

CHADWICK-MILLEDGEVILLE ELEMENTARY SCHOOL



Aimed at Achievement

2025-26
HANDBOOK
815-225-7141

www.dist399.net

WELCOME

August 2025

Dear Students, Parents, and Guardians,

Welcome back to another exciting school year at Milledgeville Elementary! I hope everyone had a restful and enjoyable summer break. Our entire staff has been working diligently to prepare for the upcoming year, and we are excited to welcome our students back into the classrooms. Your teachers are ready to challenge you academically and support you every step of the way.

This handbook is designed to help ensure a successful school year. It outlines the current practices, procedures, and policies of Chadwick-Milledgeville Elementary School. Please note that this handbook is not a contract between the school and students, nor does it attempt to address every situation that may arise during the year. Rather, it serves as a guide to help students and families understand how our school operates and what is expected to help students succeed.

We ask that parents and guardians take a few moments to review the handbook with their child. Please emphasize the importance of respectful behavior, appropriate conduct in school and on the bus, and taking responsibility for learning. We also encourage you to keep the handbook in a convenient place for easy reference throughout the year.

Our goal is to create a safe, respectful, and engaging learning environment for all students. If students have questions or need support, they should reach out to their teachers. Likewise, parents and guardians are always welcome to contact the school with any concerns or questions.

We are looking forward to a fantastic school year—working together, we will make it a great one!

Sincerely,

Dillion Eich

Principal, Milledgeville Elementary
Chadwick-Milledgeville CUSD #399

**CHADWICK-MILLEDGEVILLE
COMMUNITY UNIT SCHOOL DISTRICT #399**

BOARD OF EDUCATION

Mrs. Eubanks, President
Mr. Urish, Vice-President
Mrs. Bibler, Secretary

Mrs. Engelkens
Mr. Rahn

Mr. Hackbarth
Mr. Drinkall

ADMINISTRATION

Superintendent

Mr. Schurman..... ext. 363..... tschurman@dist399.net

Principals

Mr. Eich ext. 364..... deich@dist399.net

Mr. Jakse ext. 224..... tjakse@dist399.net

PRE-K – 5 FACULTY

NAME	POSITION	PHONE EXT	EMAIL ADDRESS
Ms. Dickman.....	Pre-K	815-684-5191	tdickman@dist399.net
Mrs. Skoog.....	Kindergarten.....	250	kskoog@dist399.net
Mrs. Wroble.....	Reading Recovery/Title I	351	jess.wroble@dist399.net
Mrs. Folk.....	1 st Grade	251	jfolk@dist399.net
Ms. Spangler	1 st Grade	255	aspangler@dist399.net
Mrs. Mickelson	2 nd Grade	252	smickelson@dist399.net
Mrs. Kemmerer	3 rd Grade.....	254	akemmerer@dist399.net
Mrs. Daehler.....	3 rd Grade.....	256	mdaehler@dist399.net
Mrs. Edwards.....	4 th Grade	228.....	sedwards@dist399.net
Mrs. Pishos.....	4 th Grade	227	bpishos@dist399.net
Ms. Ferguson	5 th Grade.....	253	mferguson@dist399.net
Mrs. Workman.....	5 th Grade	229	aworkman@dist399.net
Mrs. Jordan.....	Art.....	350	ajordan@dist399.net
Mr. Folk	PE.....	265	kfolk@dist399.net
Mrs. Neumann.....	Vocal Music/Band	260	cneumann@dist399.net
Mrs. Dertz	Resource Room	265.....	kdertz@dist399.net
Mrs. Caravia	Resource Room/ PE	248.....	ccaravia@dist399.net

NAME	POSITION	PHONE EXT.	EMAIL ADDRESS
Mrs. Robinson	Nurse	226	krobinson@dist399.net
Mr. Leech.....	Head Custodian	267.....	kleechee@dist399.net
Mrs. Dodd	Cafeteria Manager	246.....	edodd@dist399.net
Mr. Hernandez.....	Technology Director	245.....	ehernandez@dist399.net
Mr. Wilkinson	Technology Coordinator	239.....	bwilkinson@dist399.net
Mrs. Tarbill.....	Secretary	221.....	atarbill@dist399.net
Mrs. Merema	Librarian	289	jmerema@dist399.net
Ms. Mertz	District Secretary	259	jmertz@dist399.net
Mrs. Promenschenkel...	Bookkeeper	362	apromenschenkel@dist399.net
Mr. Nevills	Resource Officer.....	268	dnevills@dist399.net

EQUAL EDUCATIONAL OPPORTUNITIES AND SEX EQUITY

Chadwick-Milledgeville CUSD #399 provides equal educational and extracurricular opportunities to all students regardless of race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, immigration status, status as homeless, order of protection status, actual or potential marital or parental status (including

pregnancy), or any other legally protected characteristic. No student shall be denied access to programs, activities, services, or benefits, or limited in the exercise of any right or privilege on the basis of sex or gender identity.

Concerns or questions about equal opportunity or sex equity may be directed to Chadwick-Milledgeville CUSD #399 administration at (815) 225-7141.

SUICIDE PREVENTION

National Suicide Prevention Lifeline - #1-800-273-8255

or text the Crisis Text Line (text HELLO to 741741).

You're Not Alone - Help is Available

AWARENESS AND PREVENTIONS OF CHILD SEXUAL ABUSE, GROOMING BEHAVIORS, AND BOUNDARY VIOLATIONS

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

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

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

Warning Signs of Grooming Behaviors

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

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

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults
- **Warning Signs of Boundary Violations**
- School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:
 - Favoring a certain student by inviting the student to "hang out" or by granting special privileges
 - Engaging in peer-like behavior with a student
 - Discussing personal issues with a student
 - Meeting with a student off-campus without parent/guardian knowledge and/or permission
 - Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
 - Transporting a student in a school or private vehicle without administrative authorization
 - Giving gifts, money, or treats to an individual student
 - Sending a student on personal errands
 - Intervening in a serious student problem instead of referring the student to an appropriately trained professional
 - Sexual or romantic invitations toward or from a student
 - Taking and using photos/videos of students for non-educational purposes
 - Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
 - Inviting a student to an employee's home
 - Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose

- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

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

EMPLOYEE CODE OF PROFESSIONAL CONDUCT

Chadwick-Milledgeville CUSD #399 is committed to maintaining a safe, respectful, and professional learning environment for all students. In accordance with State law and Board Policy 5:120, the District has adopted an Employee Code of Professional Conduct to establish clear expectations for appropriate staff behavior and professional boundaries with students. The Code outlines prohibited conduct, including grooming behaviors, sexual misconduct, and other violations of student trust, and ensures that all employee interactions with students reflect the highest ethical standards. Students, parents, or guardians who have concerns about staff behavior are encouraged to report it to the Building Principal, Superintendent, or the District's Title IX Coordinator. A full copy of the Employee Code of Professional Conduct is available in the board policy manual on the District website or may be requested from the Superintendent's office.

