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Parent-Student Handbook (located on school website)

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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

Georgetown Elementary School Vision Statement

Georgetown Elementary School strives to be a Professional Learning Community where having all students learn at their highest potential is the responsibility of all staff members. Georgetown staff works together collaboratively, capitalizing on the expertise of all staff members to meet the needs of all students. We know that our work must be focused on specific learning standards that guide us in providing core instruction to all students, interventions to those who do not meet standards and extended learning for those who do. We also know that parents are their children's first and most important teachers and that when families and staff collaborate to improve student achievement, students do better in school.

Please note: you may notice this handbook is much shorter than in previous years. We have removed most sections which already appear in the district Parent-Student Handbook, which may be accessed online at:

<http://ipsdweb.ipisd.org/Documents/1112/ParentStudentHandbook1112.pdf>

We will be moving most of the remaining content to our school webpage over the course of the school year at <http://georgetown.ipisd.org>

The information presented in this handbook is considered accurate at the time of printing. However, circumstances and school board policy could change after printing. Parents and students will be notified through the school of any policy changes to the information in this handbook.

ARRIVAL PROCEDURES

Students are admitted to the building upon their arrival between 8:50 and 9:00 a.m. with school starting promptly at 9:05 a.m. Students on school property are expected to enter the building at any adult monitored door and go directly to their classrooms. There is no supervision prior to the students' entering the building. **Students should not arrive before 8:50 am.**

Any students that may arrive prior to 8:50 a.m. (9:00 a.m. on Wednesdays) are to wait outside the building on the blacktop area. **There is NO supervision provided before 8:50 a.m. (9:00 a.m. on Wednesdays). IT IS NOT SAFE FOR STUDENTS TO BE ON THE PLAYGROUND ALONE.** Because there is no supervision prior to 8:50 a.m., students are not allowed to play soccer, football, basketball, etc.; they are not allowed to bring sports equipment or toys to school. If these items are brought to school, they will be confiscated.

Exception: On Wednesdays, all elementary schools will have a student arrival time of 9:00 a.m., ten minutes later than the other four weekdays. As part of the approved teacher's contract, teachers are required to participate in a weekly staff training session. This set block of time would occur each Wednesday before school. The start of the school day is adjusted each Wednesday morning to accommodate this program.

ATTENDANCE EXPECTATIONS AND PHILOSOPHY

Instructional time directly and positively affects student achievement. Maximum success can best be attained through prompt, regular attendance.

Attendance is maintained in the eSchool student information system. **If your child is absent you must call the school office by 9:10 a.m. at 375-3456 and press "3" to reach the attendance line.** The school office will contact families of a student absence which has not been reported. The administration monitors attendance regularly. The Regional Office Guidelines state that 5% or more days absent is considered truant.

If you need to speak with someone about an absence, call our regular office number (375-3456). Parents do not need to leave messages on teacher's voicemail, and this often is not checked until the end of the day. If an extended absence is known, please report all days at one time. Children should be fever-free for 24 hours prior to returning to school. Absences for reasons other than illness should be minimized and may be recorded as unexcused.

A request to have a child dismissed early should be sent with the child on the morning of dismissal. Parents must come to the school office to sign the child out. We will send for the child. A child will be released only to parents or to those listed on the emergency card unless other arrangements have been made. Unless we hear from a parent, children will not be able to alter their normal dismissal routine.

Students arriving after 9:05 a.m. are marked tardy. **Students arriving after 9:35 a.m. and before 12:05 p.m. are marked a half day absence.** (School bus and announced weather problems are excluded). Students leaving school after 9:05 a.m. and missing more than 90 minutes are marked one half day absence. State of Illinois reporting requires us to report only half and full day absences; no other fraction is acceptable.

Late arrivals must report to the office for a pass before going to class and he/she must be signed in by a parent in the office.

