

**PAXTON-BUCKLEY-LODA
COMMUNITY UNIT SCHOOL DISTRICT NO. 10**

2023 / 2024

***FACULTY
HANDBOOK***



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FACULTY AND STAFF DIRECTORY

PBL BOARD OF EDUCATION:

Dawn Bachtold	Board President
Craig Loschen	Board Vice President
Brittney Maulding	Board Secretary
Jason Rust	Board Member
Joshua Mullins	Board Member
Jason Dirks	Board Member
Grant Kleinstein	Board Member

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VACANT	5th Grade	

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Jaleigh Foster
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Michelle Swanson
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Special Education
Special Education
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Amy Daniels
Jamie Moore
Jamie Piatt
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Courtney Piatt
Katie McDonald
Bobbi Reinier
Carla Latimer
Dana Wolnik
Kalena Goudy
Emily Martin
Shelly Hill
Cassie Wegrzyn

Paraprofessional
Paraprofessional
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Paraprofessional
Paraprofessional
Paraprofessional

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EXTRA-CURRICULAR ASSIGNMENTS

JUNIOR HIGH SCHOOL SPORTS:

Kelli Vaughn, Athletic Director

Mariah White, Cross Country Coach
Torrie Jones, Assistant Cross Country Coach

Andrea Fuoss, 8th Grade Girls Basketball Coach
Cheyenne Weber, 7th Grade Girls Basketball Coach
Kelly Hatfill, 6th Grade Girls Basketball Coach

Dave Cox, 8th Grade Boys Basketball Coach
Kendall Cox, 7th Grade Boys Basketball Coach
Kenny Calver, 6th Grade Boys Basketball Coach

VACANT, Girls Track Coach
Kenny Calver/Evie Ellis, Assistant Track Coach
Sally Ellis, Boys Track Coach
Michael Callahan, Assistant Track Coach

Kelli Vaughn, 8th Grade Volleyball Coach
Kara Harrison, 7th Grade Volleyball Coach
Kelsey Vaughn, 6th Grade Volleyball Coach

Daron Johnson, Head Baseball Coach
Kenny Calver, Assistant Baseball Coach

Lindsay Jordahl, Head Softball Coach
Kelli Vaughn, Assistant Softball Coach

JUNIOR HIGH SCHOOL ACTIVITIES:

Logan Knuth/
Kara Harrison Student Council

Joshua Breen Band/Jazz

Tim Hess Concert/Mini-Band

Christopher Lerch Vocal/Show Choir/
Boys/Girls/Mixed Chorus

Jamie Young Speech

Jessie Marquis Yearbook

Amanda Lackey Cheerleading

Hillary Sawyer Scholastic Bowl

Elizabeth Pippin Lego League

PBL HIGH SCHOOL

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EXTRA-CURRICULAR ASSIGNMENTS

HIGH SCHOOL ATHLETICS:

Brock Niebuhr, Athletic Director

Joshua Pritchard, Head Football Coach
 Jake LeClair, Assistant Football Coach
VACANT, Assistant Football Coach
 Christopher Harper, Assistant Football Coach
 Steven Waugh, Assistant Football Coach
 Jason Hutchcraft, Assistant Football Coach

Dustin Franckey, Cross Country Coach

Tyler Rubarts, Head Volleyball Coach
 Taylor Bauer, Assistant Volleyball Coach
 Kelsey Vaughn, Assistant Volleyball Coach

Quinton Hatfill, Head Boys Basketball Coach
 Zach Thorson, Assistant Boys Basketball Coach
VACANT, Assistant Boys Basketball Coach

Jeff Sinn, Head Girls Basketball Coach
 Alex Ward, Assistant Girls Basketball Coach

Madison Warner, Cheerleading Coach
 Courtney-Ann Schwing, Cheerleading Coach

Brock Niebuhr, Head Baseball Coach
 Daron Johnson, Assistant Baseball Coach
Vacant, Assistant Baseball Coach

Taylor Walwer, Head Softball Coach
 Jake LeClair, Assistant Softball Coach

Dustin Franckey, Boys Track Coach

Tyler Rubarts, Girls Track Coach
 Julia Bleich, Assistant Track Coach

Alex Goudy, Special Athletes

Samantha Greiff, Robotics Team

Zach Thorson, Assistant Golf Coach

HIGH SCHOOL ACTIVITIES:

Charley Kietzman/
 Lindsay Jordahl

Student Council

Tim Hess
 Joshua Breen
 Christopher Lerch
 Christopher Lerch

Band/Honor Guard
 Flags/Jazz Band
 Show Choir
 Madrigals/Chorus

Audra Nuckols

FBLA Sponsor

Kirsten Wyatt
 Mike White

FFA Sponsor
 FFA Sponsor

Sally Ellis

FCCLA Sponsor

Sheila Pickens
 Mindy Duley

Math Team
 Math Team

Sally Ellis

Speech Team

Charley Kietzman

Visions Sponsor

Kirstin Wyatt

National Honor Society

Amanda Dunlavey

Scholastic Bowl

Lisa Chaddock
 Vicky St. Peter
 Emily Wood

Class Sponsor - Senior
 Class Sponsor – Senior
 Class Sponsor – Senior

Emily Wood
 Audra Nuckols

Class Sponsor – Prom
 Class Sponsor - Junior

Lisa Allen
 Lauryl McKenry

Class Sponsor – Soph.
 Class Sponsor – Soph.

Charley Kietzman
 Amanda Dunlavey

Class Sponsor - Fresh
 Class Sponsor - Fresh

GENERAL INFORMATION

VISION STATEMENT:

“Excellence through Rigor, Relevance, and Relationships”

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 Paxton-Buckley-Loda Community Unit School District No. 10 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.

PROFESSIONALISM

As educators, we all want to be treated as professionals by students, parents, and staff. In order to gain that respect we must:

- Dress in an appropriate manner
- Teachers must be appropriate role models for students
- Avoid the use of profanity in the presence of students
- Do not eat food or drink beverages in any classroom during class time.
- Always be prepared

- Never criticize students, parents, or peers
- Treat everyone with respect
- Remember that all school information (grades, attendance, conduct, discipline, health (private), staff information, etc.) is **CONFIDENTIAL**
- Turn in all request forms and information on time
- Be open to new teaching methods, ideas, and information
- Be lifelong learners
- Expect students to address all faculty by your surname, i.e. *Mr., Mrs., Ms., Dr., Coach, etc.*

SCHOOL DAY / WORKING HOURS

All teachers are expected to be at work no later than 7:40 a.m. and leave from work no earlier than 3:30 p.m.

SMOKING / TOBACCO / VAPING

PBL CUSD No. 10 has been designated smoke/tobacco/vape free. There is no vaping, smoking, or tobacco use allowed on school property or events at any time.

DRUG AND ALCOHOL-FREE WORKPLACE

It is the policy of PBL CUSD No. 10 School Board that all district workplaces shall be free from drugs, tobacco, and alcohol. All employees and/or chaperones shall be prohibited from:

- The unlawful manufacture, distribution, dispensing, possession, use or being under the influence of a controlled substance while on District premises or while performing work for the District.
- The distribution, consumption, possession of or being under the influence of alcohol while on District premises or while performing work for the District.
- Refer to School Board Policy No. 5.50

TEACHING LICENSURE

Each teacher is to register his/her teaching licensure through the Champaign-Ford Regional Office of Education and Illinois State Board of Education (ISBE) Educator Licensure website (ELIS). A copy also needs to be on file in the PBL Administrative Office.

PAY PERIODS

School employees are paid twice a month – on the 15th and 30th of the month (earlier if these dates fall on the weekend or holidays). Direct deposit paychecks will be available to staff through Skyward Employee Access. PBL requires all employees to utilize direct deposit.

INSURANCE

Single health insurance coverage is provided to all eligible employees. Employees may elect to enroll dependents and/or spouses at the employee's expense during open enrollment only, unless a qualifying event occurs. A \$20,000.00 life insurance policy is provided to all eligible employees as well. Employees may elect to enroll in the district's dental and vision insurance programs. Dental and vision insurance are 100% the employee's expense.

403(b) PLAN

The district offers a 403(b) Plan to all employees. Funds are transferred to the district's third-party administrator (Omni) through payroll deduction, and employees who choose to participate in this plan must select an approved provider. For a list of approved providers and questions regarding this program, please contact the Unit Office.

LESSON PLANS

Teachers should complete unit and daily lesson plans aligned to Illinois State Learning Standards.

SUBSTITUTE FOLDER

Each teacher will create and keep on hand a substitute folder. Teachers may be provided a substitute folder. Teachers are to place it in their plan book or in the top drawer of the teacher's desk. All information in the folder will be kept current and continually updated. It shall include at least:

- Teacher's name, grade, subject area.
- Class schedules, daily schedules detailing times of periods, classes, special classes, seating charts, and duties
- Current class lists (not seating charts) for all student groups that will be in the room.
- Special information concerning students, lesson plans, etc.
- Make note of students that have any special medical needs, physical needs, or academic needs.
- Classroom rules, consequences, and rewards.
- Daily lesson plans
- Crisis management procedures information

INTERNAL SUBSTITUTING

Teachers may be asked during the day to substitute in a classroom during a planning period. If the teacher accepts, he/she will be paid at the rate that has been agreed upon in the current teacher contract.

FACULTY MEETINGS

Faculty meetings will be held on a regular basis on dates scheduled by the building principal following the school board meeting of each month. Meetings will usually run from 15 – 45 minutes. Attendance is required unless prior arrangements have been made.

SUPERVISION BY TEACHERS

One of the primary responsibilities of every member of our staff is that of providing an environment and atmosphere that is conducive to learning. In order to do this, cooperation of the entire staff is necessary. Each member of the staff shares in this responsibility. The responsibility starts before school and is with us all the time that we are here or have students under our supervision. In addition to the responsibility for supervision of your classes, each member of the staff is to supervise students in the halls before school, during passing periods, and immediately after school. **All teachers are asked to step into the hallway between classes.** Teachers may also be asked to supervise in the lunchroom, hallways, parking lot, recess, and gym. In regards to classroom supervision, **never leave a class unattended.** If you must leave your classroom for some reason, get another teacher or the principal to cover for you.

- **After School / Extra-Curricular** – Teachers are on duty until 15 minutes after students are dismissed. If a teacher has a student stay after school for some reason, the teacher is responsible for supervising that student during the time the student is in the building.
- **Assembly Supervision** – Teacher should remain with their students during assemblies. Place those students requiring extra supervision near you.
- **Before School** – Teachers should either be in their rooms or at their assigned hall duty station when the students begin entering the building. Refer to Duty Schedules as provided by building principals for specific assignments.
- **Cafeteria Supervision** – Cafeteria supervision will be carried out by assigned personnel. It is expected that in times of extreme or unusual circumstances that teachers may be asked to help supervise. Teachers will be provided a duty-free lunch. At the elementary level, all

teachers are to escort and supervise their own class to the cafeteria and an orderly line is to be maintained.

- **Hallway Supervision** – All teachers are to contribute to hallway supervision. Staff members should feel free to correct any student in regard to unruly behavior in the halls. At the elementary level, when passing between classes, and to and from assemblies, teachers are responsible for escorting the students to their destinations.
- **Recess supervision (Elementary Level)** – When students are at recess, teachers may be assigned supervision duty. If assigned a supervision duty for a recess, the person on duty shall remain with the students for the scheduled period. If recess is inside, the teacher on duty will circulate between rooms to provide supervision.