RESTRAINT AND TIME OUT (RTO)

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

K-5 DAILY SCHEDULE

Students should arrive at school no earlier than 8:00 a.m. unless special arrangements are made with the teacher. Children do not enter the building until 8:00 a.m. unless the weather is bad. Student's who wish to eat breakfast are allowed into the school at 7:45 a.m.

Classes for K-5 students begin at 8:10 a.m. and dismiss at 3:10 p.m. Some days are scheduled for 11:10 a.m. or 2:05 p.m. dismissal and are listed in the school calendar located at the end of this handbook.

CLASS DISMISSAL AND BUS TRANSPORTATION TIMES

11:10 AM EARLY DISMISSAL

On days listed as 11:10 AM dismissal, the students will be dismissed as follows:

Junior High and High School at 11:10 AM.

Grades K-5 students:

- a. who ride bus will be dismissed at 11:05 AM. Buses depart at 11:10 AM.
- b. who walk home will be dismissed at 11:05 AM.

2:05 PM EARLY DISMISSAL

On days listed for 2:05 PM dismissal, the students will be dismissed as follows:

Junior High and High School at 2.05 PM.

Grades K-5 students:

- a. who ride bus will be dismissed at 2:00 PM. Buses depart at 2:05 PM.
- b. who walk home will be dismissed at 2:00 PM.

REGULAR SCHOOL DAY DISMISSAL

On regular school days the students will be dismissed as follows:

Junior High and High School at 3:10 PM.

Grades K-5 students:

- a. who ride bus will be dismissed at 3:05 PM. Buses depart at 3:10
- b. who walk home will be dismissed at 3:05 PM.

REGULAR ROUTE AND BUS TIMES

Regular route AM buses will drop off their students at the NE corner by the football field entrance at 8:05 AM.

SAFETY FOR STUDENTS RIDING BUSES HOME

Students who ride buses home from school may be dropped off at home/babysitter as much as 15-20 minutes earlier than the normal time when one or more students who live in outlying areas are not riding home. We are asking that the following measures be taken to help ensure the safety of the students:

1. Please plan on being home (or have your babysitter be at home) when school is dismissed rather than at the time the bus normally drops off your student(s).
2. Establish and review emergency procedures with your student(s) so they know what to do if no one is home, the door is locked, and so on.
3. If you live in an especially isolated area and feel the need to discuss special safety precautions in which the bus driver can be of assistance, please phone the building principal.

ATTENDANCE POLICY

The process of education requires participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual student. The school cannot reach or teach students who are not present. If the student is absent, the benefit of regular classroom instruction is lost and cannot be entirely regained.

Students must be in attendance a full day on the day of the activity to be eligible to attend extra-curricular events that evening, unless prior consent is given by the principal.

PROCEDURES

1. Parents are requested to call the office between 7:45 and 8:30 a.m. to report the reason that their son or daughter is unable to attend school that day. The phone number is 225-7141. The school will contact the parent at home or at work if the parent has not notified the school of the student's absence that day.
2. The student must bring a written statement signed by the parent stating the date and reason for the absence, unless parent contact has been made by phone.

EXCUSED ABSENCES

1. Student illness
2. Serious illness in immediate family
3. Death in family
4. Medical, dental, or legal appointments which cannot be arranged outside of school time.
5. Emergency situations or other reasonable parental requests, as determined by the principal.
6. Observance of religious holiday.

Students absent 3 or more days may be required to submit a doctor's release form to the school.

PRE-ARRANGED ABSENCES (EXCUSED)

If it is known in advance that the student will be absent for any length of time and for any reason, the parent is to contact the principal prior to the absence.

Reasonable parental requests will be approved by the Principal. Lengthy pre-arranged absences are discouraged, especially during the first and last months of school.

UNEXCUSED ABSENCES

The following are examples of unexcused absences.

1. Suspension
2. Truancy
3. Leaving school without notifying the office
4. Shopping
5. Working
6. Hair and nail appointments
7. Oversleeping
8. Babysitting
9. Any other absence not covered in the excused absences section.

TRUANCY

Chadwick-Milledgeville CUSD #399 considers students truant after two (2) unexcused absences or any absences that exceed 10% of the school year. If a student reaches either the R.O.E will be notified and Truancy Protocol will be initiated.

Carroll County Truancy Protocol

Introduction: In the State of Illinois, minors between the ages of six (6) years and seventeen (17) years of age are subject to compulsory school attendance. Therefore, all children of these ages in the State of Illinois shall attend a public school within the district wherein the child resides the entire time that school is in regular session. (105 ILCS 5/26-1). There are three primary entities which are responsible for enforcing the compulsory education law and for addressing the issue of truancy in this State. Those three entities are 1) the individual school districts, 2) the Regional Office of Education, and 3) the Juvenile Court. The purpose of this protocol is to ensure that each of those

entities understands its responsibilities, as well as those of the other entities, in order to achieve the best possible outcomes in addressing truancy in Carroll County.

PART A: SCHOOL DISTRICT RESPONSIBILITIES

- A. School districts are mandated by statute to adopt policies consistent with rules developed by the State Board of Education to address the issue of truancy within their district (105 ILCS 5/26-13).
- B. School officers and teachers must assist the truancy officer or truancy specialist in gathering information regarding the student and his/her attendance. (105 ILCS 5/26-9).
- C. Definitions of: a) “truant” - a child subject to compulsory school attendance who is absent without valid cause; b) “valid cause” for absence-illness, observance of religious holiday, death of immediate family member, family emergency, and other such situations beyond the control of the student or family as determined by the Board of Education or such other circumstances
- D. related to the safety or health of the child; c) “chronic or habitual truant” - a child subject to compulsory school attendance who is absent without valid cause from such attendance for 10% or more of the previous 180 regular attendance days; d) “truant minor” - a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been offered and refused, (105 ILCS 5/26-2a).
- E. The school district is responsible for making a good faith effort to notify the parent/custodian of a student who is absent without valid cause. (105 ILCS 5/26-3b).
- F. A report of non-attendance shall also go to the Regional Superintendent of Schools who shall notify the truant officer or truancy specialist of the situation.
- G. No punitive action, including out of school suspensions, expulsions, or court action, shall be taken against chronic truants unless available supportive services such as tutoring, counseling, testing for special education, a referral to the TAP program, or other remedial resources have been provided to the student.

