvement teachers, other classroom teachers, support services teachers, or reading assistants to offer additional practice and support at various times throughout the year. Under teacher direction, these various resources may be used to address specific student needs.

In addition to using resources on a short term basis, programs still exist for students who demonstrate a need for long term support. Consequently, your child may receive services from a number of professionals and/or paraprofessionals throughout the course of the school year, as their needs dictate. As always, your child's classroom teacher will keep you apprised of your child's ongoing progress. This more flexible delivery system will help us to meet the needs of all children.

### **Supported Education**

District 204 is an inclusion district. The needs of students are provided through modifications and adaptations within the regular classroom as appropriate. A continuum of services and technical assistance is available to support the education of all children. Services are provided for eligible children in a wide variety of areas. The support team includes speech pathologists, ELL teachers, reading improvement teachers, support teachers, social worker, psychologist, gifted education teacher, student services coordinator and the principal. Physical therapy and adaptive physical education are provided as related services. Questions, inquiries, and/or referrals are initially directed to the classroom teacher. Services are determined and monitored by classroom teachers, special education teachers and parents working as a team.

### **Gifted Resource/Project Arrow**

Each classroom teacher offers curriculum enhancement which is integrated with classroom activities and differentiated groupings when beneficial to meeting student needs. Students are identified for gifted services based on assessment data and teacher recommendation. Gifted program services are then offer direct instruction to identified students in grades 2-5. With some 1<sup>st</sup> grade students, services will be offered during the second semester if they meet identification criteria.

### **Reading Improvement**

The reading improvement program is designed to provide on-going and short term assistance to students who may have difficulty with reading skills in a general or a specific skill or concept.

### **Library Media Center/Computer Lab**

The LMC is an important part of teaching and learning in our school. Learning activities include material circulation, motivational reading programs, story times, curriculum-integrated projects, and information literacy skills/ research instruction. Students are encouraged to visit the LMC whenever they are in need of new books to read, and a positive attitude toward reading is central to our goals. Our computer lab is flexibly scheduled to accommodate classroom needs, and the teachers and LMC Director work together to advance students through a Technology Skills Curriculum and nationally recognized Information Literacy standards. Using print sources, software, and carefully chosen online sites our students become capable and ethical lifelong learners in this complex information age.

### **Technology**

#### **Communication:**

Each classroom and staff member is linked for communication with voice mail, email, and full access to the Internet. Email addresses and telephone extensions are available for each staff member.

#### **Student Computer Use:**

Students use computers in their classrooms, the LMC, and the computer lab. They are allowed supervised access to the Internet for school related projects. All students are expected to know and understand the following:

- ◆ Internet usage is for school related projects only.
- ◆ Elementary school students in this district may not type in URL's or use a search engine (Google, Yahoo, etc) without direct supervision from a trained staff member.
- ◆ All hardware, software, and network applications will be handled with respect and care as per teaching instructions and in accordance with all school rules.
- ◆ The use of the district's Internet is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated this privilege and may deny, revoke, or suspend access at any time; his or her decision is final.
- ◆ Parents may elect to sign a form to have their child opt-out or be excluded from Internet-related activities. The exclusion needs to be in writing when a student initially enters the school or changes levels.



### Grades

Grades are an evaluation of student achievement of grade level objectives, not potential or social performance. Teachers use frequent and ongoing evaluation in determining grades. Report cards are given quarterly in grades 1-5. Report card distribution for Kindergarten will begin at the end of the second quarter. Progress reports will be sent out mid-quarter to parents. The purpose of the progress reports is to indicate areas of strengths and those needing improvement so that parents are aware of the potential impact these areas may have on report cards. All questions regarding your child's academic performance should be first directed to his/her classroom teacher.

Components of grades will reflect numerous and varied age-appropriate opportunities for students to succeed and demonstrate knowledge of subject matter.

#### Grading Scale for Grades 1 and 2:

S+	demonstrates strength
S	satisfactory
U	unsatisfactory
I	showing improvement
N	needs improvement
N/A	not applicable at this time

#### Grading Scale for Grades 3, 4, 5

A	91-100
B	81-90
C	71-80
D	65-70
F	64 and below

## ELEMENTARY HOMEWORK STATEMENT

The following information supports District 204's Homework Policy 5100, current research, and the philosophy and practices of elementary school educators.