CLASSROOM RULES / DISCIPLINE

It is the responsibility of all staff to maintain discipline in the classroom, halls, and restrooms etc. We need everyone's help to make the school safe as possible. Please make every effort to be in the halls or near your door during passing periods. Please visit student restrooms to check on vandalism and smoking. Please write out, distribute, and post your class rules and expectations to your students. This includes behavior, homework, grading, etc. Please give a copy of this to the principal. Do not make rules that you cannot enforce. Bell to bell instruction that emphasizes time on task is a teacher's most effective tool for orderly and effective classrooms.

CRISIS DRILLS AND OTHER EMERGENCIES

The fire drill and tornado drill plans are to be posted in every classroom. **Remember to take your class lists with you during all emergency drills and emergencies, take roll, and report absent students to the administration.**

A.L.I.C.E. TRAINING

PBL CUSD No. 10 employs a strategy for lockdown procedures known as the A.L.I.C.E. plan. A.L.I.C.E. is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. The philosophy of A.L.I.C.E. is to use technology and information in a way that staff and students can make informed decisions in a crisis, remove as many people as possible from the danger zone, and provide realistic training so that those involved in a crisis have a better chance of surviving. Staff and students will receive training on each concept of A.L.I.C.E. and school safety drills will be practiced throughout the school year. Students may opt out with parent permission.

CLASSROOM MANAGEMENT - BREAKING UP FIGHTS

Occasionally, arguments between students escalate and erupt into fights. It is important that school personnel know basic techniques for breaking up fights and dealing with students who are physically aggressive. Here are some suggestions from John and Carr, 1995:

- Never ignore aggression. If ignored, small acts of aggression can quickly grow to more violent aggression.
- Go toward the scene of the violence. Sometimes just the presence of an adult will stop a potentially violent situation.
- Quickly review the situation. Try to determine what has happened, who is there, and what is likely to happen. If the situation includes members of rival groups, send an onlooker for more adults.
- Look to see if there are any weapons present.
- In a strong voice, tell students that they must stop doing what they are doing. Sometimes students are hoping an adult will tell them to stop fighting so they will have a "graceful" way out.
- Tell any onlookers to leave the area. Call students by name if you know them, and tell them specifically where to go. For example, "Brian, go back to your class now!" is more effective than saying "Everyone get out of here now!"

- Tell onlookers, and those involved in the aggression, the consequences of not following your directions.
- Make a mental note of the names of onlookers.
- Never get between students who are fighting.
- If the situation does come to blows, tell the students to stop. Somethings just directing students to stop fighting -- in a loud, demanding voice -- is enough to make them stop. Again, in many cases, the students actually are looking for an excuse to stop.
- After the incident, document what happened, and share this with other adults as required.
- Support victims in any way you can. Get them any help they may need.

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.

TEACHER AVAILABILITY – STUDENT ASSISTANCE

Teachers should make themselves available to students fifteen (15) minutes before class starts each day and fifteen (15) minutes after school. Teachers should be found in their rooms at this time.

SCHOOL CLOSINGS

In cases of inclement weather, the superintendent will decide whether or not to close the school for the day. Efforts will be made to have the decision made no later than 6:30 a.m. If school is closed, the district's emergency phone tree will be activated, as well as the ThrillShare communication system. Please keep a copy of this phone tree with you at home for reference and make the phone call required of you. School Messenger is a communication service that our school will utilize during the year that will provide information in a timely manner regarding school and extra-curricular cancellations, early dismissals, special announcements, and information pertaining to the district's crisis management plan. In addition to the phone tree, inclement weather school closings will be broadcast by the following methods:

WCIA-TV
District website at www.pblunit10.com
Email

PBL Twitter
Facebook
Automated Calling

SECURITY / FOBS

Building security is a priority that needs constant attention by every staff member. Employees are issued building key fobs on an as needed basis. A record is made of each key fob issued and a periodic key check is made. Immediately report any lost key fobs to either the principal's office or Unit Office. Do not loan your key fob to students or community members. Students are not allowed in the academic areas of the building during lunch time. All visitors to the school must check in at the office and have a visitor's pass to be in the building. Approach strangers that are not wearing a visitor pass and ask them if they need assistance. Please escort strangers to the office so they may sign in and obtain a visitor's pass. The district's security systems are activated in each school's entrance. All exterior doors shall remain locked and closed, and your room's windows as you exit the building.

DISTRICT WIDE FORMS

All District-wide forms can be found under the PBL dashboard <https://sites.google.com/a/pblpanthers.org/pbl-staff-dashboard/>

PARENT-TEACHER COMMUNICATION / CONFERENCES

Parent-teacher conferences are held at various times throughout the year. If students are struggling academically, behaviorally, or an incident warrants, the teacher should contact the parents and arrange a conference. This process should be arranged on your time (prep period, before or after school) and with the knowledge of the principal. If the teacher feels that a conflict is likely or possible, arrange the conference and ask the principal to assist in a manner of an interested third party. Parent should be notified ahead of time as a courtesy. Be prepared with all necessary materials (grade books, tests, textbooks etc.). All conferences are to be logged and dated as to avoid future misunderstandings or disputes that might possibly arise. Parent-Teacher conferences will officially be scheduled once during the school year. See the official school calendar for the exact dates and times. Parents, teachers, guidance counselors, and administrators may request additional conferences as needed. Teachers are expected to accommodate parental requests for conferences whenever possible. Staff should always respond to parent communication.

GRADING / GRADING REPORTS

Grading at PBL represents required skills, practices, and expectations outlined in the goals that have been established by the PBL School District. Specifically, these goals reflect the Illinois Learning Standards. Skyward grade portal shall be updated at the very least once per week and no later than 12:00 p.m. each Thursday. Report cards and interims will be posted online via Skyward and/or possibly sent home at the parent's request.

Grades: To be recorded as points earned out of points possible. Total points figured into overall percentage.

Percentages for work that make up final grade:	Major Grades	50%
	Daily Grades	15-50%
	Homework	0-35%

Percent ranges for daily grades and homework will be determined by grade level and/or department teams and will be consistent.

Grading Scale: 90 - 80 - 70- 60

Make Up / Late Work: Current Policy: Must be consistent among grade/department or buildings.

Minimum Number of Grades: Teachers should have enough grades to insure a representative percentage.

Student Grades / Extra Credit: Academic only (credit is not given for supplying Kleenex, signing papers, etc.)

GRADE DEFINITIONS FOR JUNIOR HIGH/HIGH SCHOOL

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 paper, or skill assessments (i.e. essays, **performances**, oral presentations portfolios).

Daily Grades: Assessments of assignments completed in class or at home, 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, or teacher observations (i.e. small group participation, labs, or oral presentations).

Homework: Graded homework should be based on previously taught materials. Homework should be used neither 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 assessable to the student. When making assignments, the teacher needs to keep a perspective on the student's cumulative homework assignments.

Final Grades: Final grades will be computed on a cumulative basis for the entire semester. In no case may the final exam count for more than twenty percent (20%) of the student's final course grade.

GRADE DEFINITIONS FOR ELEMENTARY

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 paper, or skill assessments (i.e. essays, performances, oral presentations portfolios).

Daily Grades: Assessments of assignments completed in class or at home, 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, or teacher observations (i.e. small group participation, labs, or oral presentations).

Homework: Graded homework should be based on previously taught materials. Homework should be used neither 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 assessable to the student. When making assignments, the teacher needs to keep a perspective on the student's cumulative homework assignments.

MENTAL HEALTH DAYS

Each full-time employee may be absent up to 5 (five) days per school year for mental health. These five (5) days will be excused. Staff may use available sick or personal leave for this purpose.

TEACHER ABSENCES

If a staff member is anticipating an absence due to illness, the principal should be notified no later than 6:00 a.m. on the day of the afore-mentioned illness.

TEACHER MAIL

Teacher mailboxes are located in the office or other assigned area. Please check your mailbox regularly. Messages will be placed in your mailboxes from time to time as well as mail. Please do not ask students to get mail from your mailbox. The principal must approve information for general distribution before it is placed in the mailboxes.

ATTENDANCE (SKYWARD)

Because of the State Aid involved, a primary responsibility of every teacher is correct attendance reporting. Attendance is to be checked each period for the High School and Junior High. A student is to be considered absent from class if he/she is more than 15 minutes late to class without a valid excuse (pass from office). Do not mark any student absent who is on a school sponsored activity for that period. You will receive a notification list of the students who will be absent from your class prior to the school activity either by e-mail or by memo.

SUPPLIES

General supplies such as paper, pens, pencils, chalk, etc. can be obtained from the building secretary in the office. Other supplies needed for your classroom must be obtained through the purchase order process (see Purchase Order Section).

REQUISITION ORDERS

Equipment, materials, and supplies are purchased through a requisition form. These forms can be obtained from the office secretary or online. When filling out the requisition form, include the following information about the vendor in the space provided:

- | | |
|---------------|-------------|
| • Description | • Catalog # |
| • Vendor | • Quantity |

- | | |
|------------------|---------------|
| • Ship to: | • Unit |
| • Acct. to bill: | • Cost per |
| • Attn: | • Total Cost |
| • Due Date: | • Description |
| • Ship Date: | • Ship Via: |

Fill in the date this form is processed. Be sure to include the catalog number of each item you are ordering. Be sure to write neatly so it is clearly readable by those processing the order. Upon completion of the requisition form, return all copies to the building secretary. It will be sent via Skyward to the principal for his/her signature. Once the building principal has approved the requisition form, it will be sent to the Superintendent for final approval. No purchase can be made without an approved requisition form. Try to anticipate your needs several weeks in advance to reduce the number of small orders. Often, by careful planning, several items can be included on one requisition form.

FIELD TRIPS

Board policy states that field trips must be administrator approved and arranged in advance. It must be related to the curriculum. Students must meet the following requirements to participate in a field trip:

- Have on file a signed parent permission field trip form, emergency form, and emergency phone number.
- Have met individual classroom standards.
- Agree to follow all rules applying to bus conduct and normal school conduct.

Staff members in charge on the trip are responsible for the behavior of students going on the trip. All students going on a trip are required to ride on the school provided bus and must return to school on the same bus unless written permission is provided.

- Chaperone ratio should be no less than 6:1 at the elementary level and 10:1 at the secondary level for day trips and 6:1 for overnight trips.
- The teacher must fill out a field trip transportation form and field trip permission form and give it to the building secretary or principal.
- Both forms must be approved by the principal, and then sent to the superintendent. If approved by the Superintendent, the principal will notify the bus garage about scheduling a bus.
- Copies of the approved form are sent back to the initiating teacher and the principal.
- The teacher should check with the building secretary to ensure a substitute, if necessary, has been secured and to provide lesson plans for the substitute teacher.
- The teacher must have each student complete a District field trip request form including a parent/guardian's signature indicating approval of the trip.
- The teacher must provide the principal a copy of each student's permission form prior to the student leaving on the trip.
- Staff should take and secure any lifesaving medication or medical Epi-pens. Parent or guardian should provide medication or Epi-pens in original packaging with student name and prescription information.

FIELD TRIP CHAPERONES

Field trip chaperoning is an important function. Chaperones will be scheduled as far in advance as possible. Staff members who would like to chaperone should inquire in the principal's office for dates and times. Chaperones may be school employees or parents. Chaperones for overnight trips will be required to have a current background check performed by PBL. The chaperones should be familiar with the times, route and destination in advance. They should arrive fifteen (15) minutes before the scheduled departure time. In order to ensure that all students are returned to school, an accounting of students should be initiated as students enter the bus on every leg of the

field trip. Prior to departure, chaperones will inquire with the bus driver what expected student behavior will be. Chaperones shall provide assistance to full-time staff in the monitoring and supervision of students on field trips. Chaperones will report student misbehavior immediately to a full-time staff member, and they will intervene and provide correction and, if necessary, consequences.