PART B: REGIONAL OFFICE OF EDUCATION/TRUANCY OFFICER RESPONSIBILITIES

After notice given to the truancy officer or truancy specialist by the Regional Superintendent, the truancy officer or truancy specialist shall begin an investigation into all truancy or non-attendance cases. (105 ILCS 5/26-5)

- A. At two (2) unexcused absences, the truancy officer or truancy specialist shall begin the intervention process with the student and family.
- B. If the intervention is unsuccessful, at three (3) unexcused absences, the student and family shall be given the Notice of non-compliance. Said notice shall state the following:
 - 1. The date that attendance at school must commence; and
 - 2. That said attendance must be continuous in the school district during the remainder of the school year. The teacher or principal of said child shall be notified that the statutory notice has been given and shall

advise the truancy officer or truancy specialist of non-compliance. (105 ILCS 5/26-7).

- C. After the notice outlined in paragraph 3 above has been given, the Regional Superintendent of Schools or his/her designee shall determine compliance with said notice. If three (3) compliance notices have been given and the parent/custodian has knowingly and willfully allowed the truant behavior to continue, the Regional Superintendent of Schools or his/her designee shall conduct a truancy hearing. (105 ILCS 5/26-8). However, if one such Notice has been given to the parent of a child who is 11 years old or younger and the child has one more unexcused absence after the Notice has been served upon the parent, the ROE shall notify the State's Attorney's Office and provide documentation of having served the Notice upon the parent and of the child's unexcused absences. The State will consider filing a complaint against the parent of the child (or person having control of the child) for Permitting a Child to be Truant, in violation of 105 ILCS 5/26-10, which is a Class C misdemeanor. Initial sanctions should be geared toward gaining the parent's compliance, which could include placing the parent on conditional discharge and requiring the parent to report in to the attendance office with the child at the beginning of each school day.
- D. If, as a result of said hearing, the Regional Superintendent of Schools or his/her designee determines that the minor is truant, he or she shall, if the student is age appropriate, require the student to perform 20 to 40 hours of community service hours over a ninety (90) day period. If the truant behavior persists after the imposition of community service, the Regional Superintendent of Schools or his/her designee shall a) make complaint against the persons having custody or control to the State's Attorney where such person resides or b) conduct truancy mediation and encourage the student to enroll in a graduation incentives program (105 ILCS 5/26-16) and or other district support services, such as credit recovery, and counseling services through a comprehensive community based youth service agency. In the event that the truant behavior has continued after the notice outlined in paragraph 3 above and the child is beyond the control of the parents, guardians, or custodians, a truancy petition shall be filed (105 ILCS 5/26-8.)
- E. In the case of a minor who is on probation, the Probation Department shall be immediately notified of all unexcused absences and the Probation Department, in conjunction with the State's Attorney's Office, shall decide on a case-by-case basis whether a petition alleging violation of probation shall be filed with the Court.

PART C: JUVENILE COURT RESPONSIBILITIES

- A. After the school district and Regional Superintendent have exhausted all statutory requirements and possible remedies, a petition shall be filed in Juvenile Court by the State's Attorney. If the minor child who is subject of the petition is under the age of 13 years, a petition alleging educational neglect shall be filed. If the minor child is 13 years of age and older, a truancy petition shall be filed. In either case, said petition shall provide the following information:
 - 1. the names and addresses of parents, guardians or custodians of the student;
 - 2. the dates of the truant behavior;
 - 3. the dates and nature of contacts or conferences with the student and the parents, guardians of custodians of the student;
 - 4. the nature of the proffered supportive services;
 - 5. the alternative programs and other school resources that the district provided to the student in an effort to correct the truant behavior (105 ILCS 26-8a).

- B. Adjudicatory hearing must be held within ten (10) days and a finding must be acted upon within thirty (30) days. (105 ILCS 5/26-8b).
- C. Possible dispositions upon a finding of either educational neglect or truant minor in need of supervision include but are not limited to the following;
1. the minor may be committed to the Regional Superintendent for a multidisciplinary case staffing, individualized educational plan or service plan, or referred to a comprehensive community-based youth services;
 2. the minor may be required to comply with an individualized educational plan or service plan as specifically provided by the appropriate Regional superintendent;
 3. the minor may be ordered to obtain counseling or other supportive services;
 4. if the Court makes an express written finding that a truancy prevention program previously has been offered to the minor, he/she may be fined in an amount in excess of \$5.00 but not more than \$100.00 per day for each day of an unexcused school absence, required to perform some reasonable public service work such as picking up litter or maintenance of a public facility, and/or subject to having his or her driver's license or driving privileges suspended up to age 18. (705 ILCS 405/3-33b).
- D. In the event that the parent, guardian or custodian of the minor has been non-compliant, and he/she has been given notice of the State's intent to pursue sanctions, and the Court finds that the parent, guardian custodian has knowingly and willfully permitted the child to persist in his/her truancy within the school year, he/she shall be guilty of a Class C misdemeanor and shall be subject to not more than thirty (30) days imprisonment and/or fine of up to \$500.00. (105 ILCS 5/27-10).
- E. Any person who is found to have induced or attempted to induce a child to be absent from school unlawfully, or to knowingly employ or harbor, while school is in session, any child unlawfully absent from school for three (3) consecutive days is guilty of a Class C misdemeanor. (105 ILCS 5/26-11)

PHYSICAL EDUCATION PARTICIPATION AND EXEMPTIONS

Students are expected to participate in physical education as part of the required curriculum. However, exemptions may be granted under specific medical or religious circumstances in accordance with state law and district policy.

Students who are unable to participate in physical education due to a physical disability must present medical documentation each school year. This documentation must include a signed statement from a healthcare provider licensed under the Illinois Medical Practice Act that confirms the medical reason for the exemption. Students excused from physical education for medical reasons are required to make up the credit by enrolling in approved academic courses. For a list of available options, please consult the district curriculum guide.

Students may also be excused from physical education for religious reasons. This requires a signed statement from a member of the clergy that supports the request for exemption based on religious beliefs. In addition, students observing a religious fast may be excused from participating in the physical activity components of physical education during the fasting period. This exemption may be granted upon written notice from a parent or guardian and does not require additional documentation.

If a student is to be excused from PE, the student must bring a note signed by the parent, stating the reason and date. A note from the parent will excuse the student from PE for 1 day only. If a student must be excused from PE for more than 1 day at a time, a note, signed by the doctor, may be required. Students who are excused from PE for an extended period may be required to complete written work in place of physical participation.

TARDINESS

If you know in advance that the student will be tardy, please call us. Students must report to the office if they are tardy and inform the secretary of their late arrival.

SIGN-OUT PROCEDURE

A student is not to leave the building during the school day unless he/she has a note from home, phone call from home or receives permission from the office to leave. The parent must pick up the student at the entrance door.

