



2021-2022 PARENT HANDBOOK

Welcome to **Kindergarten**



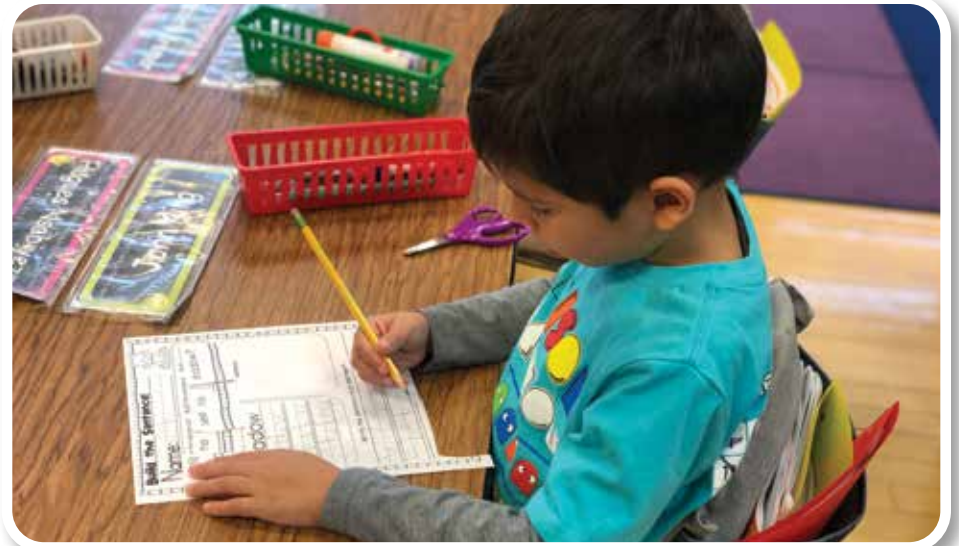
COMMUNITY UNIT SCHOOL DISTRICT 200



COMMUNITY UNIT SCHOOL DISTRICT 200

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OUR VISION

Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students and the excellence of our people, programs, and learning environment.

OUR MISSION

Our mission is to inspire, educate, challenge, and support all students to reach their highest level of learning and personal development.



Superintendent's Letter

DEAR KINDERGARTEN FAMILIES:

Welcome to kindergarten, and in many cases, to Community Unit School District 200. You and your child are about to begin the exciting new experience of starting school. It is during this first year of school that your child's lifelong understanding of education and learning are formed.

Community Unit School District 200 is an outstanding school district. We have been recognized by many independent groups for our academic excellence and our community's support of its schools. We have worked hard to develop a strong and meaningful kindergarten program that provides our students with a strong foundation for future learning. I believe that you will find your child's school experience both challenging and rewarding, a time to meet new friends, and develop habits that will foster future learning and development.

At all of our 13 elementary schools, we have a defined curriculum with clear expectations for what each child should know and be able to do by the end of their kindergarten experience. You may access the curriculum on the District's website, www.cusd200.org, under the Student Learning tab.

As you prepare to enroll your son or daughter in kindergarten, you will have many questions. During Kindergarten Round-Up, while enrolling, and in the beginning days of school, our staff of teachers, support personnel, and administrators will be available to answer questions and assist you. Registration for all grade levels is an online process and will be explained during Kindergarten Round-Up. Our goal is to ensure your child has a successful first school experience, one that will help prepare them for a lifetime of learning.

One of the important components of a child's learning experience is the partnership that exists between the home and the school. I encourage you to become involved in your child's school and active in their learning. Please visit our website, www.cusd200.org, to receive school and District updates. You are always welcome in our schools.

Best wishes for a successful kindergarten year.

Sincerely,

Dr. Jeff Schuler
Superintendent of Schools



Welcome to Kindergarten

Community Unit School District 200's kindergarten program is designed to be a bridge between home and school. The purpose of the kindergarten curriculum is to promote each child's intellectual, emotional, and social development in a stimulating and nurturing environment. Students are provided challenging activities and hands-on learning experiences that foster a joy in learning and a positive attitude toward school.