DISTRICT VEHICLES

Staff may find it necessary to use a district van or vehicle. In order to reserve a vehicle all staff must first check the availability of the vehicle by calling or emailing the unit office records clerk. All vehicles are reserved according to a first come first serve basis. District vehicles shall be free of drugs, tobacco, and alcohol. (Refer to School Board Policy No. 5:50) Each vehicle must be returned with the beginning and ending mileage recorded on a sheet located on a clipboard in every school vehicle and the fuel tank filled. Employees should fuel district vehicles at either Casey's. Please inform employees of Casey's to charge the fuel to PBL Unit Office. Employee must sign and print their name on receipt. Casey's will provide a copy of these receipts to the district. Please be sure to remove any and all garbage and/or debris from the vehicle. This is done out of courtesy for the next staff member using the vehicle. Please email the unit office records clerk and PBL maintenance department immediately if you believe that repairs are necessary to the vehicle. Please contact your building principal immediately if you are involved in an accident in a school vehicle. I-passes have been placed in 2 vans, both mid-buses, and one (1) truck for trips to the Chicago area. Mid-buses and vans may be reserved by calling (217) 379-3314 or emailing Lynnette Rudin at lrudin@pbpanthers.org during business hours Monday-Friday 8:00 a.m. – 4:00 p.m.

ADVERTISEMENTS AND SOLICITATIONS

No teacher or other employee will permit any commercial advertisement to be read or distributed, nor lists of names of pupils to any commercial advertiser, vendor, or parent nor collect any contributions of money from pupils unless it directly pertains to necessary schoolwork except upon authorization of the principal.

PAYMENT FOR LOST AND DAMAGED BOOKS AND EQUIPMENT

Should a student textbook, library book, or equipment become lost or damaged, notify the office and/or building Principal.

TEXTBOOK ISSUANCE

Teachers should record textbooks assigned to students.

FUNDRAISING ACTIVITIES

As outlined in PBL District policy, the building principal and district superintendent must approve all fund raising activities. Students will not be used to promote fund raising activities by non-school sponsored groups except those which are of a school-wide nature in which participation can be a positive experience for students and when the proceeds contribute to a recognized humanitarian purpose. Competitive activities between students or groups of students shall be avoided unless approved by the principal. Stringent accounting procedures have been instituted which require strict care in the handling of monies generated by student activities. Those procedures are as follows:

- Students and sponsors will verify receipts together.
- All monies will be counted and turned into the principal's office within 48 hours of collection.
- All monies will be stored in the school safe until a daily bank deposit is initiated.
- Please fill out and give completed fundraising forms to your building principal. These forms may be located on the PBL teacher dashboard.
- Students should not sell point of sale food to students due to district nutritional and health guidelines.
- Adult staff are not required to participate in fundraising events.
- Staff should not sale fundraising items to students.

PROBLEM SOLVING / SECTION 504 TEAMS

In accordance with federal guidelines, PBL CUSD #10 school buildings will have an active Section 504 committee composed of administration, teachers, and staff that meet regularly to brainstorm, discuss, and evaluate how well students are being served in the school. Referrals to the team may be made by any staff member. Other referrals may be made by parents via the administration. Concerns are brought to the team and a case manager is assigned to the student. The case manager endeavors to find out all related information and reports back to the team. This process may include interviewing the teacher(s) having contact with the student, interviewing the student, reviewing past records, reviewing medical or academic records, etc. This information is then presented to the team. If needed, the team works together with the homeroom teacher, case manager, parents, and referring staff member to decide the best way the school can assist the child in dealing with the problem. This process may result in information of a formal Section 504 Education Plan or a more informal alternative intervention plan. If a formal 504 plan is developed, teachers that are affected by the plan are required to make any needed accommodations as set forth in the plan. Additional information concerning the Section 504 committee and Section 504 policies are available in the office. Testing and referrals for an individualized education plan will follow guidelines outlined through the District's Response to Intervention (RTI) plan. The process may result in student qualification for Tier II or III eligibility.

TEACHER WORKSHOPS AND INSTITUTES

Teacher workshops and institutes are held on days designated on the school calendar. Therefore, all teachers are required to attend. Salary reductions could be made for failure to attend.

PROFESSIONAL LEAVE

Requests to attend professional meetings must be made on the appropriate form and turned into the principal. This form can be found in the Forms Section on the PBL website.

TRAVEL / MEAL / LODGING EXPENSE FORM

Essential travel, lodging, and meal expenses occurred at a professional event may be reimbursed when the appropriate paperwork is completed and turned into the principal. The district has set fiscal limits on food and lodging reimbursement per day. The district encourages faculty and staff to minimize expenses while attending approved conferences and/or workshops. This form must be filled out in full prior to the expense occurring and can be found in the Forms Section and found online at the PBL staff dashboard at <https://sites.google.com/a/pblpanthers.org/pbl-staff-dashboard/>.

REIMBURSEMENT FOR PURCHASES

Staff members must receive **PRE-APPROVAL for any purchase** by their building administrator or superintendent in order to receive reimbursement. The staff member must provide all receipts for the reimbursement amount. A reimbursement request form must be submitted and signed by the staff member and building administrator with all receipts attached equaling the requested reimbursement amount.

STUDENT INJURIES

All injuries should be reported to the office in a timely manner. If a student sustains an injury while on school grounds, the school nurse will be called to assess the injury. If a head injury has been sustained in which the mechanism of injury could result in a concussion, the school nurse will enact the concussion protocol.

If it is deemed that the student's discomfort or injury can be reasonably managed with ice, splinting, rest, bandage, etc., proper care will be administered, and the student will be returned to class. If a student is burned at school, the office will contact the parent or guardian.

If the student requires additional measures of care, the student's parents/guardians 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 parents/guardians will be contacted through phone call or note home advising them of the type of injury sustained and the recommended follow-up care per the school nurse. The staff person who was in charge when the accident occurred must complete an accident report found on PBL staff dashboard at <https://sites.google.com/a/pblpanthers.org/pbl-staff-dashboard/> and submit it to the office as soon as possible. Document everything.

STAFF INJURIES

District staff members are legally covered by Workman's Compensation for accidents sustained while on the job. All injuries must be reported to your supervisor immediately, and the Employee's First Report of Injury or Illness Report form must be completed, signed by employee and supervisor, and turned into the unit office. The office will in turn report these injuries to the school nurse and unit office. Failure to report any such cases may result in the employee becoming liable for all bills.

FIRST AID

First aid may be administered by a school employee for minor injuries. The office and school nurse should be consulted for serious injuries or if medical treatment might be indicated. In the absence of office personnel, and when in the teacher's judgment medical care might be needed, the teacher should apply first aid and then contact the parents or responsible person for the injured student. Students should be taken to the emergency room at the hospital only after every attempt is made to notify the parents and to secure their direction or the directions of the physician of choice according to the child's emergency card. Seriously injured students should not be moved without qualified medical advice. Try to make the pupil comfortable without unduly moving him/her when seriously injured. All head injuries should be evaluated by the school nurse, a doctor, or certified trainer. See Board policy.

MEDICATIONS

Teachers should not dispense any kind of medication to students. Office personnel or the school nurse will administer all medication.

VISITORS

Any non-student must have permission from the administration to be on school grounds. Send all visitors to the office to sign in. If a visitor is granted permission to be on school property, they will have a visitor's pass issued to them from the office. If you observe a person on school grounds without proper identification, politely confront them and ask if you can help them, then escort them to the office. Let the principal or other building administrator know immediately if you have concerns about a visitor at your school.

DAILY ANNOUNCEMENTS

Information for both students and teachers is found in the daily announcements. Feel free to use the announcements for your clubs and activities. Announcements should be in the office before the start of school to be included that day. Type or print all announcements. Please keep your announcement as short as possible. The following information needs to be included in order for the announcement to be read or posted online:

- Sponsor's signature
- Dates to be read
- Principal's approval

MEDIA / PRESS COMMUNICATION

In order to provide consistency, all media communication from the PBL School District must be processed through the principal's office or superintendent's office.

TELEPHONE

Teachers will not be called from class to take a telephone call except in case of emergency. If you are expecting an emergency call, let the office know and you will be called to the phone. If a call is not urgent, a message will be placed in the teacher's electronic media mailbox. Do not charge personal toll calls to the school.

CELLULAR/SMART PHONE USAGE

Cellular/smart phones should not be used to conduct personal/professional business during class time and should be shut off or on silent mode.

COMMUNICATION WITH STUDENTS

Staff should not have social contact with students via phone, text, social media networks, or in person outside of the school setting. The use of these mediums for social purposes has been frowned upon by several professional organizations, including the NEA. Staff should build relationships by planned and approved team social events, conversation during the regular school day during instructional times, and at school events. However, these mediums of communication can be used to deliver information about class projects, homework, and collaboration of ideas.

CARE OF BUILDING

- Teachers are responsible for keeping their shop, classrooms, or lab in good order. Good housekeeping practices in your classes will result in better student attitudes, safety, and general appearance.
- Teachers are expected to see that desks, books, chairs, and other equipment receive proper care.
- Teachers are to lock their classroom during their lunch period and when they leave after school is dismissed.
- Do not give school keys to students at any time.
- When leaving the building in the evening, be sure to turn off all lights, close all windows, and lock all doors. Before leaving, double check to see that the outside doors have closed and locked.
- Do not use scotch tape on the walls and painted surfaces. Do not permit students to use scotch tape on the wall and painted surfaces.
- Do not permit students to bring food or drink into the classroom.
- Spillage of staining liquids or materials on floors, furniture, or other surfaces should be immediately reported to the custodial department.
- Reports of vandalism or writing on walls in the restrooms or outside of buildings on walks, or brickwork, any broken or cracked windows should be reported. Instant remedial action lessens further cause.

BUILDING REPAIR AND MAINTENANCE

If teachers discover a needed repair or maintenance problem within their classroom, they are to complete a repair request form online.

TECHNOLOGY AND MAINTENANCE

Teachers discovering a needed repair or maintenance problem with their computer are to complete a repair request form online.

COPIER USAGE

Photo copier usage is for school purposes only. If the copier is in need of repair, please report it to the building secretary immediately. Personal copies are 35¢ per copy.

USE OF BUILDING

Teachers are provided keys that will allow access to the building after hours. If you need access to the building after hours, please do not send children, relatives, or friends to school with your keys due to security and safety concerns. When you come to the building after hours, please let the custodian if he/she is there of your presence. When leaving the building, please make sure that your lights are out, windows closed, and door is locked. Please also inform the custodian of your departure, and check to make sure the outside doors close and lock behind you.

STUDENT GROUPS OR CLUBS

Student groups or clubs that are not school sponsored may be granted free use of school premises for a meeting or series of meetings. If approved, please see your building principal to complete an application form and receive rules that apply to these groups and clubs according to Board Policy 7:330.

INVENTORY

Teachers are to maintain an updated inventory of equipment for the classroom. The inventory will include a list of materials and equipment on hand, condition of the equipment, original purchase date, and estimated cost of replacement. Texts listed on the inventory should include information regarding publisher, copyright, and condition.

MANDATED REPORTING

All staff members are required by law (325 ILCS 5/4) to report suspected cases of child abuse or neglect to the Department of Children and Family Services (DCFS) (1-800-252-2873). The law mandates school personnel to report to DCFS cases of child abuse immediately. As a practice, inform your building principal if you file a report. A CANTS5 Report is to be sent to DCFS immediately and keep a copy of this report for yourself and the building principal. These forms are available in your building offices.