STUDENT CONDUCT

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the whole educational structure. It is training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

SCHOOL-WIDE BEHAVIOR GUIDELINES

1. Children will be quiet when in areas such as halls, restrooms, and library.
2. Children will walk (not run) when traveling in classrooms and throughout the school.
3. Children will turn off and put away any electronic game or device once they enter the building. Students will not be allowed to use electronic games or devices during the school day.
4. No one will chew gum or eat candy (unless special arrangements are made by a teacher).
5. Children will act in a respectful manner toward each other and all staff members.
6. Children will use all equipment and materials with proper care to protect such from unnecessary damage.
7. Children will leave the playground immediately after dismissal.
8. Students will not disrupt the educational process within the classroom.

CONSEQUENCES FOR VIOLATIONS

Disciplinary action appropriate to age and grade level will be taken by school authorities and parents will be notified whenever it is considered necessary.

Violations of the district discipline policy may result in one of the following consequences:

1. Disciplinary Conference
2. Withholding of Privileges
3. Seizure of Contraband
4. Notifying Parents/Guardians
5. Disciplinary Consequences Including Suspension/Expulsion from School
6. Detention - Detentions that are issued for "Minor" offenses will be served in the detention hall.
7. Office Referral - Teachers will refer students to the office and/or remove students from the classroom in cases of significant disruptions to the educational process.
8. Suspension (Out-of-School) - Suspension is the temporary exclusion of a student from school, from a class or classes, and/or other school functions, for a period of time not to exceed ten consecutive days. Homework will be assigned during the time of the suspension. Upon his/her return to school, the student is responsible for all on-going schoolwork, including taking all quizzes and tests, and will be given credit for said work. Any work obtained during the absence is due upon the students' return to school. Parents of a child who has been suspended must return to school with the student for a conference with the building principal prior to the return of the student to school.
9. Bus Suspension - Bus suspension is the temporary exclusion of a student from bus riding privileges.
10. Notifying Juvenile Authorities - Conduct will be reported to law enforcement authorities if it involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons and may be reported for other conduct which also may constitute a criminal act.

11. Expulsion - Expulsion is the exclusion of a student from school for a definite period of time not to exceed two calendar years, as determined on a case by case basis. A student who is determined to have brought a "weapon" to school, any school sponsored event or activity, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case by case basis. A student may only be expelled by the Board of Education.

RE-ADMISSION AFTER SUSPENSION

The purpose of the re-admission policy is to help students understand the poor choice they made, factors that led to it, and how they can handle the situation differently in the future. Upon the completion of the following activities, the student will reintegrate with their classmates.

Procedure:

1. On the date the student returns to school from a suspension they will meet with the building principal or their designee. All efforts will be made for this to occur prior to school beginning on the day the suspension ends.
2. The meeting with the building principal or designee will consist of a discussion around three areas:
 - a. The completion and explanation of expectations of a discipline contract signed by the student and principal or their designee.
 - b. A student completed reflection sheet.
 - c. Discussion of grades and facilitate a schedule for completion of assessments missed due to suspension.
3. Student will meet with the school counselor to discuss reintegration to class and any applicable coping skills, resources, or supports needed to make the reintegration successful.

STUDENT DUE PROCESS

Prior to a suspension, a student has the right to due process.

Due process is:

1. Verbal or written notice to the student of the infraction.
2. Verbal or written notice of possible consequences.
3. The student's opportunity to respond.

Disciplinary Appeal:

If parents elect to have a review hearing, following the suspension of their child, the Superintendent will inform the hearing officer. The hearing officer will contact the parent(s) to establish a time convenient for parents, administrators, and others directly concerned. The hearing officer will preside over the hearing which shall be held in a closed session. Either party may record the proceedings at his own expense. The school administration will proceed first, explaining the evidence and reasons for the suspension. The student may then respond. Either party has the right to call a reasonable number of witnesses who are subject to inquiry by both parties. The hearing officer will prepare a report which shall be submitted to the Board for review.

In the event the Board does not uphold the suspension: The suspension shall be removed from the student's record; the student's absence shall be "excused" and all educational opportunities missed by the student shall, if possible, be afforded him/her, including the makeup of any tests.

SEXUAL HARASSMENT

The School Board shall not tolerate sexual harassment of students and/or employees of the district. Sexual harassment as defined in the Illinois Human Rights Act means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when ... "such conduct has the purpose or effect of substantially interfering with an individual's school performance or creating an intimidating, hostile or offensive school environment." When there is evidence of violation of this policy or violation of provisions of Title VII and/or Title IX as they apply to sex discrimination, the administration shall take appropriate action including warning and/or disciplinary action as warranted.

REPORTING ABUSE

Students are encouraged to report any instance of:

- Bullying
- Intimidation
- Harassment (including on the basis of race, color, sex, national origin, religion, sexual orientation, gender identity, disability, or other protected status)
- Sexual harassment
- Retaliation for reporting or participating in an investigation

Reports may be made to any trusted staff member, the school counselor, or a building / district administrator. Reports will be handled confidentially to the greatest extent possible. Students who make a report in good faith will not face retaliation. A student may also choose to report to a staff member of the same gender and may be accompanied by a parent or other adult. Any person who knowingly makes a false accusation regarding prohibited conduct will also be subject to disciplinary action as determined by the building principal.

SEXUAL ABUSE PREVENTION AND RESOURCE GUIDE

In accordance with Faith's Law and Illinois School Code, Chadwick-Milledgeville CUSD #399 provides information to students and families about how to prevent, recognize, and respond to sexual abuse. The Illinois State Board of Education's Sexual Abuse Response and Prevention Resource Guide is available to all families and staff. This guide includes important resources, support services, and prevention strategies intended to keep students safe. A copy of the guide is available online at <https://www.isbe.net> or may be requested from the school office.

DISCRIMINATION, HARASSMENT, AND RETALIATION BASED ON RACE, COLOR, OR NATIONAL ORIGIN

Chadwick-Milledgeville CUSD #399 is committed to maintaining a school environment free from discrimination, harassment, or retaliation based on race, color, or national origin.

Discrimination or harassment on these bases includes, but is not limited to:

- Use of racial slurs, epithets, or stereotypes
- Denial of access to academic courses or extracurricular activities due to race, color, or national origin
- Harsher discipline applied to students based on race
- Display of racially offensive symbols or materials

Harassment is considered a form of discrimination and may include physical threats, name-calling, taunts, or other conduct that creates a hostile environment. Students are encouraged to report any such behavior to a trusted adult, teacher, principal, or certified employee. Reports may be made anonymously. Reports will be investigated

under the District's grievance procedure, and the identity of the person making the report will be protected to the greatest extent possible. No student or staff member will face retaliation for reporting or participating in an investigation. The District's full anti-discrimination and harassment policy (2:270) is available on the district website in the board policy manual.