Please keep in mind as homework is assigned and completed that homework benefits student learning when it connects to, not replaces, direct instruction. It should be used for remediation, meaningful practice, and to expand concepts taught in the classroom.

The following specifics support positive, productive homework as a tool for learning:

- The "Ten Minute Rule" should be applied as a general rule for homework assignments; ten minutes multiplied by the grade level per night. (10x1 for first grade, 10x5 for fifth grade, etc.) These minutes represent a total expectation from all teachers with which a child works but do not include independent reading. The time requirements and the frequency of homework will vary according to each student's abilities, grade level, and the subject matter; however, if a child is consistently devoting time beyond the "Ten Minute Rule", parents should contact the classroom teacher. Workload adjustments, time management improvements, and/or motivation strategies are examples of ways to address such issues.
- Projects assigned as homework should be included in the "Ten Minute Rule."
- Nightly study to include homework assignments should occur on weeknights only. Weekends and vacation periods will be avoided for specific assignments unless students are making up work previously assigned. Independent reading is encouraged on a routine basis, including over the weekend and during vacation periods.
- Once homework is assigned the teacher is responsible for appropriate follow through until the assignment is completed with feedback offered in a timely fashion.
- It is appropriate for parents to answer occasional questions or provide guidance regarding an assignment. It is not appropriate for parents to do most of the assignment for their child. It is not appropriate for an assignment to require a parent to be the primary instructor. If parents feel that their child is particularly struggling with an assignment or is confused, parents should contact the classroom teacher.

### Make Up Work:

- Make up work is determined by the teacher involved. Considerations include length of absence and nature of absence.
- When a student has been absent for three or more days, teachers will provide homework as appropriate given adequate time to prepare. A teacher might advise alternative assignments such as keeping a journal and assigning some reading when appropriate. Parents are asked to keep in mind that much of what happens in class (direct instruction, discussions, activities, informal assessing, group work, etc.) cannot be made up by sending paper/pencil work home.
- Upon return from an absence, students will submit make-up work in a timely fashion, generally within one to two days for every day absent.

### Grading:

Assessment of student learning should occur in conjunction with instruction. Grades for that student learning should be based solely on academic achievement that takes place during instructional time. Therefore, although it is appropriate to provide feedback to students on their quality and completion of homework, their effort, behavior, and

attendance, this feedback should be kept separate from that provided on academic achievement.

#### **A NOTE TO PARENTS REGARDING THE ELEMENTARY HOMEWORK STATEMENT**

- The focus on the purpose of homework should be student learning not compliance. Teachers know that certain learning skills require practice to perfect, and often homework is used for practice. Research confirms that mastering a skill requires focused practice (Marzano et. al, 2001.).
- Research does verify that a small amount of homework may be good for learning, but too much homework may be bad for learning. Up to a point, homework appears positive, but past the optimal amount, achievement either remains flat or declines. Curiously, the research about the appropriate amount of homework for different grade levels is already consistent with an informal guideline that many teachers already practice - the "ten minute" rule (Cooper, 2007.)
- All homework can be used to check for understanding if we convince students not to be threatened by grades. Grades are not necessary for learning to take place. Grades on homework often get in the way of learning, de-motivate students, and create power struggles between students and teachers and between students and parents (Guskey, 2003).
- The goal of assessment of learning should be to keep failure at a minimum and to maintain learner's confidence - the opposite occurs when homework is graded. The most important question to ask about grading homework is "What is the effect on future learning?" (Stiggins, 2007.) Priority must be given to tasks that do not cause students to give up.
- All homework should receive feedback. Moving from grading to feedback encourages student ownership of learning. Allowing students to take control of their learning makes learning personal (Guskey and Anderson, 2008.)

As a result of these findings, the principals with input from the teachers revised the District #204 homework statement in order to confirm that reasonable time-limited homework is still important to the learning process. Although homework will not be graded, the practice it provides is **key** to the learning process. In addition, students will be accountable for homework completion per incentives, effort grades, narrative comments on report cards and progress reports, and parent/student/teacher conferences. The practice that homework provides is a key to the learning process, and experience shows that most students will not receive good grades if they do not practice. However, homework will not be graded and factored into the grades that a student receives on progress reports or report cards.

Student grades will be determined from the skills and learning that are demonstrated at school. Our teachers have and will continue to assess student performance and learning individually. Appropriate feedback for homework will be provided to ensure that students value the practice and participate in the learning activities associated with the classroom. We will revisit this conversation in each classroom during our fall curriculum night, held at the beginning of the school year. Each teacher will be able to provide you with a realistic understanding of what homework, assessment and grading will look like in the classroom.