HALL PASSES

Hall passes should be held to an absolute minimum and should be issued only when absolutely necessary. Students should be required to bring necessary books and materials to class so as to eliminate the need for returning to their locker. When it becomes necessary for a student to leave for any reason, a pass should be issued for that student only.

GUEST SPEAKERS

All guest speakers must be pre-approved by the principal before they are allowed in the classroom to speak. Guest speakers should also be linked to the school approved curriculum.

CONTINUING EDUCATION

Teachers will be reimbursed \$200.00 per semester hour or actual cost, whichever is less, for job-related course work as described in the contract (section 7.5 p. 22). A job-related course is defined as any course that meets any of the following qualifications:

- Any taken as a requirement in a master's degree or advanced degree in the teacher's curriculum assignment.
- Any education course
- Any course in teaching curriculum assignment of the person taking the course.
- Any course associated with the employee's extra-curricular duty assignment.
- With the Superintendent's approval, any course to qualify for a curriculum assignment or extra-duty assignment as requested by the District.

- Certified staff are not eligible for course reimbursement for educational administration courses until they have reached tenure.

All graduate and undergraduate level course work must be approved by the Superintendent in order for it to be counted for horizontal movement on the salary schedule for reimbursement. Approval and reimbursement forms can be found on the PBL staff dashboard at <https://sites.google.com/a/pblpanthers.org/pbl-staff-dashboard/>.

SCHOOL SECURITY CAMERAS

A). Purpose

The Paxton-Buckley-Loda School Board has authorized the use of video cameras throughout the PBL School District for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property.

B). General Protocols

Signage and Notification: Signage will be posted at school buildings that notify students, parents, staff and the general public of the district's use of security cameras. Students, parents and staff will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools and on school grounds. Such notification will include, but not be limited to, staff handbooks and student handbooks.

Camera Placements: The security camera system is installed in public areas only. These areas include, but are not limited to, grounds, exterior entrances or exits to school buildings and large gathering spaces such as corridors, cafeteria, lobbies, gymnasiums, and main entries. Security cameras will not be used where there is a reasonable expectation of privacy, including but not limited to restrooms, changing rooms, private offices, nurse's offices, or locker rooms.

Viewing: There will be no monitoring of live recordings, except in the case of a suspected emergency or safety concern. Reviewing the recordings will occur only when a suspected incident is committed inside or outside the building. Viewing the data is to be performed by authorized personnel that have been expressly designated by the principal or Superintendent of Schools. A logbook shall include the following details: the persons viewing the data, what event triggered the viewing, and the date/time viewed and be maintained by the building principal and made available to the Superintendent of Schools. No sound is to be monitored or recorded in connection with the video surveillance system. District transportation will monitor both audio and video. Surveillance system misuse shall be addressed on a case-by-case basis by the Superintendent of Schools.

Limited Access to Recordings: Any video recordings used for security purposes in school buildings or grounds are the sole property of the district. Release of such videos will be made only as permissible pursuant to applicable laws and with the permission of the Superintendent or his/her designee. Access to video recordings from security camera shall be limited to school administrators and management (Superintendent/designee, School Principal/designee, and Transportation Director). Law enforcement officials shall be granted access to video recordings after giving prior notice to the School Superintendent/designee.

Data Storage: All video recordings and logs are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for thirty (30) days and automatically deleted, unless being used in an ongoing investigation.

MONITORING FOR FRAUD, WASTE, AND ABUSE

Paxton-Buckley-Loda CUSD No. 10 employees shall be responsible for ensuring that all reasonable actions are taken to prevent waste of materials and supplies purchased with grant funds. The Paxton-Buckley-Loda superintendent will participate in fraud, waste, and abuse training. The superintendent will ensure that all employees understand the action they can take when they witness any fraud, waste, or abuse of materials, products, and services purchased using grant funds.

CONFLICT OF INTEREST

Conflict of interest policies are guided by 2CFR §200.318(c)(1). PBL CUSD No. 10 employees cannot participate in the selection, award, or administration of a contract using grant funds if he/she has a real or apparent conflict of interest.

A conflict of interest is defined as being when an employee, any member of his/her immediate family, his/her partner, or organization that employs or is about to employ any of the above, has a financial or other interest in, or a tangible personal benefit from, the appointment of a certain firm for a conflict.

PBL CUSD No. 10 employees may not accept any gratuities, favors, or anything of monetary values from contractors or parties to subcontractors. As stated in 2CFR §200.319(a), if a contractor develops or drafts specifications, requirements, or scope for services for a program that contractor must be excluded from competing for such procurements.

This conflict-of-interest policy shall be brought to the attention of the PBL Board of Education and sub recipient annually. The purpose of this action is to remind each member that as a sub recipient of grant funds they are required to ensure that all purchases of goods and services using grant funds comply with this policy and 2CFR §200.318(c)(1).

VIOLATIONS OF CONFLICT-OF-INTEREST

Violations of conflict-of-interest policies are guided by 2CFR §200.318(c)(1).

If the Paxton-Buckley-Loda Board of Education has reasonable cause to believe an employee has failed to disclose an actual or possible conflict of interest, it shall inform the employee of the basis for such belief and afford the employee an opportunity to explain the alleged failure to disclose. If after hearing the employee's response and/or completing further investigation, the Board shall take appropriate disciplinary and corrective action. Such action should be recorded in the minutes of a Board meeting.

OFFICIAL TRANSCRIPTS

Teachers that wish to have credit for course work taken, need to have official transcripts on file in the unit office before the start of the next following school year.

REPORT CARDS

Report cards will be issued every nine weeks. The Principal and Guidance Counselor will provide instructions and deadlines.

RECORD KEEPING

It is vital to keep accurate records for absences, tardies, grades, and behavior.

PUBLIC RELATIONS

The public relations representative of the school is the principal. All information to be published in the newspaper or for other public consumption must be approved by him/her.

CONTROVERSIAL ISSUES AND AGE-APPROPRIATE ISSUES

Preparing and teaching a lesson that uses materials for class instruction that might be deemed controversial in nature to the general public or preparing and teaching a lesson that uses materials that could be considered inappropriate for a particular age group must first have prior approval from the administration. This material includes, but is not limited to the following:

- Text
- Movies/Video - All movies must be approved prior to showing and must be related to content area and learning standards. No PG-13 or R rated movies will be shown without prior approval by administration and signed parent permission slip.
- Computers/Internet
- Guest Speakers
- Music

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 website at www.pblunit10.com.

INTERNET ACCESS

All student and employee (users) 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. Misuse of computers, network, and Internet may result in legal liability of the employee, student and/or his or her parents.** The purpose of providing Internet access in the school environment is to provide access to new means to gather information, provide research experience, and to teach responsible use of computers, network, and the Internet. To that end the district reserves the right to limit access to everyone, and to prohibit access to network resources, Internet files, information or sites which certificated employees believe are not appropriate to the educational activity assigned or permitted. ***Please refer to the Acceptable Use Policy posted at <http://www.pblunit10.com/districttech.html>. This site includes terms and conditions, web publishing guidelines, e-mail etiquette, publishing expectations, and copyright and fair use guidelines.***

STUDENT ON-LINE PERSONAL PROTECTION ACT

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA, educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA

is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts in the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our district may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

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.

INDOOR AIR QUALITY

PBL Community Unit School District No. 10 has performed comprehensive sampling for indoor air quality (IAQ). PBL Community Unit School District No. 10 hired the specialty firm, Environmental Consultants, LLC (EC), to perform testing, surveil, and consult on addressing all environmental issues at all Paxton-Buckley-Loda school facilities. Sampling is performed by trained and licensed personnel. Please contact your building principal or director of buildings and grounds immediately if you have a concern about indoor air quality or environmental issues at any school facility.

INFECTIOUS DISEASES

Training

Training for all employees will be conducted to initial assignment to tasks occupational exposure may occur. Training will follow OSHA and Illinois Department of Public Health Standards. Employees will also receive annual refresher training.

Universal Precautions

Universal Precautions will be observed in order to prevent contact with blood or other potentially infectious materials. All human blood and certain human bodily fluids are to be treated and considered infectious regardless of the perceived status of the source or individual.

Blood Borne Pathogens

This section applies to all occupational exposure to blood or other potentially infectious material. Urine, vomit, feces, saliva, sweat, and tears are not covered unless they are visibly contaminated with blood. The district will offer Hepatitis B vaccination to all employees.

Cleaning, Repair, and Replacement

The cleaning, repair, and replacement of all personal protective equipment shall be made by the district at no cost to the employee. All disposable protective equipment is not to be washed or decontaminated for re-use. All contaminated work surfaces will be decontaminated after completion of procedures and immediately or as soon feasible after any spill of blood or other potentially infectious materials. All bins, pails, cans, and similar receptacles shall be inspected and decontaminated on a regularly scheduled basis by appropriate personnel.

Hepatitis B Vaccinations

All faculty and staff will be offered a free Hepatitis B vaccination. Employees who decline such vaccine will sign a waiver.

Engineering and Work Practice

Engineering and work practice controls shall be used to eliminate or minimize employee exposure. Where occupational exposure remains after institution of these controls, personal protective equipment shall be used. These controls shall be examined annually, or on an as needed basis to ensure their effectiveness.

Follow-Up Procedures

All employees who incur an exposure incident will be offered post-exposure evaluation and follow-up as per OSHA standards. The follow-up will include the following:

- Documentation of the route of exposure and the circumstances related to the incident.
- The identification and source of the individuals involved.
- The results of the testing (if completed) will be made available to the exposed employee.
- Depending upon the incident status, the employee will have the option of having their blood collected and testing for HIV, HBV serological status.
- The employee will be offered post exposure prophylaxis.
- The employee will be given appropriate counseling.

Grievance Procedure

All employees have the right to file a complaint to the Illinois Department of Public Health if they perceive a health or safety risk exists. All complaints shall be in writing and shall follow school district policy for filing of such complaint. For other grievances follow the procedures established in the teacher-district contract and with school district policy.

Hand Washing

Hand washing facilities are also available to the employees who incur exposure to blood or other potentially infectious materials. After removal of personal protective gloves, employees shall wash hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water. If exposure to their skin or mucous membranes occurs, then those areas shall be washed or flushed with water as soon as possible after contact.

Infectious Disease

This section shall pertain to all staff members and students enrolled at PBL CUSD #10 School District. This includes children with chronic infectious diseases who may, but not necessarily require special education. This includes those students who are in compliance but unprotected against any communicable disease for which the district has been notified by the health department or a physician as being threatening to the health and/or welfare of the student or employee. To determine the risk to the school community, each afflicted person will be individually evaluated. The school will work with the individual, family, family physician, health officials, necessary school personnel and school attorney to determine the most appropriate placement program or assignment for the afflicted individual. All children will be guaranteed a free education. However, this may or may not be in the regular class setting. If it is determined to be in the best interest of the student, homebound instruction or another method of instruction may be provided. Also, it may be necessary to change the assignment of the school employee. Knowledge about students and/or staff having infectious diseases shall be confined to persons with a direct need to know. Any school personnel informed of the identity of those individuals having an infectious disease shall be informed of the legal requirements for the information to remain confidential. If the decision as to the placement of the individual with infectious disease is to be challenged, it must be done in writing to the Superintendent of Schools. Individuals, parents, guardians, or students involved have the right to challenge the placement. The Superintendent shall respond within five working days to the complaint to establish a hearing. The hearing shall be made as soon as possible, within 30 working days. After the hearing, the Superintendent shall within 10 working days, notify the complainant as to the decision. The Board reserves the right to limit the number of hearings per individual case. If more than one individual request a hearing, nothing shall limit the Board to have one hearing represent several individuals. After the hearing, the school district shall have 10 working days to implement the program of assignment to the student or employee.