Kindergarten is the foundation year upon which future academic success is built. Academic standards identify what a student will learn and be able to do in the areas of language arts, mathematics, science, and social studies.



All Day Kindergarten Program

PROGRAM

Students in both programs will receive the District 200 Core Kindergarten Curriculum. Students in the All-Day Kindergarten Program will have extended learning experiences that allow for more in-depth exploration of the core curriculum.

SCHEDULE

The All-Day Kindergarten Program will follow the District 200 attendance calendar and traditional elementary school hours of 9:15 a.m. to 3:30 p.m.

SELECTION PROCESS

There are a limited number of spots for the All-Day Kindergarten Program. Students will be signed up on a first come, first served basis. During Kindergarten Round-Up, parents will be notified of the online sign-up date and the link to complete the application online.

COST

The tuition cost for the All-Day Kindergarten Program is \$3,600. All students will be required to pay the full amount unless the applicant qualifies through the District Fee Waiver Process which could entitle the student to attend at a prorated fee. The District 200 Business Office will develop a fee payment plan for families who want to pay the tuition throughout the school year.





Kindergarten Curriculum Overview

LANGUAGE ARTS

Students engage in many activities centered on emergent literacy such as: listening, speaking, reading, shared writing, shared literature, and journal writing. Students will understand that words are composed of separate sounds and that individual and combinations of letters are used to represent those sounds.

MATH

Students are engaged in creating patterns, sorting and comparing, developing number sense, counting, number recognition, measurement, and understanding geometric relationships and concepts.

SOCIAL STUDIES

Students learn to be socially responsible citizens; develop positive relationships with people; explore events and personalities and changes that shape our world and people who live and work in our community.

SCIENCE

Young children are natural scientists. Students will be introduced to the science and engineering practices by sharpening their observation skills and encouraging a questioning and inquiry approach to our world.

TECHNOLOGY

Technology is used in various and meaningful ways in the exploratory kindergarten classroom. Students learn that technology is an important tool for communication and learning.

PHYSICAL EDUCATION

Students have 20 minutes of physical education classes daily. The classes are designed to develop motor skills, promote physical fitness, and encourage good sportsmanship.

Phonemic Awareness

Phonemic awareness understanding will help children develop the ability to learn phonics through direct instruction, sharing literature, writing, and guided practice. The children engage in kinesthetic, visual, and auditory literacy activities that help them learn letter sounds.

The most effective way you can help your child develop early literacy skills is by reading to them. Many research studies have demonstrated the importance and value of reading to children. Reading to a child helps them develop early literacy skills and a love for reading. Reading also indicates phonemic awareness and is vital to early reading success. There are easy ways for you to help your child develop phonemic awareness at home.

These quick, fun ideas can be used as you and your young child are driving, taking a walk, or spending time together.

Sing songs that have one or more rhyming words. Ask your child to identify the words that rhyme.

Take turns coming up with rhyming words for a particular word family (-ack, -ank, -ill, -ain, -or, -in, -ip, -ay, -ame, -ide, -op, -up, -unk, etc.) The words do not need to be real words.

Read rhyming poems and books together, having your child supply the rhyming words as you read.

SUGGESTED BOOKS TO HELP DEVELOP PHONEMIC AWARENESS

Down by the Bay by Raffi

Some Smug Slug by P. Edwards

Cock-a-Doodle-Moo! by B. Most

Green Eggs & Ham by Dr. Seuss
(or any Dr. Seuss Book)