BIRTHDAYS

A student's birthday is a special day. Each classroom honors the child in a manner appropriate for the grade level. The principal announces birthdays daily, and the child receives a Georgetown pencil. Due to allergies and health concerns, **no birthday treats are allowed. Balloons and flowers should not be sent to school and will not be delivered to classrooms. For safety reasons, flowers and balloons may also not be transported on the bus. No birthday invitations or special deliveries are to be passed out at school.**

BICYCLES/ SKATEBOARDS/ SKATES

Bicycle riding to school is permitted. However, it is imperative that safety rules are adhered to and that these are discussed with your child before you allow him/her this privilege. **Bikes must be walked on school property.** Students should promptly walk their bikes to the racks, lock them, and enter the building after 8:50 am. Skateboards, roller blades, shoes with wheels (Heelys) and scooters are not permitted to be used on school grounds. **The school is not responsible for stolen bikes, boards or other equipment.**

BREAKFAST

Georgetown Elementary School offers a “grab ‘n go” breakfast program which includes milk. Students will be able to eat their breakfast upon arrival to school prior to the start of the school day. Breakfast will be served between 8:50 a.m. and 9:00 a.m. (9:00 to 9:10 a.m. on Wednesdays). Breakfast is closed 10 minutes prior to the start of school.

Students who are on the Illinois Free Lunch Program will also be able to participate in the Breakfast Program for free and will not need to sign up for this program.

Students who are not on the Illinois Free Lunch Program can purchase a breakfast card for their student in through their meal cards for \$1.50 a day. Breakfasts will meet USDA guidelines

BULLY PREVENTION PROGRAM - “STOP-WALK-TALK”

Stop: When faced with a bullying situation students are instructed to look directly at the student, firmly say, “**Stop,**” and show the hand signal for stop. Students who observe others being bullied are encouraged to give the signal as well and all students are instructed in ways they should respond if someone gives them the stop signal. Ask your child to demonstrate the signal for you.

Walk: *Walk away or ignore.* If a student gives another student the stop signal, but the problem behavior continues, students were taught to “**Walk**” away or ignore the behavior. When it is not possible to walk away, such as while riding the bus, students are taught to “**ignore**” the student by looking the other way and not responding to them further either verbally or nonverbally (through gestures).

Talk: Finally, if students have tried to solve the problem themselves by using the stop signal and walking but the behavior continues then they should “**Talk**” to an adult. All staff has been trained to respond to a student’s request to talk by comforting the student, and reviewing the steps they used to deal with the situation. The staff will then speak with the student who is engaging in problem or disrespectful behavior. They will remind students what they are to do when they are given the stop signal by another student or students (i.e., immediately stop what they are doing, take a deep breath, count to 3, and continue with their day following our school rules). In addition, staff will enforce the appropriate consequence for breaking one of our school rules. Parents will receive notification from the school if their student continues to engage in disrespectful or unsafe behaviors. ***Sometimes students are not comfortable speaking to adults in school, but will speak to parents. In this case, we ask that parents contact the child’s teacher or administration so that appropriate action can be taken.***

One important exception to the “Stop-Walk-Talk” sequence is when a student is in danger such as falling on the playground or fighting. In this case, students are told to immediately tell an adult.

By encouraging students to use ***Stop-Walk-Talk***, we hope that students will feel like they have tools to deal with problem behaviors, to support each other and to increase a feeling of safety and community in our school. However, if students choose not to follow this three step program as indicated and consequently respond in an inappropriate manner, there will be disciplinary consequences.

BUS TRANSPORTATION

The neighborhood bus stops are not supervised by school personnel. Your diligence in monitoring your child at the bus stop will help insure the safety and well-being of our students. Thank you for your help and cooperation.

- A list of bus routes is available on the district website.
- Arrive at the designated bus stop 5 minutes before the scheduled pick-up time.

- Students may ride only their assigned bus and may not bring “guests” home with them on the bus.
- All bus students are dropped off in the circle drive in front of the school building. Upon arrival, students proceed to the designated entrance area. Teachers are on hand to supervise bus arrivals and departures at school.
- If your student will not be riding the bus home after school on any particular day, please send a note to the teacher stating that he/she will not be riding the bus and who will be responsible for picking him/her up.
- Rules of conduct must be adhered to in order to keep bus riding privileges. If a student endangers others by his/her behavior, the student may be subject to the normal range of disciplinary consequences, up to and including removal from the bus for the remainder of the year.
- Due to liability and concern for safety, buses are equipped with active video cameras.

On Wednesdays, all elementary schools will have a student arrival time of 9:00 a.m., ten minutes later than the other four weekdays. School buses will pick up students from their homes 10 minutes later than on the other four school days. The school day will still end at the regular time, 3:35 p.m.

CLASSROOM VISITATION

Parents are welcomed to spend time in their child’s classroom. If parents wish to visit the classroom, they are to make prior arrangements with the classroom teacher. As a guide, we ask that parents adhere to district policy of spending no more than an hour with their child’s class, either in the morning or after lunch. Parents may sign their child out for lunch if they so desire with the understanding that they must be back within the 35 minutes allotted. Visitors in the classroom may affect the students’ ability to focus; therefore, we must monitor this situation with diligence. As with any visitor to the school, parents must stop by the office to sign in and receive an identification badge. Thank you for your cooperation.