## **HOMEWORK TIPS FOR PARENTS**

Facilitating the learning of your child is the primary focus of the District #204 elementary staff. As a result, we understand the importance of an ongoing partnership with our parents and students as they attempt schoolwork at home. The following guidelines and tips are offered to assist you and your child to be successful (Vatterot, 2009) (Pandu, 2005) :

### **Parents are encouraged to .....**

- Ask your children what they are studying in school.
- Ask your child to show you homework assignments.
- Assist your child in organizing homework materials.
- Help your child formulate a plan for completing homework.
- Provide an appropriate space for your child to do homework.

### **Parents may if they wish.....**

- Help your child interpret assignment directions.
- Proof read your child's work, pointing out errors.
- Read aloud required reading to your child.
- Give practice quizzes to your child to help prepare for tests.
- Help your child brainstorm ideas for papers or projects.
- Praise your child for completing homework.

### **Parents should not.....**

- Attempt to teach your child concepts or skills the child is unfamiliar with.
- Complete assignments for your child.
- Allow your child to sacrifice sleep to complete homework.

### **Contact the teacher if.....**

- Your child is struggling to complete the homework assignment
- Instructions for the assignment are unclear
- Your child can't get organized to finish the assignment
- You can't provide the materials or supplies necessary to complete the assignment

## GENERAL SCHOOL RULES AND STUDENT RESPONSIBILITIES

### Project Respect

We believe and expect that all students can behave appropriately at school. We continually promote a positive approach by recognizing the students who behave appropriately. Parental support is an important component of any discipline plan.

**Our Mission:** Through the Project Respect Program, Nancy Young Elementary School provides a climate of cooperation, academic excellence, respect, and safety where students will have the opportunity to become model citizens.

### We Value:

- Respect for Self
- Respect for Others
- Respect for Property

### Guiding Principles:

- I. Clear expectations for student behavior
- II. Clear and consistent strategies for teaching and encouraging appropriate behavior
- III. Clear and consistent consequences that discourage inappropriate behaviors
- IV. A support system and individual behavioral programs for students with unique or exceptional needs
- V. Clearly designed methods for evaluating and revisiting *Project Respect*
- VI. The characteristics and philosophy of the behavior plan will be communicated to students and parents

All individuals have the right to be treated with respect. In return, all students must respect the rights of others, maintain a positive attitude, and follow school rules. **RESPECT** is essential.

We believe that your child's school day begins at the bus stop and ends when they return home. All rules apply on the school bus, as well as during school-sponsored activities such as field trips and intramural activities before and after school. *If you or your child has concerns with teasing, bullying, or any other inappropriate comments or behavior please contact the classroom teacher or building administration so that we can immediately address the issue. Please know that we take these situations seriously*

### Recognizing Positive Student Behavior:

Students who choose to act in a respectful, responsible and safe manner will receive a variety of positive recognition such as:

- Verbal Praise
- Reward structures and classroom recognition programs
- School-wide Recognition Programs, such as, the Principal's Book and Dolphin Dollars
- Lunchroom "Treasure Chest" awards
- Open gym for appropriate bus behavior

### Consequences For Negative Behavior Choices:

Teachers will use a variety of strategies beginning with the most subtle and as necessary, proceed to more direct intervention, which could result in more significant consequences. Serious incidents will be referred to the administration. Parents will always be kept informed as to behavior that

interferes with the educational process, jeopardizes the health, safety, and welfare of students/building staff, destroys property, or is disrespectful to other people.

### **Detention/Suspension**

A detention or suspension may be given for violation of school rules. A detention is defined as removal from the classroom during school or before/after school intervention. A suspension is defined as out of school exclusion from the class. When detentions or suspensions are given, parents will be notified and must arrange for their own transportation when necessary. Parental rights involving disciplinary action may be found in the **Indian Prairie District #204 Student-Parent Handbook**, which is available online at [www.ipisd.org](http://www.ipisd.org).

**Bus detentions and suspensions** may be given for misbehavior on the school bus. The bus driver has the authority to write up a bus incident report each time a student violates the bus rules. When the school receives an incident report, a copy will be mailed to the parents. A consequence will be given for a violation of bus rules, which may include suspensions from school and/or the school bus. Rules for school bus riders may be found in the **District #204 Student-Parent Handbook**.

