



**Clara Peterson Elementary
Student Handbook
2023-2024**

Clara Peterson Elementary

580 E. Franklin
P.O. Box 50
Paxton, IL 60957
Phone : 217-379-2531

Fax : 217-379-9781

Office Hours: 7:35 a.m. to 3:35 p.m.

<http://www.pblunit10.com>

Illinois State Police
School Safety Tip-Line:
1-800-477-0024



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WELCOME TO CLARA PETERSON ELEMENTARY SCHOOL

The faculty, staff, and administration would like to welcome you to the 2023-2024 school year! This handbook has been prepared for you to provide a better understanding of the school's rules, policies, procedures, programs, and services. You will find the district wide policies at the beginning of this handbook followed by school specific information. Thank you in advance for taking the time to read and discuss the contents of the handbook with your child.

We are dedicated to providing each child within our district an opportunity for continued educational growth and success. Our goal is to work together with you and your child to make this a rewarding, productive, and successful year. We can ensure the best educational program for our children when home and school work together as a team.

If you have questions or concerns, please call the appropriate personnel as listed in this handbook. We are looking forward to a productive, challenging, and rewarding school year.

VISION STATEMENT

“Excellence through Rigor, Relevance, & Relationships”

Definition & Expectations

Rigor: PBL is dedicated to providing a rigorous curriculum, coherent across grade levels, where students learn, think, comprehend, and communicate analytically.

Due to a rigorous curriculum:

- I can achieve anything by giving maximum effort, using my academic skills to think critically, to solve problems, and to communicate with others.

Relevance: Relevance is reinforced at PBL by making curricular connections between learning objectives and real life experiences. Students will prepare for adult roles by learning and applying fundamental skills and competencies.

My educational experiences are relevant to me because:

- I can be a self-motivated, life-long learner.
- I can be accountable to myself and others.
- I can plan for the future by adapting easily to change and managing new technologies and information.

Relationships: Positive relationships are the foundation for all learning experiences at PBL. Students, staff, parents, and community members will collaborate to create and foster a safe environment where respect for others and tolerance of individual differences are modeled and expected at all times.

To build positive relationships:

- I can be tolerant and accepting of individual differences.
- I can demonstrate responsibility through good decision making.
- I can display good citizenship by representing myself, my school, my community, and my country with pride.
- I can achieve my goals through self-motivation and by encouraging and working with others.

MISSION STATEMENT

It is the mission of PBL Unit No. 10 School District to prepare each student to be a successful citizen as demonstrated through strong character, responsible actions, and a passion for life-long learning. PBL students will be empowered with the skills that allow them to read with comprehension, communicate clearly, utilize technology, think critically, work effectively with others, and use information to solve problems. PBL is committed to a systematic approach of support and intervention to assist each individual in reaching his or her full potential. We are dedicated to providing a safe environment while fostering a climate of high expectations for our students, staff, and the communities we serve.

PBL UNIT #10 ADMINISTRATION

Unit District 379-3314
Travis Duley, Superintendent
Tara Chandler, Assistant Superintendent

PBL High School 379-4331
Hannah McDermaid, Principal
Melinda Busby, Assistant Principal

PBL Junior High School 379-9202
Josh Didier, Principal
Taylor Flynn, Assistant Principal

Clara Peterson Elementary 379-2531
Barry Wright, Principal
VACANT, Assistant Principal

SCHOOL BOARD

President: Dawn Bachtold
Vice President: Craig Loschen
Secretary: Brittany Maulding
Member: Grant Kleinsteiber
Member: Jason Dirks
Member: Jason Rust
Member: VACANT

The District #10 School Board meets the second Wednesday after the first Monday of each month. Special meetings for study purposes or action are called if needed. Regular meetings begin at 6:00 P.M. at the Unit Office. All citizens of the community are cordially invited to attend. Our local news media (Paxton Record, Champaign Urbana New-Gazette, and WPXN Radio) provide coverage of each meeting.

FACULTY AND STAFF AT CLARA PETERSON ELEMENTARY

Principal: Barry Wright
Assistant Principal: VACANT
Behavioral Intervention VACANT
Secretary: Cherin Whitaker
Lunch Clerk: Alice Houtzel
Nurse: Michelle Rehg

Preschool: Chelsie Kamradt
Jeannette Funkhouser

Kindergarten: Blair Adwell
Denise Burnett
Amanda Gooden
Kacey Grady
Anna Talbert
Teri Hedrick
First Grade: Kourtney Bradd
Torrie Jones
Kara Kinzinger
Jacqueline McElhoe
Kelly Neukomm
Second Grade: Amy Johnson
McKenzie Paine
Jamie Rosenbeck
Jill Steiner
Third Grade: Beth Bennett
Amanda Garrell
Jena Schaumburg
Sharla Waugh
Fourth Grade: Aubrey Allen
Angela Dirks
Emilie Ross
Taylor Walwer
Fifth Grade: Shawn Fairchild
Kathy Goodson
Brad Pickens
VACANT
Special Education: Mariah White
Jaleigh Foster
Debra Johnson
Andi Staton
Patricia Maher

CDA: Michelle Swanson
Michelle Rolon
Band: Josh Breen / Tim Hess
Librarian: Elizabeth Pippin
Music: Allyson Miller
Physical Education: Jake LeClair
Amy Swan
Math Specialist: Kelly Rust
Reading Specialist: Kasha Bloomstrand
Katie Grice
Brandi Rogers
Hillary Sawyer
Tiffany Linton
ELL Coordinator: Lacey Smith
Cooks: Donna Wise
Sandra Ault
Betsy Bloodworth
Karen Lessman
Koree Watson
Custodians: Scott Swanson
Wendy Watkins
Felipe Barradas
Skyler Emberson
Instructional Aides: Ashlynn Brandenburg
Lisa Brocato
April Dalton
Amy Daniels
Lindsey Flessner
Kalli Goudy
Shelly Hill
Amanda Lackey
Carla Latimer
Jodie Luebchow
Emily Martin
Katie McDonald
Jamie Moore
Mindy Olson
Courtney Piatt
Jamie Piatt
Bobbi Reinier
Cathy Rigsby
Cassie Wegrzyn
Dana Wolnik
Parker Young

Special Services: Emily Chase – Hearing Specialist
Susan Bane – Occupational Therapy
Hannah Kollross – Occupational Therapy
Erin Corriveau – Physical Therapy
Deb Cook – School Psychologist
Erin Graham – Social Worker
Julia Bleich - Social Worker
Katie Clayton – Speech Pathologist
Will Clayton – Speech Pathologist

DISCLAIMER

By no means is this manual all-inclusive. The school retains the right to alter or vary the application of these rules. This handbook is intended to help parents, students, and school personnel work together. Many guiding statements are included in this document but by no means does it cover every situation.

As new policies or regulations are developed by the school board, the State, or Federal Statutes, additions and/or deletions will be made to this manual. Every effort will be made by school employees to help students understand what is expected of them.

A complete copy of the PBL CUSD#10 School Board policy 7:190 which pertains to student discipline may be obtained by contacting the Superintendent of School's office in writing at P.O. Box 50, Paxton, IL 60957.

WEB PAGE

The PBL web page is located on the internet at www.pblunit10.com. At that site you can see what is going on at each of the schools, view the monthly breakfast and lunch menus, activity calendars, and so much more.

SKYWARD FAMILY AND STUDENT ACCESS

Family Access provides parents and students access to our education administration system for secure access to messages, lunch information, student schedules, progress reports, grades, and attendance. A secure web-based application, this "real time" information can aid parents in helping children enjoy greater success in school. We hope you find these services helpful and easy to use. Your data connection is secured by a unique username and password to ensure security and privacy. Please contact your child's school to receive your username and password. In case your username and/or password is lost or forgotten, go to the PBL website (www.pblunit10.com), scroll to the bottom of the page, click on Family Access, then click on the link, "Forgot your login or password?" Insert your email and within minutes the username and password will be sent.

PBL COMMUNICATION

In order to provide information in a timely manner regarding school and extra-curricular cancellation, early dismissal, special announcements, and information pertaining to the Districts' crisis management plan, Clara Peterson will utilize both the PBL App and Clara Peterson ClassDoJo.

The PBL app can be downloaded to any phone and it is important to set up notifications when installing the app. The app will notify you of any important Clara Peterson announcements as well as district wide announcements.

Clara Peterson ClassDoJo is another school communication platform that the teachers and families use to share what is being learned at Clara Peterson and important announcements for families. Teachers will provide students with a code to join ClassDoJo for individual classrooms and to be set up for Clara Peterson ClassDoJo.