DISMISSAL PROCEDURES

Kindergarten and 1st Grade ONLY:

Parents who will be picking up kindergarten or 1st grade students will line-up at Door 9 in the front of the building (kindergarten parents in the right line and 1st grade parents in the left line). At 3:30 p.m. a staff member will open the door. 1st Grade parents will enter first, presenting a laminated card (distributed at Meet and Greet) at the door.. Parents will walk down the hall to a designated classroom (see below). Teachers will then release children to their parents. Parents and children will exit the hall through Door 8 at the back of the building. You can meet your other children in the back of the building. If you need something from the office, you will be required to walk around to the front of the building. Parents will NOT be allowed into any other part of the building. Older siblings will be allowed to pick up kindergarten and 1st grade students from the rooms below (they are not required to have a laminated card).

Homeroom Teacher	Room to Pick Up Students
K – Mrs. Greenwald	Room 147
K – Mrs. McAtee	Room 147
K – Sra. Meraz	Room 146
K – Ms. Notariano	Room 146
1 st – Ms. Eckert	Room 144
1 st – Ms. Dominguez	Room 144
1 st – Sr. Espinoza	Room 143
1 st – Mrs. Ollayos	Room 143

Student Pick-Up by Older Siblings

Parents, please be aware that if your child is being picked up and walked home by a middle school or high school brother, sister or other relative that is not an adult, they will need to comply with all school rules and expectations. If behavior from these older siblings becomes an issue on the Georgetown campus, students will be required to complete a school information form from our office. This form will need to be completed and signed and returned to the office and a campus pass will then be issued which will indicate that they have permission to be on Georgetown School grounds after school. This policy is designed to provide a safe school environment during dismissal time.

Students without a pass who are disobeying school rules may be asked to leave school grounds and may be banned from being on school property if their behavior constitutes a threat to the safety of Georgetown students.

Walkers

After school, walkers will be dismissed through the playground doors. Everyone walking to and from school must cross at marked crosswalks with the crossing guard. A risk to personal safety is created when the direction of the crossing guard is not followed and when the marked crosswalks are not used.

DIVERSITY

Georgetown School welcomes all children. As teachers and parents, we realize that each child is unique in cultural and ethnic heritage. We seek to celebrate our diversity while developing strong interpersonal relationships as a learning community. If any parent requires a translation of school documents, please let us know. Several of our staff members are available to serve as translators during conferences or other scheduled activities. Additionally, if a child's particular religious practice precludes participation in a special holiday function of the school, please send a note to the classroom teacher so that an alternative activity may be planned for your child.

FIGHTING AT SCHOOL

Physical aggression will not be tolerated at school (see the District 204 Parent-Student Handbook). Students often communicate to staff that their parents or guardians have instructed them to "defend themselves" by striking back. In the school setting, self-defense is defined as running away to tell an adult or placing hands up for protection. Any student involved in hitting or fighting will be subject to disciplinary action.

If there are disciplinary incidents involving fighting, threats and violence as students walk home from school a police report may be filed. If your child is involved in an altercation with other students **going to or from school during school hours** please follow these procedures:

- 1) Call the Aurora Police Department at (630) 256-5000 and ask for the patrol or juvenile division and file a police report.
- 2) Call the school and talk to either Mr. Puscas or Mrs. Szurek and give details about the incident.

GRADES

Grades are an evaluation of current achievement of grade level objectives, not potential, or social performance. Effort, attitude, cooperation, and behavior are also noted on report cards and are frequently commented upon by teachers. Teachers use frequent and ongoing assessment in determining grades. Components of these grades will reflect numerous and varied age appropriate opportunities for students to succeed and demonstrate learning. Components of grades include: tests and quizzes, daily work, special projects, assignments, class participation, and discussion. The following grading scales have been established for all District 204 students:

<u>Grades 1&2</u>			<u>Grades 3, 4, & 5</u>	<u>Effort</u>
S+	Demonstrates Strength	A	91-100	O outstanding
S	Satisfactory Progress		B 81-90	S satisfactory
U	Unsatisfactory Progress	C	71-80	U unsatisfactory
I	Showing Improvement	D	65-70	
N	Needs to Improve	F	64 and below	
NA	Not Applicable			

HEAT PLAN

The district monitors internal/room temperatures in non-air-conditioned schools throughout hot days. When the temperature exceeds the recommended guidelines of safety, which is when the Effective Temperature calculation

(ET) reaches 85 degrees, we recommend the following early dismissal plan for students be implemented at the non-air-conditioned buildings.