### **Weapons, Threats, Harassment, Teasing, Bullying**

Children may not bring any real, toy or look alike weapon to school. Any item that could potentially injure a child can also be considered dangerous if used inappropriately.

**Aggressive behavior** is defined as using force, noise, coercion, threats, intimidation, fear or other comparable conduct toward anyone or urging other students to engage in such conduct. Repetition of aggressive behavior will be documented by the school staff to provide information needed to develop appropriate interventions. When such an event occurs, a thorough investigation of the activity is conducted by the administration and discipline is usually issued to all participants.

**Advice to students:** If you are approached by another student who hits you or threatens you and wants to fight, walk away and tell the nearest staff member, classroom teacher, or go the principal's office to report this information. Please do not involve yourself in a fight. We caution all students and parents that involvement in a fight (regardless as to who hit first) will be taken seriously.

Sometimes young children do not understand the implications of their words or actions and innocently bring items to school or say things that they do not have any intention of following through with. Children need to be taught that it is inappropriate to do so even though they mean no harm. Please discuss this with your children. With all the recent media attention to school violence, there is a heightened level of concern by students, parents, and staff. **Any threats made to students will be taken seriously and disciplinary action will be taken**

All students are valued members of our school community and should feel that the learning environment is safe and accepting. **Racial, ethnic or religious slurs, derogatory comments, innuendoes, teasing, bullying, and extortion or any other related actions are unacceptable and are taken very seriously.** Appropriate consequences will be assigned to students who participate in such activity.

In keeping with the increased awareness of and concern with the issue of sexual harassment, it is important for students to know that this type of behavior is improper. **We caution all students that sexual harassment may result in serious disciplinary consequences.**

### Toys & Games/Cell Phones/Things with "Wheels"

Balls, toys, and electronic or any other type of games in any format (including electronic) are not permitted in school unless permission is given by the teacher for a special event. The school cannot be responsible for lost, broken or stolen items. It is best to keep them safe at home. **Cell Phones:** Parents may want their students to have cell phones for emergencies, but the phones will need to stay in the backpack and turned off during school hours. We always allow children to use our school phones to call if there is a need. Parents can call the office to get a message to their children as well, so there is no need to have a phone turned on during the school day. **Razor scooters, skateboards, and shoes with wheels "heelies" are not permitted** as they cause a hazard in the school setting.

### Money

Any money sent to school for hot lunch, field trips, etc. must be in a sealed envelope marked with the child's name and class. There is no reason your child should bring money to school on a regular basis. Money for the school store need not be more than \$5.00.

## GENERAL SCHOOL SAFETY PROCEDURES

### School Safety and Security

All visitors are required by state law to report to the office upon entering the building. Everyone must sign in and out. Each visitor will be issued a visitor's tag to wear while in the building. During the school day, all doors will be locked, and a buzzer system will be utilized for building entry. The buzzer is located at the main doors. All persons are required to make prior arrangements before visiting a teacher and/or classroom. It is most important that the classroom instruction not be interrupted for individual concerns

### Fire/Disaster/Safe School Drills

Fire drills and severe weather drills are practiced routinely throughout the school year to familiarize the students with the alarm sound and procedures. Fire and tornado exit guidelines are posted in all school areas. Safe school drills are also conducted to practice what we would do in the event an unexpected situation arises that would require appropriate measures to be taken. Staff members have been trained how to respond in the event of an emergency and have specific procedures to follow.

### Hot Weather Procedures

In the event of extremely hot weather, we will make every effort to make each child comfortable and maximize learning opportunities. Frequent drink breaks will be provided. Classroom fans are available. We will also provide cooling off periods after recess and physical education. Students are permitted to bring water bottles on these extremely hot days. All school personnel are cautioned about the dangers of heat and are aware of recommendations for preventing heat stress.

### Water Bottles

Students are permitted to bring water bottles to school on hot days. Water bottles that pose a distraction (used to squirt others, etc.) can be removed by a teacher. In such cases, the water bottle will be returned to the student at the end of the day. Students without water bottles will be allowed appropriate access to water fountains. HERE'S A TIP: FREEZE THE WATER BOTTLE THE NIGHT BEFORE.

### Animals

Due to health concerns, students are prohibited from bringing any animals to school unless the principal gives permission. We also ask that parents do not bring pets on school grounds during arrival/dismissal times.