REGISTRATION INFORMATION

Regular school registration is held at the beginning of July for the upcoming school year. Returning students are enrolled in classes and all rental fees are paid at this time. Parents who register their children at a later date are asked to report to the office of the school that the children are expected to attend. After school is in session, all registrations must be made through the building office. Students may be assigned to any room to keep class sizes as equal as possible.

To enter kindergarten, a child must be five years of age on or before September 1 of the current school year. First grade students must reach their sixth birthday before September 1 of the current school year in order to enroll at this grade level for the first time.

When registering for school for the first time, an official certificate of birth is required. Hospital certificates do not satisfy this requirement.

TRANSFER STUDENTS

When a child enters PBL District #10 from another school district, parents will need to complete the new student paperwork, prove residency and should present the child's original birth certificate. If the child is transferring from another school in the state of Illinois, a Transfer Form must also be received prior to the child starting school at PBL. The office will then send for the child's cumulative folder and other educational records filed with the former school.

GRADE PLACEMENT OF TRANSFER STUDENTS

Any student transferring into the PBL District #10 from a private school, a home school, another school district or any other educational setting shall be placed in a course schedule or grade level determined to be appropriate by school district officials. In making placement determinations, the school district shall consider the chronological age of the child, the social and physical maturity of the child, transcripts, report cards or other educational assessment documents, ability or achievement test scores, recommendations of teachers, parents, physicians and/or other specialists and such other factors as school district officials shall deem appropriate.

When school district officials deem it appropriate, a test shall be administered to the child to assist the school district in making a placement decision. School officials may make temporary placement decisions pending their acquisition of complete information about the child. As soon as possible after complete information is obtained about the child, a placement shall be made.

TRANSFERRING TO ANOTHER SCHOOL

When a student leaves PBL District #10, a copy of the students' records will be forwarded to the new school upon the receipt of a request for records. Students must pay all charges and fines and return all school property before checking out of school.

STUDENT RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the

student's school records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older, have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order; appropriate persons if the

knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first

5. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

6. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

GRADE CHANGE POLICY

Definitions:

"Final grade" is the grade assigned by a teacher for a given quarter, semester, or year in a given class.

"Parent" shall include any natural or adoptive parent or the legal guardian of the student in question.

Elements of grading:

A student's grade should reflect the quality of the student's performance in the tasks assigned by the teacher in the class, the breadth and depth of knowledge acquired by the student in the subject matter, the amount and quality of participation by the student in classroom activities and discussion, the attendance of the student and the effort put forth by the student.

Reasons for changing a final grade:

A student's final grade shall be raised only:

- Where the teacher's grade clearly reflects an unreasonable emphasis on format over content (as where the student receives a failing grade in a course because a single assignment was single-spaced, rather than double-spaced); or
- Where the teacher's grade clearly reflects bias against the student (as when the student, having done work comparable to other students, receives a substantially lower grade); or
- Circumstances which, based on the elements of grading, make the student's final grade unfair or unreasonable (as where a student who exhibits a broad mastery of the subject matter receives a low final grade due to absence because of illness).

A student's final grade shall be lowered only:

- Where the teacher's grade clearly reflects inappropriate preferential treatment given to the student in question.

Procedure:

All requests for changing a final grade shall be made to the principal in writing by a parent of the student who received the final grade and shall identify the student, class, teacher and grading period, together with an explanation of the circumstances and the reason for the request. The school must receive the request on or before the 15th calendar day after the school sends/posts the final grades.

If, in the estimation of the principal, the parent's request has merit, the principal may change the grade in question. Prior to the decision as to the merit of the parent's request, the principal will consult with the teacher who gave the final grade in question, advising the teacher of the reason for the request and the nature of the requested change. The principal may consider the teacher's justification of the grade and parent's reason for the requested grade change. The principal will respond to the parent's request either orally or in writing, giving notice of his/her decision to both the requesting parent and the teacher, as soon as is practical.

If the principal finds that a grade assigned by a teacher clearly reflects inappropriate preferential treatment of the student in question, the principal on his/her own initiative may evaluate the grade records of the students in the class in question and determine the grade, which correctly reflects the elements of grading. The principal will notify the parents of the student in question that the lowering of a grade is contemplated. The principal will give the parents and the student an opportunity to respond to the contemplated action on or before the 15th calendar day after the parents receive the notification. If the principal makes a grade change pursuant to this procedure, the principal shall initial the grade change where it appears in the permanent record of the student.

If the parent who has requested the grade change is dissatisfied with the action taken by the principal, the parent may request that the superintendent review the facts and circumstances surrounding the assignment of the grade and the action taken by the principal. The parent's written request for the superintendent review must be received by the superintendent on or before the 7th calendar day following the parents receipt of the notice of the principal's decision. The superintendent may consult with the teacher, the principal, the student and the requesting parent. Based upon the superintendent's review, he/she may raise or lower the student's grade. If the superintendent changes the student's grade, the superintendent will give notice to both the teacher and the parent who requested the grade change, and shall initial the grade change where it appears in the permanent record of the student.

If the parent who has requested the superintendent review is dissatisfied with the action taken by the superintendent, the parent may request that the Board of Education review the facts and circumstances surrounding the assignment of the grade and the action taken by the principal and superintendent. The parent's written request for the Board of Education review must be received by the Board President on or before the 7th calendar day following the parent's receipt of the notice of the superintendent's decision. The Board of Education may consult with the teacher, the principal, the superintendent, the student and the requesting parent. Based upon the Board's review, the Board may direct the superintendent to raise or lower the student's grade. If the superintendent changes the student's grade, the superintendent will give notice to both the teacher and the parent who requested the grade change, and shall initial the grade change where it appears in the permanent record of the student.

PROMOTION/RETENTION POLICY

The PBL School District adheres to the promotion policy set forth in Section 10-20.9 of the Illinois School Code, which has been amended through H.B 452 that requires districts to have in place a no social promotion policy. This policy states that each student must meet or exceed the standards in three of the four criteria listed below. Kindergarten students must meet two of the four below.

- Attendance – The State of Illinois defines a student as a chronic truant if he/she is absent without valid cause from school attendance for 10% or more of the previous 180 regular attendance days.
- A passing average in core subjects (math, ELA, social science, and science)
- A composite score in or above the 35th percentile on the local standardized test
- Teacher Recommendation – information provided by teacher other than that specified above

With a successful remediation plan, a student may be promoted to the next grade level. The parent, teacher and principal must agree on a remediation plan other than retention. After the completion of the remediation plan, school staff will determine if sufficient progress has been made to warrant promotion to the next grade level.

ONLINE PAYMENTS

For your convenience, PBL School District #10 has contracted with RevTrak, a national credit card payment processor, to provide you a secure and convenient way of making online food service payments. Online payments can be made into food service accounts through Skyward Family Access portal, found on the front page of the PBL website, www.pblunit10.com. There is a small transaction fee charged for using this service.

WAIVER OF FEES POLICY

It is the policy of the PBL Board of Education to provide a waiver of school fees as required by Sections 10-2.13 and 34-21.6 of the Illinois State School Code. A Waiver of School Fees Application shall be provided to the parent/guardian as they enroll their child(ren) in the district for the first time or upon request thereafter.

1. ELIGIBILITY:

- A. All students who are eligible to receive free lunches under the Community School Lunch Program.
- B. Unusual circumstances that cause a significant loss of income that would cause the student to become eligible to receive free lunches under the Community Lunch Program.

2. FEES SUBJECT TO WAIVER:

- A. Textbooks and workbooks needed for the instructional program of the school curriculum.

3. FEES NOT SUBJECT TO WAIVER:

- A. Extra milk, field trips, athletic fees, graduation fees, school pictures, etc. Any fee that is not required for the regular instructional program of the school district.

4. PROCEDURE FOR APPLICATION:

- A. Complete the appropriate application form.
- B. Turn the completed application form into the school office.
- C. The principal will approve or deny the request within thirty (30) days of the receipt of the request.

D. Written notification will be given to all requests. If the request is denied, the reason(s) will be sent to the applicant.

E. If the request is denied, the notice will include a statement indicating the procedure for the right to appeal the decision.

5. APPEAL PROCEDURE:

A. If the waiver of fees is denied, the appeal must be in writing to the principal within ten (10) days of the date the request was denied.

B. The PBL Board of Education will be the appeal board.

C. The time of the appeal will be scheduled in executive session at a board of education meeting with the applicant having the right to attend the meeting and provide information to the appeal board at the time of the hearing.

D. The decision of the appeal board will be reduced to writing and a copy of the decision will be mailed to the applicant.

6. AMENDMENTS TO THE WAIVER OF FEES POLICY:

A. If there are any changes in the policy or procedures of the policy, parents will receive written notice within thirty calendar days following the adoption of the amendment or change.

7. CONFIDENTIALITY:

A. Information on applications is protected by the Illinois School Records Act (IL Rev. Statute 1989, Ch. 122, par. 50-1 et seq.). Disclosure of these applications is confidential and may only be disclosed as provided in the act.