BULLYING, INTIMIDATION AND HARASSMENT

Chadwick-Milledgeville CUSD #399 is committed to providing a safe, supportive, and respectful learning environment. Bullying, intimidation, and harassment interfere with a student's ability to learn and a school's ability to educate.

Bullying is defined as repeated aggressive behavior intended to cause physical or mental harm. Harassment and intimidation may be based on individual characteristics or may be general in nature. Preventing these behaviors is a critical district goal.

Prohibited conduct includes, but is not limited to:

- Hazing or urging others to participate in harmful conduct
- Use of threats, intimidation, or coercion
- Physical or psychological aggression
- Disruptive digital activity (e.g., sharing harmful content online or through social media)
- Distributing written or electronic materials that substantially disrupt school operations or infringe on others' rights

Reporting & Response: Reports may be made to any trusted staff member, counselor, or administrator. The District will conduct a prompt and thorough investigation. Students who violate these policies may face appropriate consequences and remedial action.

Retaliation against any student who reports in good faith is strictly prohibited.

Note: For conduct specifically related to race, color, or national origin, refer to the Discrimination, Harassment, and Retaliation section of this handbook. Per Public Act 98-129, effective January 1, 2014, school officials may not require students to provide passwords to personal social media accounts unless there is reasonable cause to suspect a policy violation.

GENERAL PLAYGROUND RULES

ALL TEACHERS AND SUPERVISORS ARE REQUESTED TO ENFORCE THE FOLLOWING RULES AND REGULATIONS:

1. Students are not to return to the building without permission from the teacher or supervisor.
2. Students must sit on slides.
3. Standing on or jumping from swings is not permitted.
4. Walking or standing on teeter-totters is not allowed.
5. Rough play, tackle football, wrestling and any activity where students are taking each other to the ground are not allowed.
6. Students are not to play around the parked cars.
7. Students are expected to keep hands and feet to themselves.
8. Hard balls are not to be used.
9. Play guns, sticks, etc. are banned.
10. Students are not to climb fences.
11. Ropes are to be used only for jumping rope.
12. When snow is on the ground:
 - a. students without boots must stay on the blacktop

- b. only saucers and plastic sleds are allowed
- c. ramps are not to be built on the inclines
- d. students are to leave ample room so that they do not run into each other
- e. standing on sleds is not permitted
- f. students are not to play "King of the Mountain" on the piles of snow
- g. snowballs are not to be made or thrown
- h. students should have boots and snow pants to play in the bowl.

STUDENTS, WHO VIOLATE THESE RULES, AFTER WARNINGS, WILL BE SENT TO THE OFFICE.

GENERAL INFORMATION

GRADES AND PROGRESS REPORTS

Our school operates on a 9-week system. Grades are given at the end of each nine weeks. Report cards will be sent home on the dates listed on the calendar which appears at the end of this Handbook. The marking system is:

Grades 1-6

- A 93-100
- B 85-92
- C 77-84
- D 70-76
- F 69 and below

Art, Physical Education, Music

- E Excellent
- S Satisfactory
- U Unsatisfactory

Mid-term progress reports will be sent if the teacher feels it is necessary. Parent-Teacher Conferences are held in late October for all students. Conferences will be held again in late March if the teacher or parent deems it necessary. Please feel free to schedule other conferences as they are needed.

PROMOTION AND RETENTION

Since the lessons learned in school are sequential it is necessary to be successful at one grade level to be successful at the next. If a child is not doing satisfactory work the following steps will be taken.

1. At the end of the first semester students who show potential need for retention will be identified to the principal by the teachers.
2. Parents will be contacted for a conference with the teacher and principal. At this meeting the following will be discussed.
3. Present social and emotional maturity of the child
4. Present academic standing of the child
5. Goals for growth for the child for the second semester
6. During the fourth quarter parents will again be contacted for conferencing as in step 2.
7. Parents are encouraged to contact the classroom teacher or the principal at any time with any concerns or needs.
8. The decision for retention or promotion shall be made by the teacher and principal before the end of the school term.
9. Parents will be informed of the decision.

FEE WAIVERS AND FREE/REDUCED-PRICED MEALS

Chadwick-Milledgeville CUSD #399 is committed to ensuring that all students have access to meals and essential school services, regardless of financial status. At the beginning of each school year, and at the time of enrollment for transfer students, the District notifies families about eligibility requirements and the application process for

free and reduced-price meal services as provided under Board Policy 4:130, and for school fee waivers under Board Policy 4:140.

Students may qualify for free or reduced-price meals based on household income as determined by guidelines from the U.S. Department of Agriculture and the Illinois State Board of Education. Applications for these services are available in the school office and must be renewed annually or upon changes in financial status.

The District will provide federally reimbursable meals or snacks to any student who requests one, regardless of the student's ability to pay or account balance. When a student's meal account balance becomes low or negative, the school will provide regular reminders to the student and their parent or guardian. If the unpaid meal balance exceeds the cost of five lunches and the parent or guardian does not qualify for or apply for meal benefits, the school may take further action in accordance with the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). This may include contacting the Illinois Department of Children and Family Services (DCFS) or pursuing legal collection efforts if appropriate.

Fee waivers are available to ensure that no student is denied access to instructional materials, extracurricular programs, or school-sponsored activities due to an inability to pay. A student is eligible for a waiver if the family qualifies for free or reduced-price lunch, if the student is homeless under the McKinney-Vento Act, or if the student's parent or guardian is a veteran or active-duty military member with income at or below 200% of the federal poverty level. Parents or guardians may request a waiver application from the school office and submit it to the principal. If a request is denied, written notice will be provided, and families may appeal the decision to the superintendent or designee.

For additional information or assistance, please contact the office.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention(s) matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the student's response data to important educational decisions. The primary focus of RTI is to maximize student achievement and to reduce behavior problems, thus preventing long-term academic failure. Chadwick-Milledgeville School District is committed to the use of this model in an effort to address both academic and behavioral concerns. Successful implementation may require that the schedules of students involved be changed in order to accommodate necessary interventions.

STUDENTS WITH DISABILITIES

It is the intent of Chadwick Milledgeville School District 399 to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

School District 399 provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individual with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment

that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Parents or guardians who believe their child may have a disability or need services are encouraged to contact the school office. The district will provide assistance, evaluations, and resources to support students and their families throughout the process.

HOMELESS STUDENTS' RIGHTS

In accordance with the McKinney-Vento Homeless Assistance Act and Board Policy 6:140, Chadwick-Milledgeville CUSD #399 ensures that homeless children and youth have equal access to the same free and appropriate public education as other students. A homeless student is defined as one who lacks a fixed, regular, and adequate nighttime residence, including children sharing housing due to loss of housing, economic hardship, or similar reasons.