ABC I Like Me by Nancy Carlstrom

Jesse Bear, What Will You Wear? by Nancy Carlstrom

We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Hand Rhyme by Marc Brown

Bubble Gum Bubble Gum by Lisa Wheeler

Uno, Dos, Tres: One, Two, Three by Pat Mora





10 Ways For Parents to Maximize Student Success

1. Begin each day in an organized, positive way. Give your child a hug before he/she ventures out the door and you head to work. Look him/her in the eye, and tell him/her how proud you are of him/her. Your child's self-confidence and security will help him/her do well both in school and in life.
2. Set aside some time at the end of the day to talk about your child's school day experience. Create a predictable ritual such as 10-20 minutes listening to your child talk about his/her day – before you check phone messages, read the mail, or begin dinner. That way you are fully present to listen, and your child has a touchstone he/she can count on between school and home.
3. Have healthy snacks available for your child. Have dinner at a reasonable hour and a healthy breakfast. A well-balanced diet maximizes your child's learning potential.
4. Include calm, peaceful times in your child's day. Maintain a schedule that allows him/her to go to school rested. A good amount of sleep is key to your child's academic success. Children ages five to 12 need 10-11 hours of sleep. If he/she is sick, have a system in place so he/she is able to stay home.
5. Remember it's your child's homework, not yours. Create a specific homework space that's clutter-free and quiet. Encourage editing and double-checking work, but allow your child to make mistakes, as it's the only way teachers can gauge if he/she understands the material. It's also how children learn responsibility for the quality of their work.
6. Fill your child's life with a love for learning by showing him/her your own curiosity, respecting his/her questions, and encouraging his/her efforts.
7. Fill your home with books to read, books simply to look at, and books that provide answers to life's many questions. The public or school library is an excellent resource.
8. Be a partner with your child's teacher. When you need to speak to the teacher in reference to a specific issue with your child, do it privately, not in front of your child or other parents.
9. Set up a system where routine items are easily located – such as backpacks, shoes, or signed notices. Create a central calendar for upcoming events to avoid the unexpected.
10. Tell your child you love them. Knowing they are loved makes it easier for children to be kind to others.

Requirements for School Admission

AGE

Children whose fifth birthday falls on or before September 1 may enter kindergarten at the beginning of the school term that year.

CERTIFICATION OF AGE

An original birth certificate is needed at the time of registration for students entering kindergarten. For children born in DuPage County, a copy of the birth certificate is available in the DuPage County Clerk's office in Wheaton (phone 630-682-7035). For those born outside of DuPage County, parents may contact the Office of Vital Statistics in the state or county of the child's birth.

FEES & SUPPLIES

A registration and technology fee is charged to offset the cost of purchasing instructional materials. This fee will be payable at the time of registration. A school supply list will be available on the school's website.

PROOF OF RESIDENCE

Families who are enrolling a child in Community Unit School District 200 for the first time should be prepared to complete a proof of residency form. The following items may be used for proof and each one presented must have the resident's current address:

One from the list below:

- Real Estate Tax Bill
- Property Sales Agreement (Contact our Business Office 630-682-2005)
- Mortgage Agreement
- Lease Agreement

AND

Two from the list below:

- Driver's License
- Voter Registration Card
- Vehicle Registration or Vehicle Title
- Bank Statements, Loan Contracts, Pay Stubs
- Checking of Savings Account Statement
- Services Performed (appliance repair, exterminator, contractor repairs)
- Credit Card Statements
- Public Aid Card
- Utility Bill (gas, electric, water, cable, home telephone)
- Cancelled Checks with Imprinted Name & Address
- Insurance Policy (home, renters, auto or health)





Health Requirements for Kindergarten Entrance

The Illinois School Code requires students entering kindergarten to have a physical examination within 12 months prior to the first day of school. Submit the completed *State of Illinois Certificate of Child Health Examination* to the school office upon registration or by the first day of school. Students must also show proof of having the required immunizations. The required immunizations include chicken pox/varicella, measles, mumps, rubella, tetanus, diphtheria, whooping cough/pertussis and polio. The physical examination and immunization record must be completed on the current *State of Illinois Certificate of Child Health Examination* form. There is a health history section on this form that the parent must complete and sign.

Submit the completed State of Illinois Certificate of Child Health Examination to the school office upon registration or by the first day of school. Children without physicals on file may not be allowed to participate in physical education classes. Illinois law requires religious objections to the physical examination or immunization requirements be detailed in writing along with the Illinois religious objection form signed by their doctor and submitted by parents to their child's school. Children who do not have health requirements for school attendance will be excluded from school per District policy.