8. NON-DISCRIMINATION:

A. No discrimination or punishment of any kind may take place upon any student if parents or guardians are unable to purchase the required textbook or instructional material.

9. VERIFICATION:

A. Eligibility may be checked by school officials at any time during the school year. Parents or guardians may be asked to provide information to prove their children qualify for the school fee waiver.

10. REPORTING CHANGES:

A. If a waiver is granted and income and/or family size changes during the school year, corrected information must be supplied to the school.

B. If you no longer qualify for free lunches, you are no longer eligible for the waiver of fees program.

HOMELESSNESS

Getting your child into school if you:

- Live in a shelter or motel
- Share housing with relatives because you lost your housing
- Live in a campground, car, old building or other temporary shelter
- Don't have a permanent address

You have the right to:

- Enroll your child in school immediately even without school or medical records
- Get help from the district liaison with immunizations and or medical records
- Choose your child's old school or school closest to where you are living now
- Get transportation to school for your child
- Dispute enrollment or transportation decisions
- Participate in your child's education

For help call PBL District #10 Homeless Education Liaison, Stacy Johnson at (217)379-9202.

TEACHER QUALIFICATIONS

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher’s certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

GIFTED/ACCELERATED PLACEMENT

PBL Clara Peterson Elementary and PBL Jr. High utilize the Schoolwide Cluster Grouping Model (SCGM) for gifted services. In the SCGM, all gifted children at each grade level are clustered together into an otherwise mixed-ability classroom with a designated gifted-cluster teacher. Gifted-cluster teachers provide individualized instruction or extended and accelerated learning opportunities as determined by the needs of the student.

In order to be screened to receive gifted services, students (starting at the end of second grade) will be evaluated on a number of factors including NWEA (MAP) test scores, classroom performance, and teacher/parent recommendation. Students who pass the initial screener, and who have parental permission, will be given an ability test to assess their reasoning, quantitative, and nonverbal reasoning skills. Students who qualify based on those test results will receive gifted services at PBL Clara Peterson Elementary and PBL Jr. High.

PBL provides an Accelerated Placement Program (APP) pursuant to School Board Policy 6:135; with the goal of providing educational programs with opportunities for each student to develop his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. Please schedule a meeting with your child’s building principal to discuss student eligibility and potential participation.

ENGLISH LANGUAGE LEARNERS (ELL)

“Instruction of English Language Learners”

All PBL School District students are required to complete a Home Language Survey upon registration. Students who indicate on this survey that they speak a language other than English at home, or who have members of their households who speak a language other than English, are tested for English language proficiency. Based on this testing, students shown to be in need of instructional supports in the acquisition of English proficiency are then offered appropriate assistance.

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school’s English Learners program, please contact the school office.

RESPONSE TO INTERVENTION (RTI)

In order to provide the most effective education for all students at PBL, it has become standard operating procedure throughout our district, in accordance with the Illinois State Board of Education, to utilize a three-

tiered instructional approach with varying levels of support for students. This three-tiered approach allows students to receive timely instruction in literacy and math, as well as social development.

In Tier 1, which all students receive, the classroom teacher will use the core curriculum and, if needed, may use different strategies or may use additional materials so that all students are successful. Should a student require additional assistance he/she would receive Tier 2 interventions in addition to the core curriculum. In Tier 2, we use progress monitoring data and classroom teacher input to determine each student's progress and determine an intervention plan that provides supplemental instruction for each student in their individual area of need. Many children respond to the extra intervention in Tier 2 and are successful in meeting the learning standards.

In the event that your child needs additional help to meet the standards, we utilize a Tier 3 intervention which provides a more intensive program for a longer period of time each day. This intervention may be one-on-one or in a small group setting.

The core features of PBL's RTI program include:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense, scientific, research-based interventions that are matched to student needs.
- Use of a collaborative approach by classroom teachers, support staff, and specialists for the development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Parent involvement throughout the process.

SPECIAL EDUCATION

Provision of a Free Appropriate Public Education

Paxton-Buckley-Loda (PBL) CUSD #10 provides and maintains appropriate and effective educational programs in order to afford every eligible child with a disability who is between the ages of 3 and 21 (inclusive), is enrolled in PBL, and requires special education and related services to address the adverse effect of the disability on his/her education, a free appropriate public education (FAPE). As part of this effort, PBL shall make available to all eligible children who are residents of PBL a comprehensive program of special education. If any parent/guardian in the district would like a copy of 226.50 of the ISBE regulations, please contact the Ford County Special Education Cooperative at 217-784-5470. Additional information is available on the PBL web site by selecting "Special Education" under the "District" menu on the left. The district's web site is: <http://www.pblunit10.com/>

MEDICAID POLICY

This is to inform you that your school district, Paxton-Buckley-Loda CUSD 10, is an EPSDT Medicaid Provider with Illinois' State Medicaid Agency, Healthcare and Family Services (HFS). EPSDT (Early Periodic Screening, Diagnosis and Treatment) is a federal mandate in the States to provide early intervention/prevention services to children, age birth through 18. The services are allied health care services provided by the district's pupil personnel or by allied professionals under contract with the district. As an EPSDT Medicaid Provider, the District is entitled to collect federal Medicaid funds to share in the cost of providing health care services to the children enrolled in the school district.

The allied health care service practitioners include school nurses, speech therapists, psychologists, social workers, physical and occupational therapists, personal health aides, counselors, hearing and vision screeners and special transportation services. These services may be provided to students per his/her IEP (Individual Education Plan)

or to students within the standard education program. Both the State and Federal governments mandate the school district to provide the above referenced health care services to students based upon screenings/assessments that are completed. The Medicaid claims are filed and processed per the district's contract with a billing service agency and the reimbursement funds received are used to meet the cost of providing these health care services.

The health care services listed on a student's IEP are provided with parental consent and at "no cost" to the parents. This "no cost" provision is in compliance with Public Law 94-142 – "Education of the Handicapped Free and Appropriate Public Education", IDEA – "Individual Disabilities Education Act", Public Law 100-360 and State of Illinois – State Board of Education mandates. The District, an EPSDT Medicaid Provider, is eligible to claim federal Medicaid funds for the health care services provided to students enrolled in Illinois' Medicaid – All Kids Program.

Medicaid is a governmentally funded program by the State of Illinois and the Federal Government. The Medicaid coverage has no lifetime cap on benefits and does not contain any pre-existing condition clauses or limitations. Eligibility to participate in the State's Medicaid program is based upon a family's income, absence of health insurance or limited coverage per a private health insurance plan. In addition, The District, as an EPSDT Medicaid Provider, serves as an administrative agent for HFS with the responsibility to encourage parents to explore the benefits of Medicaid coverage for their children.

Please go to the HFS Web Site for more information on Medicaid and its Benefits: www2.illinois.gov/hfs/Pages/default.aspx.

Please contact the Director of Special Education at the Ford County Special Education Cooperative (217-784-5470) if you have any questions concerning this School District Policy Information.

ALICE Crisis Drills: PBL is required by law to conduct ALICE (Lock Down) Crisis drills annually with students, staff, and law enforcement. During these drills, procedures are discussed with students and a practice drill is held. Students are allowed to opt out of this drill with parent permission. You will need to send an email or call your child's office to opt them out of this drill. Emergency procedures would be explained to those students whose parents opt them out of this drill.

SAFE2Help:

Safe2Help Illinois is a 24/7 program where students can use a free app, text/phone, website (Safe2HelpIllinois.com) and other social media platforms to report school safety issues in a confidential environment. Once vetted, the tips will immediately be shared with local school officials, mental health professionals and/or local law enforcement, depending on the nature of the tip. The program also will help local officials by connecting them with mental health resources or other appropriate resources to intervene and help students before they harm themselves or others.

Student Resource Officer

PBL contracts a Student Resource Officer (SRO) from the Paxton Police Department. Officer Ryan serves as the district's SRO and has an office at PBL High School. The SRO's purpose is to increase community policing through building relationships with students and staff, providing lessons to K-12 students on pertinent safety issues and providing additional security and protection to our students and staff. You may reach Officer Ryan by contacting the high school office or emailing him at bryan@paxtonpd.com.

Religious Purpose Absence

Students that plan on being absent for a religious purpose should contact their child’s school office prior to the absence. PBL will provide assignments prior to the absence and arrangements will be made with administration and staff for any missed assessments on the day of the absence.

Mental Health Days for Students

Each student may be absent up to 5 (five) days per school year for mental health. These five days will be excused. After the second mental health day is used, the child may be referred to appropriate school support personnel.