Laundry

Laundry contaminated with blood or other potentially infectious materials will be handled as little as possible. Such laundry will be placed in appropriately marked bags and washed in the janitors' work area. Contaminated laundry that cannot be cleaned will be placed in proper containers and stored or disposed of according to the rules and regulations of the State of Illinois.

Needles and Sharps

Contaminated needles and other sharp objects will not be bent, recapped, removed, sheared, or purposely broken. Contaminated sharps are to be placed in the appropriate container. In work areas where there is a chance of exposure to blood or other potentially infectious materials. Employees are not to eat, drink, apply cosmetics, or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept in refrigerators, freezers, shelves, cabinets or on counter tops where blood or other potentially infectious materials are present. Specimens of blood (used in cleanup) or other potentially infectious materials will be placed in a leak proof container which will be labeled and coded according to standards for shipping or storage.

Personal Protective Equipment

The district shall provide and ensure that personal protective equipment, for all appropriate employees, is readily available when there is occupational exposure. There will be no cost to the employee for said equipment. Personal protective equipment shall be but not limited to gloves, gowns, laboratory coats, face shields or masks, and eye

protection, and mouth pieces, resuscitation bags, pocket masks, or other ventilation devices. The appropriate personal protective equipment shall be worn at all times unless according to the employee's professional judgment its use would have prevented the delivery of health care or public safety services or would have posed an increased hazard to the safety of the worker or co-worker. These incidences shall be investigated to determine if changes should be instituted to prevent such future occurrences.

Record Keeping

When an exposure incident occurs, it will be reported to the school nurse who will complete the exposure report and send a copy to the central office. If the nurse is not available, the report will be completed by a school administrator. All records required by OSHA and the Illinois Department of Public Health will be maintained and/or filed.

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 Administration Form completed and signed by a Physician on file at the school your child attends to have immediate access to medications and to have possession of their self-care and self-administer medications such as inhalers, Epi-pens, Glucagon, Insulin diabetic devices, and diabetic supplies. Any staff person who has responsibility for providing any assistive services to a student such as but not limited to inhaler/neb treatments, Epi-pen administration, Glucagon injection, glucose testing, insulin administration, and/or ketone testing shall be provided training specific to the procedure, by a licensed healthcare provider.

Asbestos Hazard Emergency Response Act

This is to inform you of the status of the asbestos management plan for the Paxton-Buckley-Loda Community Unit School District. The law requires that all buildings be inspected once in three years by a certified inspector with visual surveillance each six months. The last three-year inspection occurred October 2015 with the last six-month surveillance inspection occurring in March 2016. The inspection/management plan is available for public review in the PBL Unit Office at Panther Way, Paxton, Illinois.

INTEGRATED PEST MANAGEMENT

The Paxton-Buckley-Loda School District believe the best way to control pest infestations is through the use of an Integrated Pest Management plan (IPM). The district understands that an effective IMP 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 contractors will keep records of all past pest control measures, pesticides used, and amounts and locations of treatments. These records shall be made available to staff and the general public during normal school operating hours. The PBL School District is establishing a registry of people who wish to be notified prior to each unscheduled pesticide application. The

regular schedule is the third Tuesday of each month. Please refer to School Board Policy Nos. 4:160 and 4:160-AP for more information regarding the PBL IPM plan or contact the Unit Office for a copy of the IPM plan.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

Each school building in the PBL district is equipped with an automated external defibrillator or AED. An AED is a portable electronic device that automatically diagnoses the potentially life-threatening cardiac arrhythmias of ventricular fibrillation and ventricular tachycardia in a patient, and is able to treat them through defibrillation, the application of electrical therapy which stops the arrhythmia, allowing the heart to reestablish an effective rhythm. PBL offers yearly AED and CPR training for interested staff members. Please contact your building administrator for training details and to locate the AED in your building.

NON-DISCRIMINATION COMMITMENT

The district is committed to a policy of nondiscrimination and equal opportunity in its education programs and activities and employment. The district complies with all laws and applicable regulations that prohibit discrimination, harassment, and retaliation by and in the district, including the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d et seq.
5. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.
6. The Age Discrimination in Employment Act of 1967
7. The State Officials and Employees Ethics Act
8. The Illinois Human Rights Act
9. Sections 10-22.5, 27-1, and 20.60 of the School Code and 23 Illinois Administrative Code Part 200
10. Victims' Economic Security and Safety Act, 820 ILCS 108/
11. Illinois Equal Pay Act of 2003, 820 ILCS 112/
12. Illinois Genetic Information Privacy Act (GINA), 410 ILCS 513/ and Title II of the Genetic Information Non-discrimination Act (GINA), 42 U.S.C. § 2000ff et seq.
13. Employee Credit Privacy Act, 820 ILCS 70/

For students, this includes the requirement that no person, including a School District employee or agent, student, or other community member, shall discriminate against, harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from 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; 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 identified in Board policy 7:10, *Equal Educational Opportunities*.

For employees, this includes the requirement that no person, including another School District employee or agent, a student, or another community member, shall discriminate against or engage in harassment or abusive conduct on the basis of an employee's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

No student, parent/guardian, employee, or other member of the district community will be subjected to retaliation as prohibited under any law or Board policy, including those laws identified above. Retaliation is an adverse act imposed because a person has asserted a right or participated in a process involving the assertion of a right, including reporting a violation of law or Board policy or participating in the grievance processes used to process complaints based on alleged violations of law or Board policy.

Any person who believes any student, employee, or third party or the district generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a District Non-discrimination/Title IX Coordinator using the contact information below:

Nondiscrimination Coordinator/Title IX Coordinator

Tara Chandler – tchandler@pblpanthers.org

700 West Orleans, Paxton IL. 60957

Phone: (217) 379-9202

The following agencies may also be able to answer inquiries about some of the laws cited above:

1. U.S. Department of Education Office for Civil Rights (OCR) Chicago Office, JCK Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560 Facsimile: (312) 730-1576 Email: OCR.Chicago@ed.gov See www.ed.gov/ocr
2. U.S. Equal Employment Opportunity Commission (EEOC) Chicago District Office JCK Federal Building Chicago, IL 60604 Telephone: (312) 872-9744 Facsimile: 312-588-1260 Info@EEOC.org See www.eeoc.gov
3. Illinois Department of Human Rights (IDHR) Springfield Office 535 West Jefferson 1 st Floor Intake Unit Springfield, IL 62702 Telephone: (217) 785-5100 Facsimile: (217) 785-5106 Email: IDHR.webmail@Illinois.gov See www2.illinois.gov/DHR

The district will use the grievance procedures in Board of Education Policies 2:260 (Uniform Grievance Procedure) and 2:265 (Title IX Sexual Harassment Grievance Procedure) to process complaints based on alleged violations of law or Board policy. District administration also uses the following administrative procedures to process complaints of Title IX Sexual Harassment:

2:265 Administrative Procedure AP2

2:265 Exhibit E1

More information on the Board policies prohibiting discrimination, harassment, and retaliation can be found in Board policy, including, for example, Board policies 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited); 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment) More information about how to report discrimination, harassment, or retaliation can be found in Board policies 2:260 (Uniform Grievance Procedure) and 2:265 (Title IX Sexual Harassment Grievance Procedure). The Board's policy handbook is available online.

Training Materials to Train Title IX Team Members

The following materials have been used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (the District's Title IX Team members):

Training Materials Used to Train Title IX Team Members:

Investigator Training Handout

Title IX Coordinator Training Handout

K-12 Basic Compliance Training Handout

Non-Discrimination Coordinator

Tara Chandler

PBL Administrative Office

700 W. Orleans, Paxton, IL 60957

Phone : (217) 379-3314

Complaint Managers

Joshua Didier

PBL Junior High

700 W. Orleans, Paxton IL, 60957

Phone: (217) 379-9202

Melinda Busby

PBL High School

700 W. Orleans, Paxton IL, 60957

Phone: (217) 379-9202

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: 800-656-HOPE (4673)

National Sexual Abuse Chatline: online.rainn.org

Illinois Department of Children and Family Services Hotline 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, non-verbal, 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, and (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, or (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 AREAS	INAPPROPRIATE	APPROPRIATE
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to "hangout". 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 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.	Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing prearranged tutoring or coaching services. Transporting a student in a school or private vehicle with administration 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.
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 extra-curricular 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. Physical exposure of a sexual, 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.	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 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 principals and/or superintendent.

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-AP2E, Expectations and Guidelines for Employee-Student Boundaries

BOARD APPROVED JOB DESCRIPTIONS

School District Position Description

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POSITION: **COOK**
REPORTS TO: Principal

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SUMMARY: To assist in the preparation and service of quality food to students in a quick and pleasant manner.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- 85%
 - Assists with the daily cleaning of all kitchen equipment to ensure cleanliness and sanitary conditions are met.
 - Prepares and serves food according to a planned menu and tested, uniform recipes, and determines if the finished product is of best quality both in flavor and appearance before it is served.
- 5%
 - Reports inferior quality of food or faulty equipment to Head Cook.
- 10%
 - Conducts daily safety inspections of equipment and facilities in cafeteria area.

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

The employees must possess a high school diploma or general education degree (GED) and previous experience with large scale cooking and food preparation/serving.

LANGUAGE SKILLS:

The employee must have the ability to read and comprehend simple instructions, short correspondence, and memos. They must be able to effectively present information in one-on-one small group situations to customers, clients, and other employees of the organization.

MATHEMATICAL SKILLS:

The employee must have the ability to add and subtract two-digit numbers and to multiply and divide by 10s and 100s. They must be able to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

The employee must be able to apply common sense understanding to carry out detailed but basic written or oral instructions and have the ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

The employee must be able to work in a friendly manner with co-workers and students, and have the ability to plan their own work schedule and to direct helpers under his/her supervision. They must be able to establish and maintain effective working relationships with students, staff and the community. This employee must have a general knowledge of the best methods of preparing and cooking foods in large quantities and the ability to adjust recipes to the quantity required. They must possess the ability to perform the job and communicate in a noisy environment. The employee must be aware of all district requirements and the Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to walk and is continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee will continuously use hand strength to grasp tools and must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned foods, etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision.

WORK ENVIRONMENT:

While performing the duties of this job, the employee occasionally works in temperatures above 100° and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time restraints and interact with public and other workers. The noise level in the work environments is frequently loud to where you have to raise your voice to be heard. The employee has a greater risk of getting a minor injury such as a cut or burn while performing the duties of this job.

School District Position Description

POSITION TITLE: Head Cook

REPORTS TO: Principal

SUMMARY: Responsible for all aspect of food production in assigned school, keeping within sanitation, food cost, and scheduling guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- 10%
 - Plans and directs the preparation and serving of all food in the cafeteria.
 - Responsible for security of food and supplies.
- 60%
 - Supervises and participates in the preparation and serving of food.
 - Oversees and participates in cleaning of kitchen and related areas.
 - Plans work schedules, arranges for subs when required, and maintains employee time records.
- 15%
 - Directs sanitation procedures.
 - Inspects the kitchen, cooking and mixing utensils, and employees for cleanliness and sanitary conditions.
 - Ensures that all equipment and facilities in the cafeteria area are safe and in safe working condition, and notifies the appropriate authority when repairs are needed.
- 10%
 - Maintains records on food and supplies received and used.
 - Maintains accurate production records conforming to federal/department guidelines.
- 5%
 - Trains new kitchen helpers when assigned to their location.