A vision examination must be completed within one year prior to October 15 of the year the child enters an Illinois school. A dental examination is also required to be done by May 15th of the kindergarten year.

Parents are urged to use care in filling out the student enrollment information. The information will be used to contact parents in case of illness or accident. Two or three alternate contacts that are available throughout the day should be listed. Please make sure to keep emergency contact numbers up to date when changes occur. The health of children is important to their progress in school. Parents should inform the school nurse if their child has any special health needs.

Administration of Medication

Parents have the primary responsibility for administering medication to their child. The administration of medication during school hours is discouraged unless it is critical to the health and educational well-being of the student. For those students, who require medication during the school day, school medication forms, available in the school office or on the District website, must be completed by the parent and the prescribing physician. The medication must be brought to school by the parent in a closed container appropriately labeled by the pharmacy or physician. Details regarding District policy on medication administration is available on the District website or by contacting your school nurse.

Immunization Requirements for Kindergarten Entrance

DTP OR DTAP, DIPHTHERIA PERTUSSIS TETANUS

- 4 or more doses of DTP/DTap with the last dose qualifying as a booster and received on or after the fourth birthday

POLIO VACCINE

- 4 or more doses IPV with the last dose qualifying as a booster and received on or after the fourth birthday

MEASLES

- 2 doses of Measles Vaccine, (usually given as MMR)

RUBELLA

- 2 doses of Rubella Vaccine (usually given as MMR)

MUMPS

- 2 doses of Mumps Vaccine (usually given as MMR)

CHICKEN POX, VARICELLA VACCINE

- 2 doses of Varicella Vaccine





Importance of Regular Attendance

Regular attendance is vital to your child's success in school in the same way that it will be vital to his/her success in a job. Patterns are now being formed in school and in life. As a parent, you have the responsibility of ensuring your child's regular attendance at school. To help reinforce regular attendance patterns, please plan your family vacations at times when school is not in session. Why is regular attendance so important? If your child is frequently absent, he/she misses valuable content with classmates, class instruction and group discussion, even though he/she may make up written work. Of course, there are some valid reasons for keeping your child home from school:

- Significant illness
- Family emergency
- Observance of a religious holiday
- Death in the immediate family
- Circumstances which cause you concern for the safety or health of your child

WHAT IS "SIGNIFICANT ILLNESS?"

The following may help you decide if your child is too ill to be in school.

Keep your child home if:

- A skin rash from an unidentified cause has not been evaluated by a physician.
- Your child's oral temperature exceeds 100°F. A child with such a fever should remain home for 24 hours after the temperature returns to normal without aid of fever-reducing medication.
- The child vomits and/or has diarrhea. He or she should stay home until your child is symptom free for at least 24 hours - without the use of medicine.
- Your child complains of severe, persistent pain or injury.
- Your child shows signs of upper respiratory infection (cold symptoms) or any other illness serious enough to interfere with the child's ability to learn.
- There are signs of conjunctivitis ("pink eye") with symptoms such as secretions from one or both eyes, itching, and crusts on eyelids.
- You must notify your child's school if your child is home sick and report any diagnosed communicable diseases.

If you are not sure whether to send your child to school, you may call the school nurse for consultation. If you're still in doubt, call or visit your child's physician.

There are other times when your child tells you he/she "doesn't feel good," or "doesn't want to go to school," and you have serious doubts that he/she is really sick. During those times you might explain to him/her that there are times when each of us doesn't feel so great, doesn't feel quite up to par, but we go to work anyway. You help your child make the distinction between being uncomfortable and being really sick. Ensuring your child's regular school attendance is a major way for you to help your child learn how to fulfill his/her responsibility.

Preparing for Kindergarten

WHAT SHOULD A FIVE YEAR-OLD BE ABLE TO DO?