PBL SUICIDE PREVENTION

If a student, parent, or faculty member is concerned that a student is having suicidal thoughts, they should report those concerns immediately to the building administrator, counselor, or social worker. The Social Worker/Counselor will follow the PBL Suicide Prevention Procedures to ensure student safety and inform parents of the reported concern.

National Suicide Prevention	1-800-273-TALK (8255) or Text HELLO to 741741
Cares Line (SASS) 24 Hour Emergency Mental Health	1-800-345-9049

STUDENT BEHAVIOR

Copies of all School District policies on student behavior are available online through the School District’s website or in the school office.

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes or e-cigarettes. This includes using or possessing any parts, pieces, or components of these devices.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner’s prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician or licensed practitioner’s prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner’s instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.

f. “Look-alike” or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.

g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a “weapon” or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.

5. Using or possessing an electronic paging device.

6. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as “sexting.” Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student’s individualized education program (IEP); (c) it is used during the student’s lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member’s direct supervision and in the context of instruction.

8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member’s request to stop, present school identification or submit to a search.

9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.

10. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.

12. Engaging in teen dating violence.

13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person’s personal property.

14. Entering school property or a school facility without proper authorization.

15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

16. Being absent without a recognized excuse.

17. Being involved with any public school fraternity, sorority, or secret society.

18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student’s parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.

2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal Punishment

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons Prohibition

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. 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.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the

student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

The administration sincerely believes that our students should have a safe and orderly learning environment, free of psychological and/or physical threat. When any one student infringes on those rights of others, he/she will be disciplined accordingly. Discipline will be of a progressive nature based on the particular student's discipline record.

SEARCHES

The school reserves the right to search a student's locker, desk, or person when they have a reasonable basis to believe that a search will result in the finding of evidence dealing with gross disobedience or misconduct.

INTERVIEWS BY POLICE AT SCHOOL FOR LAW ENFORCEMENT PURPOSES

1. The building principal or designee will check the police officer's credentials and any legal papers, such as warrants for arrest, search warrants, or subpoenas to be served.
2. The building principal or designee will make a written record of the police officer's request and any accompanying paperwork. The building principal or designee will copy the police officer's identification or note the badge number.
3. Interviews of minor students without permission of the parents/guardians are not permitted unless a legal process is presented or in extenuating circumstances. Prior to the interview, the building principal or designee will attempt to contact the student's parents/guardians, and inform them that their child is subject to an interview. In extreme emergency situations, DCFS employees, law enforcement personnel, or treating physicians may, in effecting temporary protective custody, request that the district not notify parents/guardians until the child's safety is ensured. Examples of extenuating circumstances include, but are not limited to the following instances:
 - a. There is a risk that delay in proceeding with the interview may pose imminent danger to the health or safety of students, school employees, or other persons in the community.
 - b. The student's parents/guardians are suspected of serious criminal activity or of co-involvement with the student in criminal activity.
 - c. Law enforcement authorities need to act promptly to prevent destruction of evidence of a serious crime, or flight from jurisdiction by a person suspected of serious criminal activity.
4. The building principal or designee will document attempts to contact the student's parents/guardians. If the parent/guardian conditions consent on being present then, absent exigent circumstances, the interview should be delayed until the parent/guardian arrives.
5. Interviews will be conducted in a private setting. If a parent/guardian is absent, and the building principal or designee will be present at the interview.
6. If the student refuses to speak to law enforcement authorities, the interview may not proceed on school grounds.
7. No minor student shall be removed from the school by the police officer without the consent of a

parent/guardian, except upon service of a valid warrant of arrest, in cases of warrantless temporary protective custody or when probable cause for arrest exists. If an officer states probable cause exists, the officer will provide the reasons for this and the principal or designee shall document. When a police officer has no warrant and asserts that probable cause ~~exists~~, the building principal or designee shall inform the police officer that removal of the student from the school will occur in the least disruptive setting as determined by the building principal or designee. The building principal or designee will be present during the removal of the student from the building.

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INTERVIEWS BY THE ILLINOIS DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS)

1. The building principal or designee will check the agent's credentials and any papers pertaining to a legal process. If DCFS presents a court order, an interview must be allowed. If no court order is presented by DCFS, the building principal or designee will allow reasonable access to interview the student who is suspected victim of child abuse or neglect.
2. The building principal or designee shall immediately coordinate the timing of any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement when contacting or attempting to contact the student's parents/guardians to inform them that the student is subject to an interview.
3. If the DCFS agent does not want parents/guardians to be notified or present during the interview, this stipulation should be in writing and signed by the DCFS agent.
4. Interviews will be conducted in a private setting. If a parent/guardian is absent, the building principal or designee will condition the interview upon his or her presence whenever appropriate and in the best interest of the student.
5. If circumstances warrant, the student may be removed from school by the DCFS agent pursuant to the Juvenile Court Act, or if the police officer, or a DCFS agent assume temporary protective custody pursuant to the Illinois Abused and Neglected Child Reporting Act. The building principal or designee will request that the DCFS employee/agent or police officer: (1) sign an appropriate document memorializing that fact before assuming custody; or (2) provide permission for the building principal or designee to create a copy of the documentation presented authorizing the temporary custody of the student. The person taking or retaining a student in temporary protective custody shall immediately make every reasonable effort to notify the person responsible for the student's welfare and shall immediately notify DCFS.
6. No district employee may act as a DCFS agent.

AUTHORIZATION FOR INTERNET ACCESS

The purposes of providing Internet access in the school environment is to provide access to new means to gather information, provide research experiences, and to teach responsible use of computers, networks, and the Internet. To that end PBL CUSD #10 reserves the right to limit access by students, and to prohibit student access to network resources, Internet files, information or sites which certificated employees believe are not appropriate to the educational activity assigned or permitted.

All student use of the Internet shall be consistent with the school's goal of promoting educational excellence by facilitating educational resource sharing, electronic communication, and improving methods for learning and research. This authorization includes examples of rules about network and Internet use. It does not attempt to state all that may be required of users, or prescribed behavior. The failure of any user to follow the terms and conditions of Internet access will result in the loss of those privileges, and may result in disciplinary action. Student misuse of computers, networks, or the Internet may result in legal liability of the student and/or his or her parents.

A complete copy of the **Authorization for Internet Access** is posted in each district computer lab and reviewed by teachers, with their students, at the beginning of the school year. A complete copy of the Authorization for Internet Access is also posted at <http://www.Pblunit10.com/aup.html>. A copy will be provided to parents/

guardians by calling the principal's office.

STUDENT FUND-RAISING ACTIVITIES

Only the following organizations may solicit students on school grounds during school hours or during any school activity to engage in fund-raising activities:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, Parent Organizations and Booster Clubs.

The Superintendent's implementing procedures shall provide that:

1. Fund-raising efforts shall not conflict with instructional activities, programs, district policies or nutritional guidelines.
2. Fund-raising efforts must be voluntary.
3. Student safety is paramount and door-to-door solicitations are prohibited.
4. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
5. The fund-raising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
6. The funds shall be used to the maximum extent possible for the designated purpose.
7. Any fund-raising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement on school property (e.g., posters or placards) must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement of any message's content by the District."

LEGAL REF.: 105 ILCS 5/10-20.19(3).

CROSS REF.: 4:90 (Activity Funds), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: January 12, 2011

SEXUAL HARASSMENT

Sexual harassment of students is prohibited. Sexual harassment is defined as follows:

1. An employee's or District agent's unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status.
2. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature by anyone, including students, imposed on the basis of sex that has the purpose or effect of
 - A. substantially interfering with a student's educational environment;
 - B. creating an intimidating, hostile, or offensive educational environment;
 - C. depriving a student of educational aid, benefits, services, or treatment; or
 - D. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

Students who believe they are victims of sexual harassment are encouraged to discuss the matter with the Nondiscrimination Coordinator, Grievance Complaint Manager, or Building Principal. An allegation that one student was sexually harassed by another student shall be referred to the Building Principal for appropriate action.

RECOGNIZING AND AVOIDING SEXUAL ABUSE

The PBL School District is required by the State of Illinois to provide instruction to all students in grades K-8 in recognizing and avoiding sexual abuse. For more information about this instruction, please contact the building principal.

STUDENT TO STUDENT HARASSMENT

At PBL, we respect individual differences that exist among us. Students are not to harass, abuse, bully, tease, threaten, torment, humiliate, or intimidate other students either physically, mentally, or emotionally. Actions such as name calling, unwelcome physical contact, and insults are detrimental to a positive school environment, and will not be tolerated. Students are expected to treat each other with courtesy and respect at all times.

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying.

Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school. School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

BULLYING PREVENTION AND RESPONSE PLAN

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of bullying as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Reports of bully can be made online as well at www.pblunit10.com/district/anti-bullying_resources. Anonymous reports are also accepted at 217/379-3314.