SUPERVISORY RESPONSIBILITIES: Supervises kitchen helpers.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

The employees must possess a high school diploma or general education degree (GED) and have previous experience with quantity food preparation and service. Complete State, Department of Education, School Food Service Statewide Training Program or equivalent.

LANGUAGE SKILLS:

The employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedures manuals and be able to write routine reports and correspondence. This employee must have the ability to speak effectively before groups of customers, employees or organizations.

MATHEMATICAL SKILLS:

The employee must have the ability to add and subtract two digit numbers and to multiply and divide by 10s and 100s. They must be able to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

The employee must be able to apply common sense understanding to carry out detailed but basic written or oral instructions and have the ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

The employee must be able to work in a friendly manner with co-workers and students and be able to establish and maintain an effective working relationship with students, staff and community members. This employee must also have the ability to pass written and demonstrative managers exam and have good organization and math skills. They must possess the ability to perform their duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee will continuously use hand strength to grasp tools and must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned foods, etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision.

WORK ENVIRONMENT:

While performing the duties of this job, the employee occasionally works in temperatures above 100° and occasionally will walk on slippery surfaces and has a greater risk of getting a minor injury such as a cut or burn while performing the duties of this job. The employee must be able to meet deadlines with severe time restraints and interact with public and other workers. The employee has direct responsibility for the safety, well-being and work output of others. The noise level in the work environments is frequently loud to where you have to raise your voice to be heard.

School District Position Description

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POSITION TITLE: **Custodian**
REPORTS TO: Principal

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SUMMARY: Keeps the building in such a state of operating excellence that it presents no problem or interruption to the educational program.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- 10% - Assists in maintaining seasonal grounds work (snow, lawn, etc.).
- Maintains work related records and prepares various reports as directed.

- 70% - Cleans and preserves designated space and equipment in the building.
- Restocks disposable items and provides head custodian with inventory usage and data.
- Performs preventive maintenance as directed.

- 10% - Assists visiting public utilizing the facilities with directions within the building and in obtaining and setting up needed equipment.
- Maintains building and grounds security each school day.

- 10% - Conducts daily safety inspections of entrances, halls, classrooms, shops, kitchen, gymnasium/auditorium, and office.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

The employee must possess a high school diploma or general education degree (GED).

LANGUAGE SKILLS:

The employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedures manuals and be able to write routine reports and correspondence. This employee must have the ability to speak effectively before groups of customers, employees or organizations.

MATHEMATICAL SKILLS:

The employee must have the ability to add and subtract two-digit numbers and to multiply and divide by 10s and 100s. They must be able to perform these operations using units of American money and weight measurement, volume and distance.

REASONING ABILITY:

The employee must have the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagram or scheduled form.

OTHER SKILLS AND ABILITIES:

The employee must be able to establish and maintain effective working relationships with students, staff and community. This employee must have the ability to perform their duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear. The employee is frequently required to reach with hands and arms and is occasionally required to sit. The employee frequently must squat, stoop, or kneel, reach above the head and reach forward. The employee continuously uses hand strength to grasp tools and feel objects or controls and climb onto ladders. The employee will frequently bend or twist at the neck and truck more than the average person while performing the duties of this job. The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails and unloading trucks. Occasionally the employee will lift or move up to 90 pounds such as salt and bulk furniture. The employee will sometimes push and/or pull items such as tables, bleachers, and scrubbing machines and frequently mop and sweep. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The employee will work near or with moving mechanical equipment and may work with toxic and/or caustic chemicals such as petroleum products, degreasers, and sprays while performing the duties of this job. The noise level in the work environment is usually moderate.

School District Position Description

POSITION TITLE: Head Custodian

REPORTS TO: Principal

SUMMARY: Keeps the building in such a state of operating excellence that it presents no problem or interruption to the educational program.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- 10%
 - Instructs custodians verbally or in writing in building and grounds custodial and routine preventative maintenance activities.
 - Assists in maintaining seasonal grounds work.
 - Maintains inventory of custodial/maintenance supplies and equipment.
 - Maintains work related records and prepares various reports as directed.
- 70%
 - Cleans and preserves designated space and equipment in the building.
 - Performs ongoing preventive maintenance and minor repair on plumbing, custodial equipment, ventilation, building structure and hardware.
 - Performs normal operator adjustments and service to facility operational equipment such as, but not limited to compressors, boilers, unit ventilators and fans and maintains records on operational maintenance activities.
 - Performs minor electrical maintenance and repairs.
- 10%
 - Assists visiting public utilizing the facilities with directions within the building and in obtaining and setting up needed equipment.
 - Gains approval from principal in scheduling and assigning extra times for custodians.
 - Reviews and signs all building custodial timesheets.
 - Maintains security of building and grounds.
 - Coordinates with district maintenance.
- 10%
 - Conducts daily safety inspections of entrances, halls classrooms shops, kitchen, gymnasium/auditorium, and office.

SUPERVISORY RESPONSIBILITIES: Oversees custodians within their building.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

The employee must possess a high school diploma or general education degree (GED).

LANGUAGE SKILLS:

The employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. They must also be able to write routine reports and correspondence and to speak effectively before groups of customers, employees or organizations.

MATHEMATICAL SKILLS:

The employee must be able to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. They must also have the ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:

The employee must have the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagram or scheduled form.

OTHER SKILLS AND ABILITIES:

The employee must be able to pass a written and physical test. This employee must be able to establish and maintain effective working relationships with students, staff and community. They must be able to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear. The employee is frequently required to reach with hands and arms and is occasionally required to sit. The employee frequently must squat, stoop, or kneel, reach above the head and reach forward. The employee continuously uses hand strength to grasp tools and feel objects or controls and climb onto ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails and unloading trucks. Occasionally the employee will lift or move up to 90 pounds such as salt and bulk furniture. The employee will sometimes push and/or pull items such as tables, bleachers, and scrubbing machines. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The employee will work near or with moving mechanical equipment and may work with toxic and/or caustic chemicals such as petroleum products, degreasers, and sprays while performing the duties of this job. The noise level is usually moderate.

School District Position Description

POSITION TITLE: Secretary, Elementary
REPORTS TO: Principal

SUMMARY: Serves as secretary to the principal and as facilitator for the school/public being served in communicating information, problem solving, material acquisition, cash handling, record keeping and building permits.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

- 25%
 - Makes and receives telephone calls, takes messages, routes calls.
 - Maintains school records and files for building.
 - Performs duties relating to students such as taking attendance and tardiness.
 - Responds to accidents and illnesses.
- 30%
 - Distributes mail and orientates substitute teachers.
 - Receives visitors, new parents, and students; answering questions; and resolving student problems.
 - Types, prepares, distributes, files records/reports, correspondence, mailings, etc. related to building functions and principal needs
- 45%
 - Processes attendance and payroll information for the building staff, makes and records deposits.
 - Takes/transcribes notes for correspondence, schedules use of building.
 - Provides appropriate first aid needs.
 - Orders, processes, and maintains office materials and equipment and serves as confidential secretary to the principal.
 - Attends Open House and Parent/Teacher conferences.

SUPERVISORY RESPONSIBILITIES: Students and Parent Helpers

EDUCATION and/or EXPERIENCE:

The employee must possess a high school diploma or general education degree (GED) and have one to three months in general office work and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:

The employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. They must also be able to write routine reports and correspondence and have the ability to speak effectively before groups of people.

MATHEMATICAL SKILLS:

The employee must be able to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. They must also have the ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

The employee must be able to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form and have the ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

The employee must be able to pass a typing test at 55 words per minute and have the ability to operate a personal computer and related software. This employee must be able to get along with other people and have patience in

dealing with parents and small children. They must have the ability to develop effective working relationships with students, staff and the school community. This employee must be able to communicate clearly and concisely, both orally and in writing and to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to stand, walk, stoop, kneel, crouch, crawl and sit. The employee occasionally will be required to lift and/or push up to 50 lbs. Specific vision abilities required by this job include close vision, distance vision and depth perception.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate to loud.

School District Position Description

POSITION TITLE: Secretary, Middle School

REPORTS TO: Principal

SUMMARY: Serves as secretary to the principal and as facilitator for the school/public being served in communicating information, problem solving, material acquisition, cash handling, record keeping and building permits.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- 15%
 - Types correspondence, letters, memos, purchase orders, check requests, forms, etc.
 - Answers telephones, responds to routine questions, sets appointments or routes calls to appropriate persons.
- 35%
 - Performs duties relating to students such as taking attendance and tardiness
 - Responds to accidents and illnesses and orientates substitute teachers.
 - Compiles and distributes monthly and annual reports including staff attendance, student attendance and calendar of events.
 - Receives visitors, new parents, and students; answering questions; and resolves student problems.
- 50%
 - Serves as confidential secretary to the principal.
 - Maintains books for staff, student and building accounts.
 - Makes and records deposits.
 - Compiles Fourth Friday reports, coordinates grade reporting, prepares school newsletter, and prepares employee and student accident reports.
 - Maintains school/student records.
 - Acts as liaison between school and community, principal, staff and students.
 - Grades co-op and student assistants.
 - Operates standard office equipment
 - Attends Open House and Parent/Teacher Conference

SUPERVISORY RESPONSIBILITIES: Students and Parent Helpers

EDUCATION and/or EXPERIENCE:

The employee must possess a high school diploma or general education degree (GED) and have one to three months in general office work and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:

The employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. They must also be able to write routine reports and correspondence and have the ability to speak effectively before groups of people.

MATHEMATICAL SKILLS:

The employee must have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. They must also be able to apply concepts to basic algebra and geometry.

REASONING ABILITY:

The employee must be able to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form and have the ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

The employee must be able to pass a typing test at 55 words per minute and have the ability to operate a personal computer and related software. They must have the ability to develop effective working relationships with students, staff and the school community. The employee must be able to communicate clearly and concisely, both orally and in writing and to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, stand, walk, stoop, kneel crouch, crawl, talk or hear. The employee will occasionally be required to lift and/or push up to 50 lbs. Specific vision abilities required by this job include close vision, distance vision and depth perception.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate to loud.

School District Position Description

POSITION TITLE: Secretary, High School
REPORTS TO: Principal

SUMMARY: Serves as confidential secretary to the principal and as a facilitator for the school public being served in communicating information, problem solving, material acquisition, cash handling, record keeping and building permits.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

- 30% - Types correspondence, letters, memos, purchase orders, check requests, forms, etc.
- Answers telephones, responds to routine questions, sets appointments or routes call to appropriate persons
- 20% - Performs duties relating to students such as taking attendance and tardiness.
- Responds to accidents and illnesses.
- Orientates substitutes.
- Distributes mail for entire building.
- Compiles and distributes monthly and annual reports including staff attendance, student attendance and calendar of events.
- Receives visitors, new parents, and students; answering questions; and resolving student problems.
- 50% - Serves as confidential secretary to the principal.
- Maintains books for staff, student and building accounts and makes and records deposits.
- Coordinates grade reporting, prepares school newsletter, and prepares employee and student accident reports.
- Acts as liaison between school and community, principal, staff and students.
- Operates standard office equipment, maintains school/student records, collects registration fees and assigns student lockers.
- Attends Open House and schedules Parent/Teacher Conferences.
- Orders all graduation materials.

SUPERVISORY RESPONSIBILITIES: NONE

EDUCATION and/or EXPERIENCE:

This employee must possess a high school diploma or general education degree (GED) and have one to three months in general office work and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:

This employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. They must also be able to write routine reports and correspondence and have the ability to speak effectively before groups of people.

MATHEMATICAL SKILLS:

This employee must have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume. They must also be able to apply concepts to basic algebra and geometry.