Homeless students have the right to enroll in either the school they attended when permanently housed (their "school of origin") or the school in the attendance area where they are currently living. Students may enroll immediately, even if they lack typically required documents such as birth certificates, medical records, proof of residency, or school records.

Transportation to and from the school of origin will be provided when required by law. The District will work to eliminate any barriers to enrollment and attendance, including those related to immunization, guardianship, or records. The District's Liaison for Homeless Children is available to assist families and ensure support is in place. If enrollment or transportation is denied, a written explanation will be provided, and the family will be referred to the Regional Office of Education's ombudsperson for further assistance.

For more information or support, please contact the school office or the District Homeless Liaison.

PARENT AND FAMILY ENGAGEMENT POLICY

Purpose:

In alignment with Title I requirements, Chadwick-Milledgeville CUSD #399 is committed to fostering strong partnerships with parents and families to support student academic achievement and school success.

1. District Expectations for Parent and Family Engagement

Chadwick-Milledgeville CUSD #399 believes that meaningful parent and family engagement is essential to student success. The District will:

- Promote open, respectful, and consistent communication between home and school.
- Encourage parents and families to actively participate in their child's education both at home and in school settings.
- Involve parents in school planning, decision-making, and improvement efforts.
- Provide opportunities for parents to provide input to school improvement teams.

2. Strategies for Effective Engagement

To enhance student learning and school performance, the District will:

- Host regular parent-teacher conferences.
- Provide resources and training to help families support learning at home.
- Offer flexible scheduling for meetings and events to accommodate family needs.
- Use multiple communication platforms (e.g., newsletters, school website, social media, and messaging apps) to keep families informed and engaged.

- Partner with local organizations to provide additional support services for families.

3. Compliance with Federal Requirements

In accordance with federal law, Chadwick-Milledgeville CUSD #399 will:

- Annually review and revise this policy with input from parents and families.
- Distribute the Parent and Family Engagement Compact to all parents/guardians of students receiving Title I services.
- Ensure accessibility of engagement opportunities for all families, including those with language barriers, disabilities, or other challenges.

PERFECT ATTENDANCE HONOR ROLL

In order to receive this honor, students must have perfect attendance during the grading period.

FIELD TRIPS

Field trips are often taken by elementary classes. These will vary in length from a walk to the local bank to a bus trip. Field trips are not automatically taken every year by every teacher. Whether or not a class takes a field trip is at the discretion of the teacher with approval by the Principal. Such a decision will be based on the educational value of the trip, the educational progress made by the class and the behavior of the class.

It should be noted that going on a field trip is a privilege earned by the class as a whole and by each individual student. Those students who do not complete their work or who have excessive disciplinary problems may be omitted from the trip at the discretion of the teacher and principal.

DRESS

Chadwick-Milledgeville CUSD #399 respects the cultural and individual identity of all students. The District does not prohibit hairstyles that are historically associated with race, ethnicity, or hair texture, including, but not limited to, braids, locs, twists, and afros. Additionally, students may not be restricted from decorating graduation attire (caps and gowns) to reflect their cultural, ethnic, or religious identity, so long as such decorations do not disrupt the learning environment or violate other dress code standards. These rights are protected under Illinois law and are part of the District's commitment to equity, inclusion, and respect for all students.

While there is no formal dress code, students are expected to be clean and neat and to wear clothes and shoes that are not distracting (i.e., halter or midriff tops, mesh t-shirts, cut off t-shirts, short-shorts, and so on). Students are not to wear hats in the building. T-shirts must be long enough so they may be tucked in pants or jeans. Obscene or suggestive labels or patches (i.e., alcoholic beverages, controlled substances, sexual connotations, etc.) are not allowed.

Students will be sent home to make necessary changes. A parent conference may be requested if a student's appearance is continuously unacceptable.

Wearing shoes in school is required by State law.

RECESS

Recess is a break for those students who have been working. If a student doesn't have his/her work completed the teacher may direct the student to stay in the classroom to study. Homework may not be done on the playground. In case of inclement weather, recess will be held inside. Notes from parents asking to keep a child inside during recess will be honored at the discretion of the teacher. If your child is ill he/she should be kept at home or have a Doctor's excuse to stay in at recess.

REQUESTING MAKE-UP WORK

When you call the school to inform us that your child will be absent, you may make arrangements to pick up homework after school or have a brother or sister pick it up.

A homework request made late in the day can cause disruption of teaching and is not fair to the other students or the teacher. If you do not request homework before noon your child will need to make up his/her work upon return to school.

PARTY INVITATIONS

Party invitations may not be distributed at school unless everyone in the class section has been invited.

VISITORS

All visitors will report to the school office to sign in and receive a visitor's badge. Visitors will return the badge and sign out before leaving the school.

BUS TRANSPORTATION

School bus transportation is provided for students who live more than 1 ½ miles from school, and to those students living within the 1 ½ mile limit when safety conditions dictate. Buses are also used in transporting teams and groups to various activities.

Safety dictates that students obey the following rules, as well as all rules established by the bus driver.

1. Bus students are permitted to converse quietly with persons sitting near them.
2. All students must be seated and are not permitted to change seats when the bus is in motion or annoy other riders on the bus.
3. Students must not, under any circumstances, put their head or arms out of the windows and windows must not be lowered below the mark shown on the bus. This is a state regulation.
4. Treat bus equipment as you would valuable furniture in your home. Damage to seats, etc., must be paid for by the offender.
5. In the case of a road emergency, remain in the bus until instructions are given by the driver.
6. The use of profane or abusive language will not be tolerated on the bus.
7. Smoking/Vaping or striking matches is not permitted on the bus.
8. Drivers are not permitted, except by proper authorization by a school official, to stop at places other than the regular bus stop. If special arrangements are required, please contact the principal.
9. Do not push or crowd when loading or unloading, be courteous to fellow passengers, allowing front row students to disembark first.
10. Unload only by the front door. Rear door is for emergency only.
11. The throwing of any articles on the bus or out of the windows will not be tolerated.

All students going on the bus to school-sponsored activities must return on the same bus. If a student wants to return home with his/her parents, one of the parents must either see the person in charge and ask permission or send a signed note of approval to the bus driver prior to departure from the school.

If any student is reported by the bus driver for misconduct, that student may be suspended from riding the bus to or from school until the matter has been resolved.

BICYCLES

Students may ride bicycles to school if the parent feels the child is responsible enough to handle this situation. Bikes and scooters must be parked at the bike rack as soon as the child arrives and may not be ridden again until school is dismissed. Bike racks are located so that it is unnecessary for bikes to ever be on the playground. Parents are encouraged to provide locks for both bikes and scooters. Riding bikes and scooters will be curtailed for those students who do not follow these rules. Skateboards are not permitted on school grounds.