Complaint Manager: Travis Duley
PBL Unit Office, Panther Way
Paxton, IL 60957
217/379-3314
tduley@pblpanthers.org

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.

d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- a. The frequency of victimization;
- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The District's bullying prevention plan must be consistent with other Board policies.

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Awareness and Prevention 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.

All District employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the District for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted District employees.

The District understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This list is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

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 as 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)

FAITH'S LAW NOTIFICATION

Employee Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the Code of Ethics for Illinois Educators, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal. This policy expressly incorporates Board Policy 5:120 in its entirety by this reference.

Standards related to school employee-student conduct shall, at a minimum:

1. Incorporate the prohibitions noted in paragraph 1 of this policy;
2. Define prohibited grooming behaviors (as above in 8-11) to include, at a minimum, sexual misconduct. Sexual misconduct is (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 include, but are not limited to:
 - a. A sexual or romantic invitation
 - b. Dating, or soliciting a date
 - c. Engaging in sexualized or romantic dialog
 - d. Making sexually suggestive comments that are directed toward or with a student
 - e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
 - f. A sexual, indecent, romantic, or erotic contact with the student
3. Identify expectations for employees to maintain professional relationships with students, including expectations for employee-student boundaries based upon students' ages, grade levels, and developmental levels. Such expectations shall establish guidelines for specific areas, including but not limited to:
 - a. Transporting a student
 - b. Taking or possessing a photo or video of a student
 - c. Meeting with a student or contacting a student outside the employee's professional role
4. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. § 7926);
5. Outline how employees can report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting; and
6. Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.

Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. 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. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- **Emotional Boundaries** – both the employee's own emotional state and self-regulation as well as students' emotional states and developmental abilities to self-regulate.
- **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, *grey* areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues
- Employees experiencing adult relationship issues
- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The REFLECT ethical decision-making model may help employees evaluate and address conduct that concerns them. See <https://legacy.apsc.gov.au/reflect-aps-values-and-code-conduct-decision-making-model>.

Guidelines for Specific Boundary Areas.

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal issues with students.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.
Relationship/Power	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 your professional role. Transporting a student in a school or private vehicle without administrative authorization. Giving gifts, money, or treats to individual students. Sending students on personal errands. Intervening in serious student problems instead of	Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services. Transporting a student in a school or private vehicle with administrative authorization. Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.

Boundary Area	Inappropriate	Appropriate
	referring the student to an appropriately trained professional. A sexual or romantic invitation toward or from a student. Taking and using photos/videos of students for non-educational purposes.	
Communication	Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting. Inviting students to your home. Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose. Privately messaging students by any means. Maintaining intense eye contact. 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.	Limiting communication to what is necessary for educational and/or extracurricular activities. Using District-approved methods for communicating with students.
Physical	Full frontal hugs. Invading personal space. Massages, shoulder rubs, neck rubs, etc. Lingering touches or squeezes. Tickling. Having a student on your lap.	Occasionally patting a student on the back, shoulder, or arm. Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to

Boundary Area	Inappropriate	Appropriate
	Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student. Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.	the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily. Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.

Reporting Child Sexual Abuse, Grooming Behaviors, and/or boundary violations
 Reasonable suspicions of child sexual abuse and grooming behaviors shall be reported to DCFS. Other boundary violations and violations of the code of conduct shall be reported to the building principal.

Support Services

The Superintendent or designee will ensure that each school building’s Student Support Committee identifies counseling options for students who are affected by sexual abuse, along with District and community-based options for victims of sexual abuse to obtain assistance and intervention. Community-based options must include a Children’s Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

The following support services are available to students:

- PBL school social workers
- PBL school psychologist
- Community Resource Counseling Center (CRCC)
- Child Advocacy Centers of Champaign & Kankakee

Cross Reference:
 PRESS 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*
 PRESS 5:120-AP2, *Employee Conduct Standards*
 PRESS 5:120-AP2,E, *Expectations and Guidelines for Employee-Student Boundaries*

REGISTERED SEX OFFENDERS

Public Act 94-994, mandates that all schools notify parents where they can obtain information regarding registered sex offenders living within the school district. Two websites containing these details are linked at the bottom of the PBL District Information page, <http://www.pblunit10.com/districtinfo.html>. By scrolling to the bottom of the page, you can link directly to the National Sex Offender Registry (www.familywatchdog.us) and/or Illinois Sex Offender Information (www.isp.state.il.us/sor). Both locations provide similar information. If you can’t access this information via the World Wide Web, please contact the school office for this information.

IMMUNIZATIONS, HEALTH, EYE, AND DENTAL EXAMS

Required Health Examinations and Immunizations

All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Please check the PBL website for a current listing of health requirements and immunizations. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

Eye Examination

All students entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

VISION/HEARING SCREENING

Vision screening will be done, as mandated for the following children, special needs students, transfer students, and students referred by their teacher. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening *if* an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. This notice is not a permission to test and is not required to be returned. Vision screening is *not* an option. If a vision examination report is not on file at the school for

your child, your child in the mandated age/grade/group, will be screened. Hearing screening will be done, as mandated for the following children as well, all 3rd grade students, special needs students, transfer students, and students referred by their teacher.

DENTAL SCREENING

Dental screening will be offered to all students during the fall. A form will be sent home and must be returned in order to take advantage of this screening.

MEDICATION ADMINISTRATION POLICY

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. If a student is required to take medication during school hours, and a parent cannot be at school to administer the medications, only the School nurse, school administrator or designee may administer the medication in compliance with the regulations below.

The District will administer over the counter medications and prescribed medications, deemed necessary by your child's physician, at the discretion of the school nurse and/or administrator. All medication must be supplied by the student's parent or guardian in its original or pharmacy provided packaging. The District reserves the right to refuse to administer medication that is not provided in the appropriate packaging. Prior to the administration of any medication the student's parent or guardian must provide a copy of the medication authorization form. The form must be signed by both the parent and physician to administer prescription medication and must be signed by the parent to administer over the counter medication. A new medication authorization form will be required at the start of each school year. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as described in this policy.

The School nurse and other personnel may administer medications to students; however, the Principal shall not require non-administrative certificated personnel nor support staff who object to performing such procedures to directly administer student medications.

All individuals responsible for the administration of students' medications or for supervising the self-administration of medications by students shall make available appropriate training from a school nurse or other health professional provided by the District.

All medicines, except those approved for self-carry according to state law, must be stored in an appropriate locked closet or file cabinet in the building office or classrooms. A log should be kept of all dispensed medication. All narcotic medication will be stored in a locked cabinet that is secured to the wall, as per state regulation.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Principal shall include this policy in the parent/student handbook/packet and shall provide a copy to the parent(s)/guardian(s) of students.

IN ALL CASES THE SCHOOL RETAINS THE DISCRETION TO REJECT TO ADMINISTER MEDICINE.

ADMINISTRATION OF MEDICAL CANNABIS

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

EMERGENCY MEDICATION SELF ADMINISTRATION POLICY

Under Public Act 92-0402 enacted in August of 2001, students with asthma have the right to carry their asthma medication. Students with known allergies may carry their prescribed epinephrine auto injector with them. In either case they must inform the school of their condition and file a Medication Authorization Form that has been completed by the child's physician and parent, and must indicate that the child may self-carry. Such a request is valid only for the school year in question and should be renewed each year. The School and its agents are to incur no liability, except for willful or wanton conduct as a result of any injury arising from the self-administration of asthma medication or epinephrine auto-injector by the student.

CHRONIC ILLNESS

PBL School District is committed and dedicated to ensuring the safety and wellbeing of all our students by identifying those students with chronic health conditions. Those students with chronic illness will have access to the same education as those students without disabilities. Chronic health conditions shall include those with "nut allergies" and/or other food allergies, asthma/allergies, diabetes, seizures, muscular/skeletal disorders, bowel and/or bladder, and including but not limited to other chronic diseases. If their condition requires them to have special instruction for them to benefit educationally or to ensure their health and safety while in school, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity as instructed per their Primary Health Care Provider.

All information regarding student identification, healthcare management, and emergency care shall be safeguarded as personally identifiable information and will be shared on a need to know basis in the coordination of the student's medical and health care management by the school staff. An Individualized Action Care Plan will be developed specific to the student's condition and in coordination with the instructions provided by the Primary Care Provider. The development of the Individualized Care Plan is in accordance with specific protocols to prevent exposure/episodic reactions; awareness and training for school staff on acute and routine management of the student's chronic health condition, information on signs and symptoms of the student's chronic health condition, medication and administration if needed, and emergency protocol for dealing with reactions should they occur.

All students including those with Chronic Illness needing to receive medication at school will be required to have a Medication Authorization Form completed and signed by a Physician on file at the school your child attends to have immediate access to any medication and to have possession of their self-care and self-administer medications such as inhalers, Epi-pens, Glucagon, Insulin diabetic devices, and diabetic supplies.