REASONING ABILITY:

The employee must be able to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form and have the ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

This employee must be able to pass a typing test at 55 words per minute and have the ability to operate a personal computer and related software. They must have the ability to develop effective working relationships with students, staff and the school community. The employee must be able to communicate clearly and concisely, both orally and in writing and to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, stand, walk, stoop, kneel, crouch, crawl, talk or hear. The employee will occasionally be required to lift and/or push up to 50 lbs. Specific vision abilities required by this job include close vision, distance vision and depth perception.

WORK ENVIRONMENT:

The noise level in the work environment is acceptable to this particular environment. However, the noise level can vary depending upon daily activity but will still remain within the acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people.

School District Position Description

School District Position Description

POSITION TITLE: Secretary, Guidance

REPORTS TO: Principal

SUMMARY: Serves the counseling/administrative staff by processing and maintaining accurate school/student records and completing other tasks of the counseling office as requested.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

- 10%
 - Answers routine phone inquiries, takes messages, routes calls and distributes mail for counseling department.
 - Sorts and mails interim reports
 - Takes and transcribes notes for correspondence.
- 30%
 - Registers new students and requests and processes new student records.
 - Coordinate, enter and process grades for report cards each grading period.
 - Coordinate and process weekly grade reports when needed or requested.
 - Maintain drop and add records
- 5%
 - Schedules appointments for counselor, issues work permits for the Department of Labor and coordinates and maintains health records with Public Health Department
 - Orders and maintains supplies for the Guidance Office and Health Room
- 35%
 - Maintains quarterly honor roll.
 - Coordinates and processes college applications and transcripts for students.
 - Types, prepares, distributes, records, reports, correspondence etc. related to counseling functions.
 - Processes and maintains student records and maintains student demographics on computer.
- 20%
 - Types school eligibility forms to be mailed; collect weekly eligibility on each athlete.
 - Types game contracts, official contracts, official reminder cards and pay vouchers.
 - Type bus requests and athletic schedules
 - Check all athletes physicals, insurance/waiver, and other pertinent form.
 - Make programs, type rosters, types statistics, and end of year record books
 - Type financial reports for school and IHSA.
 - Type athletic budgets and financial reports; type all purchase orders.
 - Answer all phone calls from officials and school districts for athletic director

SUPERVISORY RESPONSIBILITIES: None

EDUCATION AND/OR EXPERIENCE:

High School diploma or general education degree (GED); one to three months in general office work and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:

This employee must have the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. This employee must be able to write routine reports and correspondence and have the ability to speak effectively before groups of people.

MATHEMATICAL SKILLS:

This employee must have the ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. This employee must have the ability to compute rate, ratio, and

percent and to draw and interpret bar graphs. They must also be able to apply concepts to basic algebra and geometry.

REASONING ABILITY:

This employee must be able to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. This employee must have the ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

This employee must have the ability to pass a typing test at 55 words per minute. This employee must be able to operate office machines and personal computer and related software. This employee must be able to develop effective working relationships with students, staff and the school community. This employee must have the ability to communicate clearly and concisely, both orally and in writing and be able to perform these duties with and awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, walk, talk and hear and may occasionally be required to stand and twist at the neck more than the average person. The employee is occasionally required to reach with hands and continuously will repeat the same hand, arm and finger motion many times as in typing. Specific vision abilities required by this job include close vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate. The employee is continuously interacting with the public, staff and students.



TITLE: **GROUNDSKEEPER**

QUALIFICATIONS: High school diploma or GED equivalency
Meets the requirements of post-screen offer and all mandated health screening requirements (*negative TB test, etc.*)
Pass criminal history background check
Valid driver's license with no serious violations
Spraying license preferred
Proof of U.S. citizenship or legal resident alien status

REPORTS TO: Supervisor of Buildings and Grounds / Superintendent

JOB GOAL: To maintain district grounds in a condition of safety, neatness, and aesthetic attractiveness that offers each student an outdoor environment that is both pleasing to look at, good to play in, and learn.

PERFORMANCE RESPONSIBILITIES: (*Other duties may be assigned.*)

75%:

- Mows, trims bushes, keeps flower beds weed-free, weed-eats, applies herbicide, and performs all aspects of landscape maintenance and maintains outdoor school facilities.
- Maintains inventory of groundskeeping supplies and equipment, ensuring equipment operates safely, economically, and within established safety guidelines and regulations.
- Inspects flowers, shrubs, and trees for evidence of insects, fungi, and other pests and applies insecticide or fungicide on infected areas.
- Cleans and preserves designated spaces, equipment, etc. throughout district.
- Maintains playground areas and equipment as needed.
- Remove snow and ice by shoveling, plowing, and/or sanding walks, driveways, parking areas, and steps.
- Delivers mail, supplies, etc. to all PBL school facilities during the school year as directed.
- Maintains athletic field, equipment, and associated equipment (*e.g. sow grass seed, fertilize, spray for weeds, line fields before games, and check scoreboard*)
- Keeps district grounds free of litter and debris.
- Maintains a State-approved driver's license
- Establish and maintain effective working relationships with all staff, students, and the public.
- Performs all other duties assigned by the Supervisor of Buildings and Grounds or Superintendent.

15%:

- Moves equipment as needed, helps set up for extra functions at all schools as needed.
- Performs ongoing preventive maintenance and minor repairs on equipment and hardware.
- Maintains work-related records and prepares various reports as directed.

10%:

- Covers building custodial work as needed.
- Responds to emergency situations during and after hours for the purpose of resolving immediate safety concerns.
- Annually completes online mandated coursework

MENTAL DEMANDS:

Knowledge

The employee must have foundational knowledge of board policy, best practices in facility management, and operations systems; technology usage; and sound skills specific to social interactions.

Ability

The employee shall engage in collaborative dialogue with peers, maintain records and prepare reports, and communicate effectively both orally and in writing. Employee shall also be able to read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and timelines; take professional initiative; plan and organize work independently; develop effective reports; read a variety of materials; learn new methods through ongoing professional development; ability to work cooperatively and effectively with building administrators, certified and non-certified staff, parents, and community members; be of good moral character; and possess temperate, ethical, and industrious habits.

Reasoning

The employee must have the ability to solve practical problems in situation where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel materials and tools. The employee is occasionally required to sit, climb, balance, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The employee will occasionally climb ladders over 30 feet, work at elevations over 30 feet, and work in confined spaces.

WORK ENVIRONMENT:

The employee shall possess personal computer skills with the following types of software including web browsers, word processing, spreadsheet, and HVAC, work order, and facility management database systems. While performing the duties of this job, the employee occasionally works in a classroom setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with both mechanical and educational environments.

TERMS OF EMPLOYMENT:

Hourly, fringe benefits, represented by PBL Education Association, and work-year to be established by the Board of Education

EVALUATION:

Performance in this position will be evaluated annually by the Supervisor of Buildings and Grounds in accordance with the board's policy on administrative evaluation.

School District Position Description

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POSITION TITLE: **Library Media Aide**

REPORTS TO: Director of Operations and Maintenance/Superintendent

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QUALIFICATIONS:

- High school diploma or GED, equivalent education, or compensating experience
- Type a minimum of 35 words per minute
- Pass written clerical test with 80% accuracy
- Possess computer skills
- Familiarity with library functions/procedures desirable
- Possess good human relations and communication skills

REPORTS TO: Principal

SUPERVISES: Volunteers

JOB GOAL: To aid in providing media services to the students and staff.

PERFORMANCE RESPONSIBILITIES:

- Processes new library materials.
- Retrieves overdue materials.
- Shelves materials.
- Manages the circulation desk.
- Processes mail.
- Orders materials and supplies for the library, and maintains records of purchase orders, budgets, etc.
- Circulates and maintains audio-visual equipment and materials.
- Does inventory and prepares year-end reports.
- Operates and maintains computerized circulation system.
- Opens and closes library and supervises students in the library.
- Operates and maintains all other computers in the library.
- Supervises the instruction/operation of internet computers according to the "Acceptable Use Policy".
- Performs other related duties as assigned.

TERMS OF EMPLOYMENT: Salary, fringe benefits, and work year to be established by the Board of Education

EVALUATION: By the principal with input from the Media Specialist

School District Position Description

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POSITION TITLE: **Lunch Clerk**

REPORTS TO: Building Principal

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QUALIFICATIONS: -

- Must pass required health examination.
- Possess good human relations and communication skills.

REPORTS TO: Principal

SUPERVISES: N/A

JOB GOAL: To establish and maintain a calm and pleasant atmosphere in the cafeteria in order to provide a relaxing environment during lunch periods.

PERFORMANCE RESPONSIBILITIES:

- Assists in instructing staff and students as to the cafeteria procedures established within each of the buildings.
- Preparation of daily deposit slips for cafeteria money from the Junior High School and High School.
- Preparation of daily and monthly Count and Cash Reconciliation Reports
- Maintains monthly count for free and reduced lunch totals.
- Orders and maintains an inventory of all al a carte items and gives report to Food Service Director.
- Orders and maintains an inventory of all juices and ice cream cups.
- Maintains and stocks milk coolers, juice coolers, and ice cream coolers, and keeps track of milk deliveries.
- Maintains and updates cafeteria database and prints out all lunch cards.
- Preparation of weekly correspondence to parents/guardians regarding students' delinquent lunch accounts.
- Under the direction of the building principal, the lunchroom clerk shall be responsible for the supervision of students in the lunchroom.

TERMS OF EMPLOYMENT: Salary, fringe benefits, and work year to be established by the Board of Education.

EVALUATION: By the principal

PAXTON-BUCKLEY-LODA CUSD NO. 10

Job Description



TITLE: MAINTENANCE WORKER

QUALIFICATIONS: High school diploma or GED equivalency
Meets the requirements of post-screen offer and all mandated health screening requirements (negative TB test, etc.)
Pass criminal history background check
Valid driver's license with no serious violations
Spraying license preferred
Proof of U.S. citizenship or legal resident alien status

REPORTS TO: Supervisor of Buildings and Grounds / Superintendent

JOB OBJECTIVE: To maintain and repair electrical, plumbing, and other physical plant systems within the district directly assisting the Supervisor of Buildings and Grounds in maintaining a high standard of safety, cleanliness, and efficiency as defined by the Board of Education's policies and procedures and the Illinois State Code to ensure the safety of students, staff, and community members.

MAJOR DUTIES AND PERFORMANCE RESPONSIBILITIES:

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

75%

- Proactively examines school facilities and their mechanical systems on a regular basis for needed repairs, including plumbing and electrical, while maintaining a high standard of safety, cleanliness, and efficiency
- Safely shuts down and starts up HVAC and boiler equipment
- Performs routine groundskeeping activities (e.g. mows grass, weed eats, trims trees/shrubs, landscaping, spraying weeds, etc.)
- Maintains playground areas and equipment as needed.
- Maintains athletic fields (e.g. sow grass seed, fertilize, spray for weeds, line fields before games, and check scoreboard)
- Performs basic carpentry and roof repair work as assigned
- Keeps district grounds free of litter and debris
- Performs general maintenance and repair tasks in a variety of areas and as assigned by the Supervisor of Buildings and Grounds or Superintendent and in accordance with all applicable codes and regulations
- Remove snow and ice by shoveling, plowing, and/or sanding walks, driveways, parking areas, and steps
- Performs simple electrical and shop duties as required; use hand and power tools as needed on projects
- Maintains a State-issued driver's license
- Performs all other duties assigned by the Supervisor of Buildings and Grounds or Superintendent

15%

- Performs routine preventative maintenance on all district vehicles (e.g. lubricates moving parts, replaces filters, cleans equipment, adjusts/replace belts, oil changes, etc.)
- Responds to emergency situations during and after hours for the purpose of resolving immediate safety concerns
- Assists in maintaining supply inventory related to position
- Maintains work-related records and prepares various reports as directed
- Moves equipment as needed, helps set up for extra functions at all school buildings as needed

10%

- Performs assignments relating to ensuring all schools and district sites are able to safely open and function when assigned
- Ensure that all applicable fire, safety, health, and environmental regulations and laws are observed and exceeded
- Performs regular inspections of equipment and systems, reporting any abnormalities and hazards immediately
- Annually completes online mandated coursework
- Covers building custodial work as needed.