Preparing for Reading & Writing

- Follow simple directions
- Sit and listen to a story being read
- Pretend to read a book
- Look at pictures and tell a story
- Retell a simple story
- Recognize stories, songs, and nursery rhymes
- Identify and attempt to write own first name with capital letter only at the beginning
- Practice speaking and writing letters of the alphabet
- Understand words are read from left to right

Preparing for Motor Activities

- Alternate feet walking downstairs
- Throw a ball
- Paste a picture on paper
- Clap hands
- Button and zip clothing
- Color and draw beyond a simple scribble
- Complete a simple five piece puzzle
- Control a pencil, crayon, and scissors well
- Maintain a proper pencil grip

Preparing for Math

- Understand day and night
- Know age and birthday
- Recognize circle, triangle, squares, and rectangles
- Count to ten
- Count small sets of objects
- Know some math language (tall, short, over, under)

Preparing for School Community

- Recognize authority
- Look forward to coming to school
- Listen attentively and respond to directions
- Work cooperatively with others
- Share with others
- Take care of personal needs (uses Kleenex and toilet) independently
- Maintain self-control
- Get along with others
- Care for own belongings
- Dress self
- Separate from parents for two to three hours
- Put classroom materials and toys away
- Express self verbally





Kindergarten Speech & Language

ARTICULATION

Articulation is the pronunciation of speech and sounds. Just as each child develops differently in physical stature, so his/her speech develops differently. Your child has been developing communication skills since birth, but the development is probably not complete. The chart below indicates the sounds that he/she is expected to complete by age 8. We recommend that you give him/her that time.

SOUND DEVELOPMENT CHART

By Age	A child should be able to pronounce:
4	<i>p, b, t, d, m, n, w, h, vowels</i>
5	<i>f, k, g, ng, y</i>
6	<i>l</i>
7	<i>v, th, sh, ch, zh, j</i>
8	<i>s, z, r</i>

*These developmental norms were established through research and recommended as criteria by the Illinois State Board of Education.

You can help your child speak more clearly if you:

- Make your own speech a good example.
- Encourage using words instead of pointing or gestures.
- Repeat mispronounced words correctly so that good models are heard. If your child says, "Where is the tat?" reply by saying, "The cat is outside."
- Realize that occasional mispronunciations are common and not necessarily an indication of a speech problem (i.e. basghetti for spaghetti).
- Praise your child when sounds are correct, especially if they were previously difficult.
- Make talking fun. For example, reserve time for talking about the day's happenings either at dinner, bath time, or bedtime.

LANGUAGE

Language is how words are linked together. Your child's language skills involve both the understanding (i.e. remembering information, following directions, knowing concepts) and the expression (i.e. vocabulary, grammar, and use of complete sentences) of needs, feelings, ideas, and experiences. Language development is a continuous process. As your child develops, the number of words he/she understands and uses increases as well as the complexity.

By three years of age, your child should be able to:

- Name body parts, common objects, and familiar people.
- Follow two simple requests.
- Enjoy being read to and point to pictures of familiar objects in a book.
- Know a few rhymes or songs.
- Ask "why" and "what" questions.
- Understand the meaning of words such as big/little, up/down, in/out, hot/cold, on/off.
- Use three to four word phrases.

By four years of age, your child should be able to:

- Tell about events that have happened recently.
- Follow a 2-step direction (find Katie and tell her to wash for dinner).
- Know one or more colors.
- Respond appropriately to questions.
- Talk extensively as he/she carries out activities.
- Continue to make grammatical errors.

By five years of age, your child should be able to:

- Speak so that others easily understand even with articulation errors.
- Carry on a conversation and verbally take turns.
- Use fairly long sentences using 5-7 words.
- Use grammatically correct language most of the time.
- Explain the use of common objects.
- Tell a simple picture story.

Children entering school should have the social language skills and be able to:

- Look at people when talking and listening.
- Use greetings.
- Respond when spoken to.
- Stay on subject when speaking.





Suggestions to stimulate your child's language:

- Expand your child's attempt at conversation by asking questions and sharing your ideas.
- Speak while you are doing activities – A child needs to hear language along with the activities it describes. The adult should talk to the child and explain what he/she is doing and why. Interacting with your child encourages him/her to talk, ask questions, and to understand reasons for actions.
- Explain new words – Children hear new words from parents and teachers but often do not understand their meaning. It is important for a child to have a way of asking, "What does _____ mean?" or "What is this called?" New words introduce new concepts and ideas. Your child will enrich his/her thinking with every new word he/she learns.
- Provide experiences that stimulate speech and language. Talk about what you see and do.
- Read to your child on a regular basis. Discuss the pictures in the book and teach your child to retell short stories. Talk about the characters and predict what will happen.
- Be a good listener. Pay attention to what your child is saying. Remember that you are the most important person in your child's life and they want to share their ideas and feelings with you.