## Nancy Young Elementary School

800 Asbury Drive  
Aurora, IL 60502  
Phone: 630-375-3800  
Fax: 630-375-3801

---

Dear Parents/Guardians,

Welcome back to another great year at Young. I'm so glad to see so many smiling faces, back at school, ready to learn. Please review the following arrival/dismissal information:

- The parking lot, in front of the school, will be blocked off beginning at 3:20 p.m. If you have business to attend to and need to enter the building, please wait until after 3:45 p.m. or come before 3:15 p.m. Please ensure your car is not in the front lot between 3:20 and 3:45, as it blocks bus drivers from their assigned slots.
- The dismissal bell for all students is 3:35 p.m.
- For parent pick-up, please use the blue sign (*see sample at right*) in this packet which you may put the names of the children you will be picking up. Place the sign in the front passenger side window so that we can see it clearly.
- Please do not park along the circle drive and leave your vehicle unattended. Remain in the vehicle at all times. If you should have a question, staff is equipped with radios and can relay information to the office staff.
- Students are to enter/exit the vehicle curb side only. Students riding their bikes must walk them until they get past the parent pick-up zone.
- The front school parking lot is for school buses and day care vans only. Children should meet their parents for parent dismissal at parent-pick-up.
- A map of the parent drop-off/pick-up plan is attached



Parents are asked to fill out a form (green sheet in this packet) stating travel arrangements for their child both to and from school. Your child will be classified as a walker, bus rider, daycare van, or parent pick-up. Please notify your child's teacher in writing each time a change is made from the established pick-up routine. If we do not hear from a parent, we **will not** accept a child's word for a change in routine. Children often get the facts or days mixed up. Thank you for your cooperation in this matter. Our rules are for the safety of your children.

Sincerely,

Adrienne Morgan  
Principal, Young Elementary

Teacher initial:

Student Serv:

## STUDENT ARRIVAL AND DEPARTURE INFORMATION

Please return this entire slip to your classroom teacher on the first day of school

Please provide us with details of your arrival and departure travel arrangements so that we may assist your child. We will also use this information in the event an emergency takes place during arrival and dismissal times.

It is VITAL that you inform the classroom teacher, in writing, or by phone if a last minute change in your routine occurs, even if only for one day. Young children often get confused, so we will not allow them to make a change in arrival/dismissal routines. **Therefore, unless we hear from you directly, we will follow exactly what is on this sheet.** This is for your child's safety.

It is important that you review this information with your child. During dismissal, we generally do not ask or direct a child to a particular bus or location unless they seem lost, or ask us for help. Every child should know their bus number & stop, daycare provider, neighbor's name who will be picking them up, etc. If you are carpooling, it is important that we know who has permission to take your child home in the event of an emergency or last minute change due to inclement weather. **Thank you for your assistance in following our arrival and dismissal procedures for your child's safety.**

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Parent/Guardian's name: \_\_\_\_\_

Phone number to reach you: *Before School* \_\_\_\_\_ *After school* \_\_\_\_\_

### ARRIVAL

- SCHOOL BUS # \_\_\_\_\_
- CAR DROP OFF LINE/PICK-UP LINE (students transported in car, van, suv, etc.)
- WALKING
- BY DAYCARE PROVIDER \_\_\_\_\_ Phone# \_\_\_\_\_

### DEPARTURE

- SCHOOL BUS # \_\_\_\_\_
- CAR DROP OFF LINE/PICK-UP LINE (students transported in car, van, suv, etc.)
- WALKING
- BY DAYCARE PROVIDER \_\_\_\_\_ Phone# \_\_\_\_\_

Is this a change from a previous transportation sheet?

Yes  No

If yes, how did your child previously arrive/depart school?

Bus Number? \_\_\_\_  Walk  Car Pick-up/drop-Off

**CARPPOOL: THE FOLLOWING PEOPLE HAVE PERMISSION TO PICK-UP MY CHILD FOR TRANSPORTATION PURPOSES:**

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Remember, unless we hear directly from a parent, we will follow exactly what is on this sheet. If there is a permanent change, a new green sheet may be obtained from the office.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

Place this sign in the passenger-side window during dismissal

# PARENT PICK-UP

Student's Name Below

NY



DOLPHINS

A large, empty rectangular box with a thin black border, intended for writing the student's name.