FOOD ALLERGY POLICY

Individualized Health Care Plans will be completed by the parent/guardian, and school nurse on each student identified as having a food allergy. Annual training of all staff on signs and symptoms of an anaphylactic reaction, and use of an Epi-Pen will be completed each year at staff orientation/or within four weeks of staff orientation. Resources on food allergies, including a school approved list of snacks, will be provided on the school nurse portion of the Unit 10 website. Letters will be sent out to parents of any class room that has a child with a food allergy, informing them of any additional restrictions on snacks. The school nurse and the food service department of each school will keep an updated list of students at that school with known allergies. Food service at each school will be responsible for reviewing food labels to assess for the presence of the eight most common allergens

in foods (i.e. Milk, fish, shellfish, tree nuts, peanuts, wheat, and soybeans.) Any child requiring a food substitution due to allergy will complete, along with their doctor, the proper forms, and return them to the child's school. Each school will provide a peanut free table at each cafeteria.

VOMITING/DIARRHEA

A child will be sent home from school if they have vomited/diarrhea during the school day and show any one of the additional signs or symptoms of illness including but not limited to fever, diarrhea, pale, clammy skin, abdominal cramping, or at the discretion of the assessing staff member. That child may not return to school until they have gone 24 hours without emesis or loose stools. In the case of recurrent diarrhea students may return 24 hours after starting doctor prescribed medication (with an appropriate doctor note).

FEVER

In accordance with the CDC recommendations a child will be sent home from school for a fever of greater than 100° F but may be sent home with a fever less than 100° F if additional signs or symptoms of illness are present or at the discretion of the assessing staff member. That child must remain at home until at least 24 hours after they are free of fever (100° F [37.8°C]), or signs of a fever without the use of fever-reducing medications. Fever reducing medications include, but are not limited to, acetaminophen and ibuprofen. If the child returns to school prior to that 24 hour period of time the parents will be contacted by staff or administration to come collect their child.

HEAD LICE

A student will be assessed by the school nurse for head lice at the request of a staff member or the student. PBL follows a strict "no nit" policy. If the student is found to have nits or live lice, the parent or guardian will be contacted and the student will be excluded from school until a treatment has been performed and nits have been removed. A note will be sent home with the student explaining that lice/nits were found and will contain a list of approved and recommended treatments. The student may return to class at any point in time following treatment and nit removal, including same day return. Prior to the student being allowed to reenter the classroom the nurse/administration will reassess the student to determine that all lice and nits have been removed. We will do our best to maintain confidentiality in all cases. No child will be embarrassed or singled out of his/her classroom. Our main concern is that all children in our school district are healthy, safe and comfortable in their school environment. For more information about lice and how to treat them please visit: <http://www.headlice.org/index.html>

PINK EYE

If a student exhibits one or more symptoms of pink eye, (including redness of one or more eyes, drainage from eye, complaint by the student of itching or pain in eye), parents will be contacted and the student will be sent home from school. Students may return to school: - 24 hours after they are started on antibiotics, with proof of a doctor's note. - They are symptom free for more than 24 hours (this includes no redness or drainage).

INJURY POLICY

During school hours, if a student sustains an injury while on school grounds a staff member will assess the extent of the injury. If the injury requires treatment measures beyond ice or a simple bandage the school nurse will be contacted to assess the student. If there is an injury sustained to the head, in which the mechanism of injury could result in a concussion, the nurse will assess the student and enact the concussion protocol. If it is deemed that the student's discomfort or injury can be reasonably managed with ice, splinting, rest, burn cream, bandage, etc., proper care will be administered and the student will be returned to class. If the student requires additional measures of care, the student's parent/guardian will be contacted to come get the student for additional treatment. If the student is allowed to return to class, but has sustained an injury that may require additional follow up, the parent/guardian will be contacted through phone call or note home advising them of the type of injury sustained,

and the recommended follow up per the school nurse.

INSURANCE

Student accident insurance is available for purchase through the school if needed. It is wise to have insurance coverage for unforeseen accidents and illnesses. Even with close supervision accidents still happen. If an accident does occur at school causing an injury, it must be reported to the school office immediately. Information for properly filing a claim will be recorded.

ASBESTOS

It shall be the policy of School District #10 to remove asbestos containing material that creates an immediate health hazard to occupants and workers and to maintain all other asbestos containing material in an undamaged non friable condition. The Management Plan is not intended to be a static document but it is anticipated that the plan will be adjusted, if necessary, if conditions change or new information becomes available. The Management Plan is available in the building administrator's office.

LEAD TESTING

PBL Community Unit School District No. 10 has performed comprehensive sampling for Lead in our potable water sources (PWS) within the district potentially utilized for drinking and/or cooking in accordance with the new Senate Bill 550 recently passed in Illinois. The sampling was completed in accordance with the Senate Bill 550 requirements and the United States Environmental Protection Agency (USEPA) document titled "Lead in Drinking Water at Schools and Child Care Facilities" last updated November 9, 2015. PBL Community Unit School District No. 10 hired the specialty firm, Environmental Consultants, LLC (EC), to perform the lead testing of numerous water sources at all Paxton-Buckley-Loda school facilities. Sampling was performed by trained and licensed personnel in accordance with USEPA, United States Department of Housing and Urban Development (HUD), and State of Illinois Regulations and Guidelines. You may access the Lead Testing Informational Letter to Parents and Lead Testing Results for each of our grade centers by visiting <http://www.pblunit10.com/district/boe> and clicking on the hyper-links.

INTEGRATED PEST MANAGEMENT PLAN

The PBL School District believes the best way to control pest infestations is through the use of an Integrated Pest Management (IPM) plan. The district understands that an effective IPM plan in schools involves the cooperation of school staff and pest control personnel to combine preventative techniques, non-chemical pest control methods, and the appropriate use of pesticides with preference for products that are less harmful to human health and the environment. PBL school district or hired contractor will keep records of all past pest control measures, pesticides used, and amounts and location of treatments. These records shall be made available to staff and the general public during normal school operating hours. The PBL district is establishing a registry of people who wish to be notified prior to each unscheduled pesticide application. The regular schedule is the first Thursday of each month. Please refer to school board policy 4:160 & 4:160 AP for more information regarding the PBL IPM plan, or contact the unit office for a copy of the IPM plan.

NOTICE OF NON-DISCRIMINATION

Equal Educational Opportunity

The PBL Unit 10 Schools ensure that equal educational opportunities are offered to students regardless of race, color, national origin, age, gender, religion, or handicap. Questions in reference to educational opportunities may be directed to Barry Wright at the PBL Clara Peterson Elementary School office or to Cliff McClure at the Unit Office in Paxton.

Section 504 of the Rehabilitation Act of 1973

It is the policy of the Paxton-Buckley-Loda C.U.S.D. #10 not to discriminate against any otherwise qualified

individual with disabilities, solely for reason of his/her disability, in admission or access to, treatment or employment in, any program or activity sponsored by this school district. Inquiries regarding compliance with this policy should be directed to the Section 504/ADA Coordinator of Paxton-Buckley-Loda C.U.S.D. #10, P.O. Box 50, Paxton, IL 60957.

Sex Equity

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

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

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

CLARA PETERSON ELEMENTARY SCHOOL POLICIES AND PROCEDURES

DAILY SCHOOL SCHEDULE

The school building will be open from 7:40 A.M. to 3:25 P.M. for normal school activities. Many times personnel are present earlier and later to accomplish their work. Arrangements can and will be made to meet the needs of our students.

AM Preschool: 8:00 A.M. – 10:55 A.M.

PM Preschool: 12:00 P.M. – 2:55 P.M.

Kindergarten through 5th Grade Schedule:

- 7:40 A.M. Doors are open for breakfast or reporting to the classroom
 - 8:00 A.M. School Begins
 - 10:40 A.M. Kindergarten dismissed for lunch
 - 11:00 A.M. 2nd Grade dismissed for lunch
 - 11:20 A.M. 1st Grade dismissed for lunch
 - 11:40 A.M. 3rd Grade dismissed for lunch
 - 12:00 P.M. 4th Grade dismissed for lunch
 - 12:20 P.M. 5th Grade dismissed for lunch
 - 2:50 P.M. Students are dismissed (Mon/Wed/Thu/Fri)
- Students will dismiss at 1:30 P.M. every Tuesday.

GENERAL INFORMATION

1. Attend school regularly and punctually except when ill.
2. Notify the office of changes in phone numbers and addresses.
3. If you are moving from the district, let us know several days in advance, so that transfer information and personal material can be gathered to take along on the last day.
4. Feel free to talk with your teacher and principal as often as needed to be successful.
5. Label all articles of clothing, school supplies, and items brought to school.
6. Wear clothing appropriate for the weather conditions. We will play outside except when the weather is extreme.
7. Keep belongings in your locker or desk.