FLUENCY

Fluency refers to the repetition of sounds, syllables and/or whole words. Interruptions in fluency are sometimes called dysfluency or stuttering or stammering. Many children experience periods of normal non-fluency. This is not considered a "speech problem" and should not be confused with true stuttering. Normal non-fluency tends to be a developmental issue and usually decreases as the child matures.

Suggestions during your child's non-fluent speaking:

- Model a slower rate of speech. DO NOT say "stop and start over" or "slow down."
- Let your child speak, no matter how long it takes.
- Be a good listener. Look at your child when he/she talks and remember the most important thing is what your child is saying not HOW it is said.
- Avoid supplying words for your child during times when speech is difficult.
- Avoid calling attention to your child's non-fluent speech in any way (such as facial expressions, verbal comments, body language, teasing, or interruptions.)
- Minimize competition during conversations.

VOICE

Voice includes vocal tone, quality, pitch, and volume. A child may have a voice that is excessively high, deep, loud, soft, hoarse, breathy or nasal. Voice problems are often medically related (allergies, environmental smoke) or caused by vocal abuse (excessive screaming, crying, coughing, non-speech noises.) Voices are unique, so a wide range is acceptable. However, when a person's voice detracts from what is being said, "retraining" may be necessary. If you suspect a problem in this area you should consult a pediatrician or otolaryngologist (ENT) before contacting your speech/language pathologist.

Suggestions to help your child develop good vocal habits:

- Discourage excessive shouting and screaming during play/sports.
- Discourage your child from making strained motor or animal noises during play.
- Encourage taking turns in conversations, which eliminates the need to speak loudly over others.
- Promote the healthy habit of drinking plenty of liquids (especially water) to keep vocal chords well lubricated.
- Minimize competition during conversations.

HEARING

Your child may have a hearing problem and you might not realize it. An undetected and untreated hearing loss could impair your child's speech, learning ability, and social growth. You can contact your school nurse to do a hearing screening at any time.

Watch for warning signs. Does your child:

- Need extra volume from you, the television or radio, etc?
- Speak clearly enough to be understood?
- Have many colds or earaches?
- Speak too loudly or too softly?
- Often ask you to repeat?
- Hear and respond when first called?
- If you suspect a hearing problem, seek professional advice.





Resources for Students

DEVELOPMENTAL SCREENING

District 200 offers a Developmental Screening for children birth to 5 years old at Jefferson Early Childhood Center. The purpose of the screening is to determine if your child is meeting his/her developmental milestones. There are numerous dates available throughout the school year for the screenings which are conducted by appointment only. Access "Developmental Screening" through the District Website at www.cusd200.org under Parent Resources for more information or call the Jefferson Early Childhood Diagnostic team at 630-682-2019.

SPECIAL SERVICES TEAM

A team of specialists is available in each school to identify and help students who have special learning needs.

- Reading Interventions Services: The reading department assists identified students with reading support.
- Speech & Language Pathology Services: The speech pathologist evaluates and supports students who have communication needs. Such disorders include stuttering, difficulty with forming sounds, voice disorders, aphasia, and delayed language development.
- English Language Learner/Bilingual Services: Services are available to assist students learning English become proficient with the English language and the American school process.
- Psychology & Social Work Services: The school psychologist and social worker provide consultation and support to classroom teachers who have children experiencing social and developmental problems.
- Occupation/Physical Therapy Services (OT/PT): OT/PT services evaluate and support students that have small and large motor needs.
- School Nurses: Certified school nurses collaborate with the special services team and manage the school health office that includes a staff nurse and health aide to provide health services. Your school nurse has assigned days in your school but is always available through the office if necessary.