LUNCH ARRANGEMENTS

We have a good hot lunch program. Menus are posted in your child's classroom and are also on our district Website.

LUNCHROOM RULES

The lunchroom is to be a relaxed environment in which children are to enjoy their meal. It will not be a stressful place in which a few students believe they have the right to be loud and overactive. The playground is the proper place to exercise one's body (and vocal cords). These rules will be enforced for the benefit of the majority.

1. Courteous manners will be followed in lining up and picking up food. Generally accepted table manners will be used by the children when eating.
2. Children eating a hot lunch must assume the responsibility for having purchased a lunch ticket.
3. Children will talk in a normal conversation voice.
4. Children will remain seated at their tables until directed to line up to leave the lunchroom. They will raise their hand if they need assistance.
5. Children will help to tidy their eating space when they are finished eating.
6. Children will walk, not run, when moving to pick up food, going to a table, disposing of food trays and going out of the lunchroom.
7. Children will be expected to eat the lunch which has been provided by their parents or guardian, either a sack lunch or a hot lunch. Healthy eating habits will be encouraged.
8. Food will not be taken out of the cafeteria.

What are the disciplinary actions if these rules are broken?

First offense: The child is warned by the lunchroom supervisor.

Other offenses: Disciplinary action appropriate to age/grade level will be taken by the lunchroom supervisor. The principal and the parents will be notified as needed.

Weather permitting, students are to go outside after eating. Do not loiter in the halls, restrooms, or outside classes in session. During inclement weather, go to the classrooms after eating.

Students are not allowed in or around the cars in the parking lot during the lunch period.

HEALTH EXAMINATIONS, INOCULATIONS AND DENTAL EXAMINATIONS

All health requirements set by the State of Illinois for kindergarten pupils must be met by the first day of school, or the student will not be allowed to attend. Any child not meeting these requirements by this date may be reinstated by the administration upon the receipt of evidence of the completion of all requirements or upon notification of the day, time, physician or dentist, and location of an appointment for the completion of all requirements. Dental examinations are required for students entering Kindergarten and 2nd grade.

MEDICAL SERVICES

If it is necessary for a student to receive prescription or non-prescription medication during school hours, the following information must be sent by the physician with the medication:

1. Student's name and birth date
2. Physician's name, signature and phone number
3. Name of medication, including dosage, route of administration, frequency and time of administration
4. Beginning and ending dates of prescription/order
5. Diagnosis requiring medication and intended effect
6. Other medications the student is receiving
7. Time interval for re-evaluation

The medication, whether prescription or non-prescription, must be brought to the school in the original package. Medication must be left in the school office. No medication is to be kept in a student's possession.

In addition to the physician's written order, the school must receive a written request, signed by the parent/guardian, that the medication be given during school hours. The request must include the parent's/guardian's name and phone number in case of emergency.

In the event of illness or accident, school personnel will give emergency care only. Parents will be contacted immediately and are responsible for any additional care needed.

ILLNESS

Any student who becomes ill while at school should go to the office. School personnel will contact the parent by phone before the student is allowed to leave school. A cot is available for student use when it is unnecessary or impossible for the student to go home. As required by the health department, students who are sent home from school because of fever or vomiting may not return to school for 24 hours.

BACK TO SCHOOL GUIDELINES FOR COMMON CHILDHOOD ILLNESSES

- **COVID-19:** Student must obtain a doctor's release stating they can return to normal school activities.
- **CHICKEN POX:** Cases must be excluded from school for not less than five days after the eruption of the last vesicles (blisters) even if the case is very light or until all vesicles are dry in more severe cases.
- **PINK EYE:** May return to school 24 hours after treatment with proper antibiotics.
- **STREP THROAT:** May return to school 24 hours after the start of treatment with antibiotics.
- **FEVER:** May return when temperature has been normal for at least 24 hours without the use of fever reducing medications such as Tylenol.
- **VOMITING OR DIARRHEA:** May return when symptoms have been gone for 24 hours.
- **HEAD LICE:** May return after treatment with proper pediculicide shampoo. Proper washing and drying of all clothing, coats, hats and bedding are necessary. After treatment, students must be checked by the school nurse prior to returning to class. More information is available from the school nurse.
- **SCABIES:** May return 24 hours after the start of treatment.
- **IMPETIGO:** May return 24 hours after the child has been treated with proper medication.
- **OPEN WOUNDS:** All open wounds must be covered.
- **RASHES:** Undiagnosed rashes may require a physician's note.

ACCIDENTS

Any accident in the school building, on the school grounds, or at any school-sponsored activity must be reported immediately to the person in charge or to the school office. Proper medical referrals will be made when necessary.

It is the responsibility of the students and parent to fill out “emergency cards” each year and to keep them up to date. Student insurance claims must be filed within 90 days.

SCHOOL REACH

We have a notification service which will call your home phone and/or cell phone when our schools are closed or dismissing early due to emergency conditions. The notification system could rarely be affected by weather conditions and the message is intended to supplement notifications made via radio and TV, not to replace them.

SCHOOL CLOSINGS

When snowstorms, bad roads, or other emergencies make it necessary to close school for a day or more, students and parents will be notified via radio as soon as a decision has been reached to close school. Hopefully, this decision will be made no later than 6:30 a.m. The following radio/TV stations will be given this information:

WSDR	Sterling.....	1240 AM
WFRL	Freeport	1570 AM or 98.5 FM
WCCI	Savanna.....	100.3 FM
KROS	Clinton.....	1340 AM
WLLT	Dixon	107.7 FM
KWQC TV.....	Davenport	Channel 6
WQAD TV	Moline.....	Channel 8
WREX TV	Rockford.....	Channel 13

In case school is dismissed early or it is necessary to delay the running of buses due to inclement weather, the information will also be broadcast over the same stations. Regardless of the official action to close or not to close, students and parents are urged always to use discretion in deciding whether or not to travel to school.

DISASTER PROCEDURES

When the disaster alarm, which is announced over the intercom, is sounded, students will move to the following areas immediately, and sit on the floor, back to the wall, in a bent position, with their knees and arms protecting their heads.

An announcement will be made over the intercom when students may safely return to the classrooms.

Room	Assigned area
101	West wall outside classroom door
102	East wall to North of classroom door
103	East wall to South and North of classroom
104	West wall across from Room 103
105	South wall to East of classroom door
106	North wall to West of classroom door
107	North wall to West of classroom door
108	South wall to East of classroom door
109	South wall to East of classroom door
111	South wall to East of classroom door
112	South wall to East of classroom door
201	Go down Southeast stairs to football locker room
202	Go down Southeast stairs to football locker room
203	Go down Southeast stairs to football locker room

Windows, doors, window shades and lights are to be left as they are. All teachers are to be in the lower hall to help supervise.