SCHOOL-WIDE RULES – “THE 3 R’S”

As an elementary school student, you have a lot of privileges. With privileges come certain responsibilities. One of these responsibilities is to follow basic rules which protect the rights of others. To keep things simple, the “3 R’s” system will be used.

- **R**espect yourself
- **R**espect others
- **R**espect property

SAFETY

1. Know your name, address, telephone number, and the name of your parents and family emergency plan.
2. Stay on the sidewalks.

3. Cross streets only at corners or designated crosswalk areas.
4. Never run out from behind parked cars.
5. Refuse to talk to or ride with strangers.
6. Parents who are bringing or picking up their child should stop in the designated drop-off zone.
7. Any child who rides a bus must have a note from his/her parents if going home by any other means, or if riding another bus to visit a friend, or if taking a friend home on their bus.
8. A child must have a note from his/her parents if he/she plans to go home with another child or is staying in town after school.

BREAKFAST/LUNCH

During the 2023-2024 school year, students at Clara Peterson will eat for free based on the Community Eligibility Provision. Breakfast will be served daily from 7:40 A.M. to 8:10 A.M.

Lunchroom practices and rules:

- Wash hands before going to lunch.
- Good manners must be used at all times.
- Students should use a six inch voice in the cafeteria.
- Stay seated until you have finished eating.
- Leave the tables and floor as neat as possible.
- Enter and leave the lunchroom quietly.
- Obey the supervisor's rules.

Lunch Charge Policy

1. Student debt will be kept confidential and communicated to parents/guardians.
2. Parents/guardians will be contacted via email or phone from district personnel after ten (10) meal charges, and USDA Free and Reduced meals application forms will be provided.
3. Students will always be provided a reimbursable meal.
4. School district personnel will attempt to assist parents/guardians with student lunch debit through community donations.

PRESCHOOL MILK FEE

Preschool students receive a carton of milk daily at school. The Board of Education has set the milk price at \$40.00 per semester or \$80.00 per year. A choice of chocolate or white will be offered. Payment cannot be made on a daily basis but must be paid for by the semester or the year. Refunds will not be given for absences. Potential absences were taken into consideration when determining the price per semester and year. Students moving out or into the district will be reimbursed or charged on a prorated basis. All students will receive milk unless we receive a written request to withhold milk from your child. At registration, the family of each preschool student will receive a federal application for free milk. If you qualify financially, the milk fee will be waived.

CLASSROOM PROCEDURES

Nothing in any school is any more important than the work of students in the classroom. For a student to get the most from classroom experiences he/she must give his/her best at all times. Teachers are employed to convey knowledge, motivate students to learn, furnish guidance, and to control the behavioral environment. Students are expected to conform to all reasonable demands of the faculty. Our goal is to provide a positive learning environment for all students with few interruptions from those who will not conform to rules. Talking back, impudence, swearing, and other negative behavior will not be tolerated.

Proper classroom behavior:

- Be on time.
- Take your seat promptly.
- Be ready for class when the bell rings.
- Complete all assignments and be ready for class.
- Speak clearly and distinctly.
- Volunteer information and share opportunities.
- Be respectful to your teacher and your classmates.
- Keep your surroundings neat, in good condition, and as clean as possible.

CONTENT SPECIALIZATION

Second, third, fourth, and fifth grade teachers utilize an instructional model called content specialization. This allows teachers to focus their preparation, planning, teaching, and professional development on two rather than all four core content areas. Second, third, fourth, and fifth grade students will therefore have two teachers, one that teaches math and science and another one that teaches ELA and social studies.

GRADING SCALE

- 4 – Demonstrates mastery of grade level standards with ease and consistency
- 3 – Consistently grasps grade level standards with limited errors
- 2 – Inconsistently grasps and applies grade level standards with errors
- 1 – Performance does not meet grade level standards

MAJOR GRADES

Assessments of complex assignments typically requiring more than one day to complete, are called major grades. Advance notice must be given to students of any activity or test that constitutes a major grade. Some examples of major grades may include:

- Chapter or unit tests
- Projects
- Research papers
- Skill assessments, i.e. essays, performances, oral presentations, portfolios

DAILY GRADES

Assessments of assignments completed in class, typically requiring only one day to complete, are called daily grades. Daily grades must be taken from a variety of different assessments of the curriculum. Some examples of daily grades may include:

- Guided or independent practice
- Quizzes
- Activities
- Participation

HOMEWORK

Homework will be based on previously taught materials and will not be used for punitive purposes, nor as a substitute for classroom instruction. It is understood that homework (completion of) is the responsibility of the student. Adequate time should be provided for the assignment to be completed, and appropriate resources need to be accessible to the student. When making assignments, the teacher will consider the student's cumulative homework requirements.

REPORT CARDS

Report cards will be available at nine-week intervals. Final report cards will be posted to the student's portfolio on Skyward Family Access at the end of each school year. You may also access grades anytime throughout the

school year on Skyward. The teacher will send notes and ask for conferences with parents between reporting periods when he or she feels it is necessary. To communicate academic progress, interim reports are available midway through each quarter.

PARENT/TEACHER CONFERENCES

The school schedules Parent/Teacher conferences in Fall although teachers and/or parents may schedule conferences whenever they feel it is necessary. Other conferences with teachers must be scheduled before or after school. Teachers may be reached by calling the school office.

ATTENDANCE

Prompt and regular attendance by all students is required. State law regarding compulsory attendance places responsibility for attendance on the parent/guardian. When it is necessary for a student to be absent from school, the office should be notified prior to 9:00 a.m. to ensure safety of all students. If you call before our office opens at 7:35 a.m., please leave a message on our answering machine. When calling in an absence, please give the child's name, grade, teacher, who is calling and reason for the absence.

Excused absences are those resulting from illness, medical/dental appointments, court appearances, death in the family, observance of religious holidays, or pre arranged vacations. To receive an excused absence, the student's parent must contact the school office or send in a signed note. Extended absences relating to illness, injuries, etc. may require a doctor's note. Other absences will be evaluated on an individual basis but may be considered unexcused. A chronic truant as defined by Illinois State school code is a student who has been absent without valid cause from school attendance for 10% or more of the previous 180 regular attendance days. Students will be allowed to make up schoolwork following an absence. One day will be allowed to make up work for each day the student is absent.

Class will begin right at 8:10 a.m. so students should arrive at school no later than 8:00 a.m. Students not seated and prepared to begin the school day at 8:10 a.m. will be marked tardy. Parent cooperation is requested regarding students arriving on time to school. If a student is tardy an excessive number of times, the principal will be in contact with the parent/guardian. If continued tardiness occurs, the parents may be referred to the Truancy Assistance Program.

Absences are calculated based on the number of instructional minutes a student has during the school day.

- 0 – 149 instructional minutes = Full day absent
- 150 – 299 instructional minutes = Half day absent
- 300 or more instruction minutes = Not absent

LEAVING THE SCHOOL GROUNDS

The school is responsible for your child during school hours. No child is permitted to leave the school grounds without permission from the office. If it is necessary for a student to leave early please notify the school ahead of time. An authorized adult must pick the student up from the office. No one will be permitted to pick up a student without authorization from the parent or guardian. Please check your student out from the office. Office personnel will get your student from the classroom.

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT

All students are expected to participate in P.E. activities and classes unless they have an exemption. They are also expected to wear appropriate shoes for active P.E. Students may be excused from physical education courses based on medical or religious prohibitions.

Excusal requests based on medical prohibitions must be in writing and must include a signed statement from a person licensed under the Medical Practices Act corroborating the medical basis for the request. Excusal requests

based on religious prohibitions must be in writing and must include a signed statement from a member of the clergy corroborating the religious basis for the request. Excusal requests based on medical or religious prohibitions will be reviewed on an individual basis in accordance with State and Federal law.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in their IEP.

RECESS

A 30 minute recess is provided to students at lunchtime. Kindergarten students will have an additional 20 minute recess in the afternoon. Students are expected to take advantage of the recess and play period and are required to go outside to play, except on days when the wind chill is below 20 degrees, it is raining, or it is icy and being outside would be unsafe. Parents should make sure their children have proper attire for playing outside in cold weather, including coats, gloves, hats, tennis shoes and boots, when necessary.

PLAYGROUND RULES

Failure to follow the rules and instructions of the playground supervisor will lead to a loss of playtime and may lead to a visit with the principal. The playground rules are:

- Play in assigned areas only.
- Use playground equipment properly.
- Use appropriate language.
- Take turns on all playground equipment.
- Fighting or tackle games are not allowed.
- Tag is not allowed on the equipment.
- Keep your hands to yourself.
- Objects may not be thrown unless it's part of proper games.
- Line up quietly at the end of recess.
- Return all equipment after recess.