REFERRAL PROCEDURE

It is not standard district procedure to screen each kindergarten student for speech and language skills. Students are referred by school personnel (typically classroom teachers) or by their parents. Following such a referral the speech therapist will usually observe the child in the classroom setting to informally assess articulation, language, voice, and fluency. If the therapist determines that a more in-depth evaluation is required, you will be contacted to give permission. A child may be considered for therapy when he/she is very difficult to understand because of articulation errors, when language skills are significantly delayed, non-fluency is conspicuous or his/her voice is atypical. These speech and language difficulties must be shown to have an impact on your child's academic progress in the classroom setting.

However, if you have any concerns about your child's development before the start of the school year, please contact your child's school directly. If you have concerns during the summer months when school is closed, please contact the School Service Center at 630-682-2000.

Community Unit School District 200

2021-2022 Student Calendar

SUN	M	T	W	TH	F	SAT
July 2021						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
0	No Student Attendance Days					

August 2021						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19i	20w	21
22	23	24	25	26	27	28
29	30	31				
7	Student Attendance Days					

September 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24i	25
26	27	28	29	30		
20	Student Attendance Days					

October 2021						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
20	Student Attendance Days					

November 2021						
	1	2	3	4	5	6
7	8	9	10	11	12w	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
16	Student Attendance Days					

December 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
13	Student Attendance Days					

1st Semester: **89**

Board Approval: **1/13/21**

August 19 - Institute Day, No School, All Grades
August 20 - Teacher Work Day - No School
August 23 - First Day of School for Grades 1-5 Half Day, Grades 6-12, Full Day of Classes
August 24 - Grades 1-5 Half Day, Grades 6-12, Full Day of Classes
August 25 - First Day of School for Early Childhood & Kindergarten, Regular Schedule Grades 1-12
September 6 - Labor Day, No School
September 24 - Institute Day, No School All Grades
October 11 - Columbus Day, No School
November 12 - No School All Grades, 6-12 Institute Day/EC-5 Teacher Work Day
November 22-26 - Thanksgiving Recess, No School
December 20 – December 31 - Winter Break, No School
January 17 - Martin Luther King Day, No School All Grades
January 20 - End of Semester 1 - Finals Complete

January 21 - No School All Grades, 6-12 Teacher Work Day /EC-5/Institute Day
February 21 - Presidents' Day, No School All Grades
March 4 - Institute Day, No School All Grades
March 28-April 1 - Spring Break, No School All Grades
April 15 - No School All Grades
May 28 - High School Graduations
May 30 - Memorial Day, No School All Grades
June 3 - Last Day of School, assuming no need for emergency days
June 10 - Last possible day of school if all emergency days are used

Elementary Schools (K-5)	
Trimester Ends	Report Cards
1st Trimester -11/11/21	11/19/21
2nd Trimester -3/3/22	3/11/22
3rd Trimester - 6/3/22	6/3/22
Middle Schools (6-8)	
Quarter Ends	Report Cards
1st Quarter 10/27/21	11/3/21
2nd Quarter - 1/19/22	1/26/22
3rd Quarter - 3/23/22	4/6/22
4th Quarter 6/3/22	6/8/22
High Schools (9-12)	
Semester Ends	Report Cards
1st Semester - 01/19/22	1/26/22
2nd Semester 06/03/22	6/8/22
Legend	
Institute Day/ Teacher Work Day	<i>i / w</i>
Remote Learning Planning	<i>R</i>
Non-Attendance day for students	-
Emergency Day, for cancellations	-

SUN	M	T	W	TH	F	SAT
January 2022						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21w	22
23	24	25	26	27	28	29
30	31					
19	Student Attendance Days					

February 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
19	Student Attendance Days					

March 2022						
		1	2	3	4w	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
18	Student Attendance Days					

April 2022						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
19	Student Attendance Days					

May 2022						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
21	Student Attendance Days					

June 2022						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
3	Student Attendance Days					

2nd Semester: **86**
 Student Attendance Days **175**



COMMUNITY UNIT SCHOOL DISTRICT 200

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