Two examples of the Effective Temperature calculation (ET) follow:

- when the inside temperature is 92 °F with 70% relative humidity which results in an ET of 85°F
- when the inside temperature is 100°F with 30% relative humidity which results in an ET of 85°F.

The decision to have early dismissal will be made by the superintendent by 12 noon.

- It will apply to all non-air-conditioned buildings.
- Parents will be notified via the Connect ED emergency phone system.
- Dismissal will be at 1 p.m.

Principals will maintain a routine for relief on hot days that includes rotating classes through air conditioned rooms, utilizing the gym for second floor classes, and moving outside when appropriate.

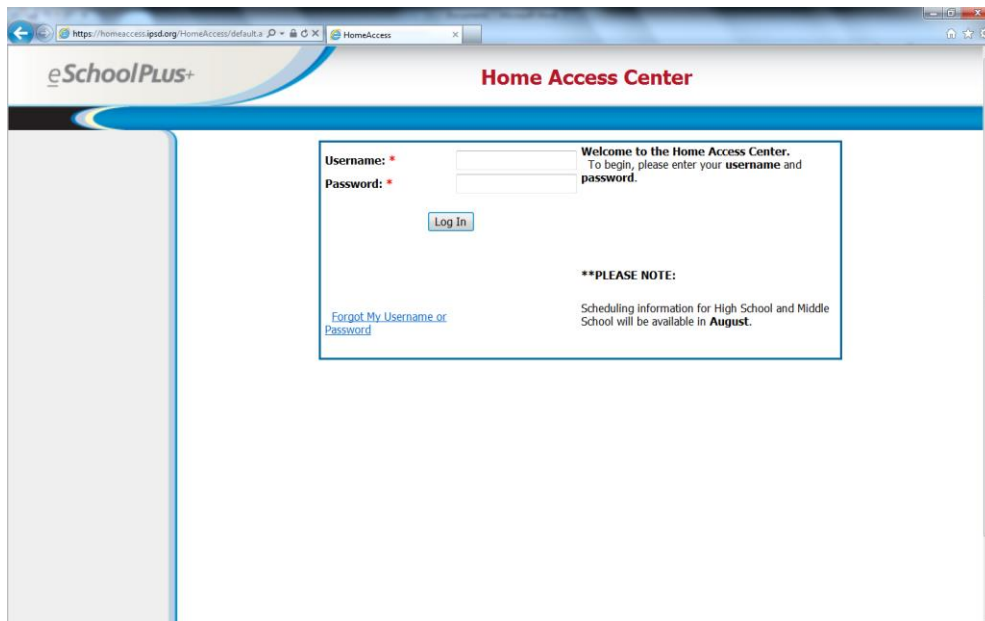
HOME ACCESS CENTER eSchool Plus

Log in at <https://homeaccess.ipisd.org/>

District 204 is excited to introduce eSchoolPlus, a new online system that provides a wealth of information for parents. eSchoolPlus replaces a 14-year old system that was limited in the scope of information accessible to students, parents, and teachers. Parents and students will now use eSchoolPlus instead of the existing online gradebook.

You can also view your phone number and email address for important school-to-home communication on the "Registration" page. Take a moment the first time you log in to click the "Registration" page and verify that your contact information is correct. You can view your email address and phone numbers by clicking the "Edit Information" link at the bottom of the "Registration" page. The primary guardian can edit his or her email address if it is incorrect.

NOTE: Additional email addresses and phone numbers can be corrected by contacting your school and asking them to update the information.



How do I get a username and password?

Letters were mailed home to the primary guardian the week of September 10 with username and password information. If you did not receive a letter mailed to your home, contact your school.

How do I get help to reset my password?

Call your school for assistance.

HOME-SCHOOL COMPACTSchool'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 student to attend school regularly and be on time
- Encourage your student to show positive school behavior
- Review your student'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.