STAYING INDOORS DURING RECESS AND PE

Students must have a note to stay inside during recess and PE. A student may stay inside for one day with a parent note. A physician's note is required for a student to stay inside during recess for any longer than one day. Our students do go out to recess for part or all of the recess period if at all possible.

LIBRARY

The library enriches the educational program by providing books and resource materials to students and teachers. Books are loaned to all students for a period of one week. Resource materials are the responsibility of the student and must be returned promptly and in good condition. Students with overdue resource materials or who have damaged resource materials and have not paid for them may be restricted from borrowing more resource materials. Students may use the library at times when the librarian or the classroom teacher is there for proper supervision.

RESPONSIVE CLASSROOM

Clara Peterson will utilize responsive classroom practices. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers.

PROBLEM SOLVING TEAM (PST)

Clara Peterson Elementary has a PST Team composed of teachers and administration. The PST Team continues to study results of recent test scores and surveys of parents and faculty members to determine the areas in which to focus school improvement activities. The Problem Solving Team is in place to make recommendations for ongoing implementations. The building PST continues to meet and will use test results and surveys to create additional design teams. Through our work we hope to continue to move our school from a high performing school to a truly great school which meets the needs of its students.

PARTIES/TREATS AT SCHOOL

We, as a school district, understand a student wanting to share their birthday celebration or special occasion with their classmates. However, it is our goal to ensure all children feel safe and included in the classroom including those with special health needs. At the recommendation of the Illinois Public Health Department, for the purpose of preventing the spread of illness and disease, only wrapped, peanut free, store bought treats are allowed to be distributed at school. A comprehensive list is available on the website or by request through your child's school office. At this time, these will be the only approved food items that may be brought into the classroom. This list will be subject to change as the product ingredients by the manufacturer may change at their discretion or additional foods may become peanut safe foods. Teachers and parents are encouraged to be creative in their celebrations using methods other than food items for the occasion. Your understanding and support in this procedure is appreciated.

Please do not distribute invitations at school to a party that does not include the entire class.

CLASSROOM DELIVERIES

To minimize classroom interruptions, deliveries to students should be brought to the office. Office personnel will see to it that the delivery of books, lunches, P.E. shoes, treats, etc. are taken to the classrooms at an appropriate time. Please be sure items to be delivered are labeled with the child's name. Deliveries of flowers and gifts will be taken to the classroom at the end of the school day.

FIELD TRIP CHAPERONES

Chaperones shall provide assistance to full time staff in the monitoring and supervision of students on a field trip. Chaperones will report student misbehavior immediately to a full time staff and staff will intervene and provide correction and if necessary consequences for student misbehavior.

SOCIAL MEDIA

There will be many times during the school year that your student may be photographed for classroom activities, school pictures, and school wide events. In order to ensure the safety and privacy of all of our students, please do not post photographs taken at school of students on social media such as Facebook.

STUDENT DRESS

Students are to dress in a manner that does not cause a disturbance or distract from classroom work, school activities, or create a danger to the health and safety of others. Any clothing promoting or displaying alcohol, cigarettes, drugs, or foul language will not be permitted. Based upon prior history of students concealing items in outside apparel, no coats or outside apparel shall be worn in the school building during the school day. *Due to safety concerns, no "Heelies" or "Skate Shoes" will be allowed on school grounds.*

BUS CONDUCT

- Be courteous and cooperate with the bus driver and other students on the bus.

- Use acceptable language.
- Keep the bus clean. No eating or drinking on the bus.
- Students are to remain well out of the roadway, street, or loading area while waiting for the bus.
- Be on time for the bus to help keep the bus on schedule.
- Getting on and off the bus should be done in an orderly manner.
- Students are to remain seated while the bus is in motion.
- No part of the body should ever be extended outside the bus.
- Aisles should be kept clear at all times
- Conversations should take place in normal tones of voice as not to distract the driver. A sudden scream or yell is especially dangerous.
- Nothing should be thrown either in or from the bus.
- Smoking or use of other tobacco on the school bus is strictly forbidden.
- Animals are not allowed on the bus.
- Crowding, pushing, shoving, etc. are not only unnecessary, but dangerous as well.
- Any child who needs to ride a different bus (going to a friend's house, etc.), must give the bus driver a note from his/her parent with parental permission.
- Take all of your belongings with you when you leave the bus.
- Help look out for the safety of smaller children.
- Observe these same rules and guidelines for all bus trips (including field trips).
- Please call the driver or the bus garage if your child(ren) will not be riding the bus.

Drivers may not let students off at places other than their regular bus stop without specific instructions from the parent or principal.

Students who fail to comply with bus rules will first receive a warning from the driver and an explanation of the problem. Future misconduct will result in a bus conduct report and a visit to the principal. A copy of the report will be given to the student's parents. Students may receive up to three formal bus conduct reports before they are suspended from bus privileges unless behavior is severe enough to warrant an immediate suspension. Parents will receive a copy of each report and will be called in for a conference before a student will be allowed to return to the bus.

VISITORS AT SCHOOL

The PBL School District invites parents/guardians to be involved in the educational process and welcomes visitors to all schools. It is strongly encouraged to make arrangements with the principal and /or your child's teacher ahead of time when visiting your child's school. When visiting school, please utilize the call box located near the main entrance of each school building. Building staff will respond and politely ask you to state your business, then allow you access to the building, and direct you to immediately report to the school's office. When you arrive at the office, you will be instructed to sign in and obtain a visitor's pass to wear during your visit. At the completion of your visit, please return to the office and return your pass. If you plan to stay for lunch, please inform the lunch clerk so that we can notify the cooks.

Please do not approach students while outside for recess or PE. Students will not be allowed to talk to anyone who pulls up in a vehicle or enters the playground on foot. Our recess supervisors have been instructed to direct all visitors to the office.

Our hallways are also closed to visitors unless they have properly checked in. Parents picking students up at dismissal time do not need to check in but should not arrive before 2:50 and are asked to please remain in the main foyer area and refrain from entering the main hallways. This helps us maintain both a quiet and safe environment for our students.

PETS AT SCHOOL

Due to various liability and health concerns, we ask that no pets be brought to school without prior approval from the teacher/principal.

SCHOOL PROPERTY

School property should be used for its intended purpose. Students who intentionally misuse and damage school property, will be charged for the repair or replacement of it.

TELEPHONES/CELL PHONES/ELECTRONIC DEVICES

Use of the telephones is restricted to school business and personal use is very limited. Students may only use the telephone after getting permission from their teacher. Parents are urged to limit calls to their child. In most cases messages can be relayed by the secretary or the principal at an appropriate time.

Students may bring their cell phone or electronic device with them to school but the devices must be turned off and out of sight during instructional time. Students may use their cell phones or electronic devices during arrival/dismissal time and during instructional time only if the principal/teacher/supervisor has given permission to do so. If a student is found in violation of this policy, the cell phone or electronic device will be confiscated and brought to the office. The student can pick up the device at the end of the school day. For multiple offenses, guardians will be contacted and will have to pick-up the device at the school for the student. Additional consequences may be issued to the student by administration.

LOST AND FOUND

Articles of value found at school will be turned in to the school office. Items will be discarded or given to the finder if not claimed within a reasonable time by the owner.

Clara Peterson Elementary School is committed to helping your child reach his/her potential by:

- Provide prompt feedback on child's progress - email, phone, conferences
- Provide a safe, caring, challenging learning environment
- Provide interventions based on data
- Encourage students to strive for excellence
- Promote effective problem solving skills
- Provide open lines of communication
- Provide families with opportunities and resources to be an active part of the school's activities and decisions
- Participate in professional development to strengthen teaching skills and accommodate for needs of all learners
- Foster lifelong learning among staff and students

- Discuss with my child the importance of working hard and striving for success
- Discuss with my child and holding him/her accountable for appropriate school behavior
- Making sure my child attends school regularly and arrives on time each day
- Allowing the school to provide interventions when necessary
- Monitoring my child's progress at school
- Attend and participate in parent/teacher conferences
- Supporting my child to complete homework
- Reading to my child daily and encourage opportunities for writing
- Communicating regularly with the staff in regards to what my child is learning and accomplishing at school

As a student I will be an active learner by:

- Respecting myself, other students,

As a parent/guardian I will support my child's learning by:

faculty, and the property of the school

- Working hard to do my best at school each day
- Doing my homework every day and asking for help when I need it
- Following directions at school the first time they are given
- Communicating honestly and respectfully with my teachers and my principal
- Talking with my family about what I'm learning at school
- Reading or having someone at home read to me everyday