FIRE PROCEDURES

When the fire alarm is sounded, students should walk quickly and quietly to a distance of at least 75 feet from the building.

Students will be notified by school personnel when it is safe to return to the building.

Fire Exit Routes

	Room	Exit	
<u>Windows, doors, window shades and lights are to be left as they are. The first building safely.</u>	101 C. Caravia	Northeast Exit	<u>shades and lights are to be priority is to exit the</u>
	102 Dertz	Northeast Exit	
	103 Skoog	East Back Exit	
	104 Folk	East Back Exit	
<u>STUDENT/PARENT</u> Milledgeville Elementary the following legislative	105 Mickelson	Southeast Exit	<u>NOTIFICATION OF RIGHTS</u> School is in compliance with directives.
	106 Ferguson	Northeast Exit	
	107 Daehler	Northeast Exit	
	108 Spangler	Southeast Exit	
<u>FEDERAL RIGHTS AND</u> 1. Students/Parents have a. Inspect and copy in either the record b. Challenge the c. Receive copies of	109 Kemmerer	Front Main Exit	<u>PRIVACY ACT</u> the right to: any information contained permanent or temporary contents of either record either record wish to view their records must contact the
	110 Choir Room	Front Main Exit	
	113 Leech/Allspaugh	Front Main Exit	
	112 Wroble	Front Main Exit	
	201 Pishos	Northeast Exit	
	202 Edwards	Northeast Exit	
	203 Workman	Northeast Exit	
	206 Wilkinson	Northeast Exit	
Students or parents who permanent/temporary principal or guidance counselor to make the necessary arrangements.			

Parents and students are hereby notified that the district will maintain permanent student records for a minimum of 60 years and temporary records for a maximum of 5 years from the time a student graduates, transfers or permanently withdraws from the school district. Parents/students have the right to request copies of such records at any time prior to their destruction.

2. The following is public information unless the student/parent requests that it not be released.
- a. Student’s name and address, grade level, birthdate, and birthplace.
 - b. Parents’ names and addresses.
 - c. Record of school activities and athletics.
 - d. Period of attendance.

GRIEVANCE PROCEDURE

Student and parent complaints should be directed to the following people until the complaint is resolved:

1. The faculty or staff member directly involved.
2. The Principal
3. The Superintendent
4. The Board of Education

ASBESTOS CONTAINING MATERIALS NOTIFICATION

The Chadwick - Milledgeville CUSD #399 conducts surveillance inspections for asbestos containing materials every six months. You are hereby notified that major asbestos abatement projects were completed at the Milledgeville School during the summer of 1990, and at the Chadwick School during the summer of 1993. All friable asbestos was removed under the direction of C & W Bradley, P.C., of Rockford. Only some very minor amounts of non-friable asbestos containing materials, i.e., floor tile and ceiling tile, remain in the structures.

The Asbestos Management Plans and Inspection Reports may be examined at the individual school offices and at the Superintendent's office. Questions regarding any asbestos concerns may be answered by contacting the Superintendent at (815) 225-7141.

PARENT AND STUDENT RESPONSIBILITIES AND RIGHTS

Parents have the responsibility to:

1. Assume responsibility for the student's prompt and regular compliance with attendance rules and procedures.
2. Work with the school in fulfilling recommendations made in carrying out disciplinary actions taken in the best interests of the student.
3. Plan the time and place for homework assignments and provide necessary supervision.
4. Assume the responsibility to talk with the student about school activities and expected behavior.
5. Recognize that in the school the teacher stands in the relation of parent and guardian to the student.
6. Instill in the student respect for the law, including the rights of others.

Parents have the right to:

1. An explanation of the basis for any conduct mark given by the teacher.
2. Request and be granted a conference with the teacher and/or the principal.
3. Know that the disruptive action of a few will not interfere with the opportunity of the majority for academic and social growth.
4. Be granted reasonable access to all school records pertaining to their child subject to the statutes of the State of Illinois.
5. Share in their child's right to due process procedure in matters of disciplinary actions.
6. Be notified of their child's serious or repeated violation of school rules and regulations.

Students have the responsibility to:

1. Know and obey school rules.
2. Obey city, state, and federal laws.
3. Respect the individual rights and property of fellow students and school personnel.
4. Avoid abusive language, verbal or written.
5. Dress appropriately and practice habits of personal cleanliness.
6. Be punctual and attend school regularly.
7. Not disrupt the educational process.
8. Respect authority both in school and at school-sponsored activities.
9. Respect school and community property.

10. Be responsible for their own actions and assist in providing a good learning climate.
11. Make every effort to improve their performance upon notification of unsatisfactory progress.
12. Not have items that violate laws, policies, or procedures or that detract from the educational process.

Students have the right to:

1. A written discipline policy
2. An explanation of the basis for any conduct marks given.
3. Be disciplined in a humane and appropriate manner.
4. Dress and groom themselves according to their (or their parents') personal taste as long as such dress and grooming do not present health or safety hazards or substantially disrupt the educational process.
5. Due process in matters of disciplinary action.
6. A formal due process hearing before a hearing officer when being considered for suspension and expulsion.
7. Privacy in their personal possessions, subject to the right of school officials to conduct searches when there are reasonable grounds to suspect that a student has violated or is violating either the law or school rules.

Parent and Family Engagement Policy

Purpose:

In alignment with Title I requirements, Chadwick-Milledgeville CUSD #399 is committed to fostering strong partnerships with parents and families to support student academic achievement and school success.

1. District Expectations for Parent and Family Engagement

Chadwick-Milledgeville CUSD #399 believes that meaningful parent and family engagement is essential to student success. The District will:

- Promote open, respectful, and consistent communication between home and school.
- Encourage parents and families to actively participate in their child's education both at home and in school settings.
- Involve parents in school planning, decision-making, and improvement efforts.
- Provide opportunities for parents to provide input to school improvement teams.

2. Strategies for Effective Engagement

To enhance student learning and school performance, the District will:

- Host regular parent-teacher conferences.
- Provide resources and training to help families support learning at home.
- Offer flexible scheduling for meetings and events to accommodate family needs.
- Use multiple communication platforms (e.g., newsletters, school website, social media, and messaging apps) to keep families informed and engaged.
- Partner with local organizations to provide additional support services for families.

3. Compliance with Federal Requirements

In accordance with federal law, Chadwick-Milledgeville CUSD #399 will:

- Annually review and revise this policy with input from parents and families.
- Distribute the Parent and Family Engagement Compact to all parents/guardians of students receiving Title I services.

- Ensure accessibility of engagement opportunities for all families, including those with language barriers, disabilities, or other challenges.