HOMEWORK

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/3/17/20093/17/2009or 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

During the course of the 2008-2009 school year, the District #204 elementary school principals conducted an in-depth study on the topic of homework in order to guarantee that the district was current with best practices. Several interesting results were found. They included:

- 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 seem to 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, demotivate 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 students’ 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, which provides feedback to our students, is still important to the learning process. Although homework will not be graded, the practice it provides is key to the learning process. Generally, most students will not receive good grades if they do not practice.

LUNCH

We will have a thirty-five minute lunch/recess period for grades K-5. Kindergarten students will be given a slightly longer lunchtime until they become comfortable with the schedule and are not rushed while eating. Sack lunches are needed except for those ordering hot lunch through the district program – Aramark. The hot lunch includes milk. Students who bring a lunch from home may purchase milk separately. Visit the MealpayPlus Web site at:

www.mealpayplus.com or phone **866-260-6822** for hot lunches and milk. More detailed information is available in the school office or on the District 204 Web site at www.ipsd.org. Please be sure that your child has a lunch, with needed utensils, every day as there are no extra provisions at school. Students are expected to respect the lunchroom supervisors, the rights, and property of others. Good manners are essential. Please review the basic rules with your child:

1. Walk in the lunchroom.
2. Remain in your seat until you have permission get up.
3. Talk at a low, conversational level.
4. Raise your hand to ask for assistance.
5. Never throw food.
6. Do not exchange food with other students.
7. Clear the tables and floor.
8. Discard all garbage and recyclables into the proper containers.

NON-CUSTODIAL PARENTS

According to Illinois state law, a non-custodial parent has the right to copies of notices, calendars, conferences, report cards, and other school communications afforded a custodial parent unless a court issues an order limiting those rights. **A non-custodial parent must annually request such communications in writing and include a correct address and telephone number. Forms are available in the school office.**

It is not the purpose of the school to become involved in any custodial issues between parents. The most recently dated court documents will dictate the handling of such issues, and as such, must be on file in the school office for reference.

PARENT INVOLVEMENT POLICY (Reviewed: 1/22/14)

Parents are their children's first and most important teachers. Research tells us that parent involvement makes a big difference. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school, and the schools get better. Georgetown Elementary School is committed to being family friendly and to working as partners with our families to help our entire student population learn to high levels. To be fully family-friendly, Georgetown will provide:

1. A welcoming environment

- Friendly signs welcome visitors and explain how to get around the building
- Standards of welcoming behavior apply to all staff, teachers, assistants, bus drivers, cafeteria workers, custodians, office staff and administrators
- Visitors and callers are greeted politely, promptly and can get information easily
- Parents have easy access to family resources to use at home such as web sites, games and books

2. Programs and activities to engage families in improving student achievement

- Current student work is displayed throughout the building
- Programs and activities help families understand what their children are learning and promote high standards
- Parent/family workshops to show families how to help their children at home, and respond to what families say they want to know about
- Report to parents about student progress and how teachers, parents and community members can work together to make improvements

3. Strong relationships between teachers and families

- Welcome new families, offer tours, and introduce them to staff and other families. Bilingual speakers are available to help families
 - Teachers and families meet face-to-face and get to know each other, through a variety of ways
 - Teachers connect to families and bridge barriers of language and culture
- 4. Opportunities for families to develop their skills, self-confidence and contacts**
- Families are involved in planning how they would like to be involved in the school
 - Provide volunteer opportunities for parents
 - District and School committees and the PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds
 - The school is open and accessible, it is easy for parents to meet with the principal, talk to teachers and bring up issues and concerns
- 5. Professional Development for families and staff on how to work together productively**
- Families learn how the school system works and how to be effective advocates for their children
 - Teachers learn about successful approaches to working with families of diverse cultural backgrounds
 - Families and staff can learn together how to collaborate to improve student achievement
 - School personnel reach out to identify and draw in local community resources that can assist staff and families
 - The school will survey parents annually and based on the survey data, involve parents in the joint development of its school parental involvement policy. Parents, teachers and staff will annually review and revise this school parent involvement policy as needed.


PARKING AND STUDENT DROP-OFF/PICK-UP

School buses and daycare vans use the front driveway for loading and unloading. **Cars are not permitted in the circle drive until all buses have arrived in the morning or have left in the afternoon.** When the circle drive is clear, parents should move forward to the main entrance. **Posted signs indicate NO PARKING in the circle drive from 8:40-9:00 am and 3:10-3:40 pm. This time will be adjusted for ten minutes later on Wednesdays due to the late arrival (see above). Obey all traffic control signs and curb markings. There is NO PARKING on the right hand side of the circle drive due to fire code.** Parents may move along Long Grove Drive on the school side of the street, where permitted, to pick up students. Students are not to be picked up in the staff parking lot unless handicapped access is required and permission is granted from the principal. There is no parking allowed on the south side of Long Grove Drive.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (P.B.I.S.)

Our goal at Georgetown is to create a school environment where students develop pro-social skills. A positive atmosphere conducive to effective learning is created by trust, respect, good manners, fairness, and cooperation. PBIS is a proactive systems approach to preventing and responding to classroom and school disruptions. Emphasis is directed toward developing and maintaining safe learning environments where teachers can teach and students can learn. By reducing behavioral disruptions and increasing academic time, student achievement improves.

The entire Georgetown staff actively teaches the students the school-wide rules based on the 3R's (Respect Yourself, Respect Others and Respect Property). Staff members monitor, acknowledge, and reward appropriate behaviors. All students are encouraged to make positive and appropriate choices at school. The following chart outlines the behavior expectations in each area of our school.

Georgetown Elementary			
	R espect Self	R espect Others	R espect Property
Classroom	Be on task. Give your best effort. Be prepared.	Be kind. Keep hands/feet to self. Help/Share with others.	Keep classroom clean. Recycle.
Hallway	Walk.	No talking. Walk to the right.	Maintain physical space. Pick up litter.
Playground	Have a plan. Show good sportsmanship.	Play safe. Cooperate.	Use equipment properly. Put litter in garbage
Gym	Show good sportsmanship.	Play safe. Include others. Share equipment.	Use equipment properly. Return when finished.
LMC/Lab	Study. Read. Compute.	Use quiet voice. Return books.	Push in chairs. Treat books/equipment carefully.
Assembly	Sit in one spot.	Listen/Watch. Use appropriate applause.	Pick up. Treat chairs/displays appropriately.
Bus	Watch for your stop.	Use a quiet voice. Stay in your seat.	Wipe your feet. Sit appropriately.
Lunchroom	Eat all your food. Select healthy foods.	Practice good table manners.	Clean up eating area.
Bathroom	Wash your hands.	Maintain privacy.	Keep area clean.

RECESS

All students are expected to go out for recess unless a doctor's excuse is on file. Be sure that your child is dressed appropriately for the weather. Students will go outside unless the wind chill temperature is +5 degrees or below. Please send warm clothing suitable for play in snow during the winter months, including snow boots. Students are not allowed to carry purses outside during recess. Students are asked to leave toys and sports equipment (e.g., balls, ropes) at home as the school will not be responsible for loss or damage. Georgetown provides equipment for many activities during recess.

REPORT CARDS AND PROGRESS REPORTS

Report cards are distributed quarterly according to the district calendar. Progress reports are given at the teacher's discretion. Home and school communication is essential in providing the best educational advantage for your child. Teachers will establish with parents the best means of communicating with them. Please e-mail or call your child's teacher with any concerns. Dates when progress reports and report cards are to be sent home will be published in school communications.

SPIRIT DAYS, COLORS, AND MOTTO

Georgetown Spirit Days will be celebrated every Friday. On these days, the faculty, staff, and students are encouraged to wear our school colors of maroon, white, and gray. For those who are interested, the PTA has Georgetown spirit wear for sale during the year. Our mascot is the HAWK. Our motto is “Spread Your Wings and Learn.”

VISITORS

We ask for your cooperation in presenting your valid Illinois ID or Driver's License when entering a school. Visitors' IDs will be returned when they leave the building. The school staff will physically hold all visitors' IDs, so in an emergency, first responders can quickly know who is in the building. If you are attending a school event during school hours, please arrive a few minutes early in order to allow for time to have your ID scanned and an ID badge printed.

Forgotten lunches, clothing, etc., will be brought to the lunchroom or classroom by Georgetown staff. **Pets are prohibited in school and on school grounds during morning entry and after school dismissal times.**

VOLUNTEERS

Georgetown School encourages parents to become involved in their child's education through volunteer activities. Many opportunities are available to help the teachers and staff in their mission to educate all students to succeed. Volunteers are needed in the LMC and in the classrooms for student skill building. Opportunities for parents to volunteer from their homes are also possible with many clerical and creative projects presented each year. Parent support of the many PTA activities assures that our curriculum is enhanced while children and parents enjoy being part of the community of learners. Teachers will be specific about their need for volunteers throughout the school year. Your participation is appreciated.