MENTAL DEMANDS:

Knowledge

The employee must have foundational knowledge of board policy, best practices in facility management, and operations systems; technology usage; and sound skills specific to social interactions.

Ability

The employee shall engage in collaborative dialogue with peers, maintain records and prepare reports, and communicate effectively both orally and in writing. Employee shall also be able to read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and timelines; take professional initiative; plan and organize work independently; develop effective reports; read a variety of materials; learn new methods through ongoing professional development; ability to work cooperatively and effectively with building administrators, certified and non-certified staff, parents, and community members; be of good moral character; and possess temperate, ethical, and industrious habits.

Reasoning

The employee must have the ability to solve practical problems in situation where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel materials and tools. The employee is occasionally required to sit, climb, balance, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The employee will occasionally climb ladders over 30 feet, work at elevations over 30 feet, and work in confined spaces.

WORK ENVIRONMENT:

The employee shall possess personal computer skills with the following types of software including web browsers, word processing, spreadsheet, and HVAC, work order, and facility management database systems. While performing the duties of this job, the employee occasionally works in a classroom setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with both mechanical and educational environments.

TERMS OF EMPLOYMENT:

Hourly, fringe benefits, represented by PBL Education Association, and work-year to be established by the Board of Education

EVALUATION:

Performance in this position will be evaluated annually by the Supervisor of Buildings and Grounds in accordance with the board's policy on administrative evaluation.

School District Position Description

POSITION TITLE: Teacher Aide
REPORTS TO: Building Principal

QUALIFICATIONS: Must meet certification qualifications for paraprofessional approval.

- a. Basic Requirement high school diploma or equivalent (for both “a” and “b” below)
- b. State Requirements for Paraprofessional Approval, or
- c. State Requirements for Paraprofessional Approval for persons employed in programs supported with Title I Funds

Possesses good interpersonal skills.
Able to work with students in an effective manner.
Other qualifications as deemed necessary by the Superintendent.
Any of the above qualifications may be waived by the Superintendent when necessary.

REPORTS TO: Principal

SUPERVISES: Aids in the supervision of students in the instructional and non-instructional setting.

JOB GOAL: To help students learn subject matter and/or skills that will contribute to their development as mature, capable, and responsible young people.

PERFORMANCE RESPONSIBILITIES:

INSTRUCTIONAL PLANNING

- Assists substitute teachers in completing lessons as indicated in written directions from the teacher.
- Monitors student progress as instructed by the teacher.
- Adjusts plans, methods, and assessments to meet student needs under the supervision of the teacher(s).

INSTRUCTIONAL METHODS

- Reinforces the communicated objective(s) and purpose(s) of the lesson that were introduced by the teacher.
- Explains and clarifies material in guided practice of teacher assigned independent work.
- Uses varied resources and materials based on student needs and the objective(s) of the lesson.
- Utilizes a variety of instructional strategies to accommodate individual differences and maintains a high level of interest.
- Incorporates instructional strategies that promote students’ critical thinking.
- Provides frequent, timely, and varied feedback that includes constructive criticism that motivates students.
- Helps teacher involve all students in the learning process.
- Reinforces communicated expectations for daily and long-term student achievement.

COMPETENCY IN SUBJECT MATTER

- Responds knowledgeably to students’ questions on the subject matter, basic facts or concepts.
- Uses grammatically correct English in verbal and written communications.

CLASSROOM MANAGEMENT

- Supports teacher directed discipline in the classroom.
- Assists in organizing and arranging classroom so as to facilitate learning and minimize student disruption.
- Reinforces teacher established limits of student behavior.
- Treats all students in a fair and consistent manner.
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Encourages students to be self-disciplined.
- Reinforces the teacher directed atmosphere that is appropriate to the learning activity taking place, and understands the role of an assistant teacher.
- Perceives the needs and concerns of students and tactfully deals with them.
- Reinforces students so that they feel good about themselves and develop more self-confidence.
- Maintains a self-controlled manner in crisis or stressful situations.

STAFF AND PROFESSIONAL RESPONSIBILITIES

- Is punctual.
- Collaborates with other teachers and special service personnel in providing appropriate learning opportunities for all students.
- Accepts and profits from constructive criticism.
- Establishes good rapport with colleagues and other adult members of the faculty and staff.
- Adheres to school and district policy and procedures.
- Keeps student information confidential.
- Cooperates and accepts responsibilities.
- Establishes positive contact and rapport with the parents/guardians of each pupil.
- Cooperatively participates in critical analysis of his/her performance.
- Has a good daily attendance record (over a two year period).
- Attends and participates in district and building in-service programs.
- Assists in supervising students in instruction and non-instruction activities.

OTHER DUTIES

- Performs other duties as assigned.
- Is punctual in all duties and responsibilities.
- Uses proper grammar, enunciation, and modulation.
- Accepts and profits from constructive criticism.
- Establishes good rapport with colleagues and other adult members of the faculty and staff.
- Adheres to school and district policy and procedures.
- Cooperates and accepts responsibilities.
- Contributes to the solution of educational concerns by sharing ideas and materials, and supporting the district's educational philosophy and goals.
- Establishes positive contact and rapport with the parents/guardians of each pupil.
- Cooperatively participates in critical analysis of his/her performance.
- Has a good daily attendance record (over a two year period).
- Attends and participates in district and building in-service programs, school-community activities, and student extracurricular activities.

TERMS OF EMPLOYMENT:

To be set by the Superintendent

EVALUATION:

To be completed by the Principal in accordance with the policies and practices of the District.

LIBRARY MEDIA SPECIALIST JOB DESCRIPTION

WORK SCHEDULE:	Kindergarten – 8th Grade -	180 Contract Days
	High School -	190 Contract Days

SUPERVISOR: Building Principal

QUALIFICIATIONS:

- 1). Must Meet Current Requirements for State of Illinois Library Science Teaching Certification
- 2). Excellent English Language Skills
- 3). Technology Literate

The Paxton-Buckley-Loda CUSD No. 10 Library Media Specialist provides a positive, caring environment conducive for the development of District curricula and supports the learning of students across all developmental areas. The Paxton-Buckley-Loda CUSD No. 10 Library Media Specialist is a positive role model and sets an example of high moral, ethical, and professional standards. The Paxton-Buckley-Loda CUSD No. 10 Library Media Specialist works to achieve the District's mission, vision, and goals as well as uphold the policies and procedures of Paxton-Buckley-Loda School District. The Paxton-Buckley-Loda CUSD No. 10 Library Media Specialist will communicate on a professional level with all District stakeholders and maintain appropriate collegial relationships with the faculty, staff, and administration.

GENERAL JOB DESCRIPTION:

I. PLANNING AND PREPARTION

- A. The Library Media Specialist's plans and practice will reflect a solid knowledge of literature and current trends in library/media practice and information technology.
- B. The Library Media Specialist will actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attain this knowledge for groups of students.
- C. The Library Media Specialist will establish goals for the library/media program appropriate to the setting and the students served.
- D. The Library Media Specialist will demonstrate knowledge of resources, both within and beyond the school and district, and access to such resources as inter-library loan.
- E. The Library Media Specialist will create a library media plan that is integrated to the overall school program. This includes schedules for individual classes to visit the library and events such as book fairs, work in classrooms, and time to locate resources.
- F. The Library Media Specialist will develop a plan to evaluate the library media program.

II. THE CLASSROOM ENVIRONMENT

- A. Classroom interactions between the Library Media Specialist and students and among students will be polite and respectful, reflecting general warmth and caring, and will be appropriate to the cultural and developmental differences among groups of students.
- B. The classroom culture will be characterized by investigation and love of literature.
- C. Classroom routines and procedures for transitions, handling of supplies, and non-instructional duties will be well organized and occur smoothly to avoid the loss of instructional time.
- D. School and class expectations for behavior will be clear to students, and the Library Media Specialist will monitor student behavior fairly against those expectations. The Library Media Specialist's response to student misbehavior will be appropriate, respect the students' dignity and promote learning and growth.
- E. The classroom will be safe, and learning will be accessible to all students; the Library Media Specialist will ensure that the physical arrangement is appropriate to enable smooth flow. This includes signage, adequate space for different activities, and attractive displays.

III. DELIVERY OF SERVICE

- A. The Library Media Specialist will maintain and extend the library collection in accordance with the school's needs and within budget limitations. This includes periodic inventory, repairs, and weeding out.
- B. The Library Media Specialist will collaborate with teachers in the design of instructional units and lessons.
- C. The Library Media Specialist will engage students in enjoying literature and learning information skills.
- D. The Library Media Specialist assists students and teachers in the use of technology in the library/media center.
- E. The Library Media Specialist will demonstrate flexibility and responsiveness in dealings with students and staff.

IV. PROFESSIONAL RESPONSIBILITIES

- A. Reflecting on Teaching: The Library Media Specialist will provide an accurate and objective description of the lesson, citing specific evidence. The Library/Media Specialist will make some specific suggestions as to how the lesson might be improved.
- B. The Library Media Specialist's systems for maintaining both instructional and non-instructional records will be accurate, efficient, and effective about individual students will be conveyed in a culturally appropriate manner.
- C. The Library Media Specialist will communicate frequently with families and successfully engage them in the instructional program. Information to families about individual students will be conveyed in a culturally appropriate manner
- D. The Library Media Specialist will participate actively in the professional learning community and in school events and projects, and maintain positive and productive relationships with colleagues.
- E. The Library Media Specialist will seek out opportunities for professional development based on an individual assessment of need and actively share expertise with others. The Library Media Specialist will welcome feedback from supervisors and colleagues.
- F. The Library Media Specialist will display a high level of ethics and professionalism in dealings with both students and colleagues and comply fully and voluntarily with school policies and regulations.
- G. The Library Media Specialist is expected to be at work no later than the agreed upon start of the work day and leave no earlier than the agreed upon end of work day. Daily attendance and promptness to all classes, meetings, supervision duties, and conferences is required.

SCHOOL COUNSELOR / SOCIAL WORKER JOB DESCRIPTION

WORK SCHEDULE: 180 – 200 Contract Days

SUPERVISOR: Principal

QUALIFICATIONS:

- 1). Must Meet Current Requirements for State of Illinois Teaching Certification and/or Counseling Certification
- 2). Excellent English Language Skills
- 3). Technology Literate

The Paxton-Buckley-Loda CUSD No. 10 school counselor and social worker provides a positive, caring environment conducive for the development of District curricula and supports the learning of students across all developmental areas. The Paxton-Buckley-Loda CUSD No. 10 school counselor and social worker are positive role models and set an example of high moral, ethical, and professional standards. The Paxton-Buckley-Loda CUSD No. 10 school counselor and social worker work to achieve the District's mission, vision, and goals as well as uphold the policies and procedures of Paxton-Buckley-Loda School District. The Paxton-Buckley-Loda CUSD No.10 school counselor and social worker will communicate on a professional level with all District stakeholders and maintain appropriate collegial relationships with the faculty, staff, and administration.

GENERAL JOB DESCRIPTION:

I. PLANNING AND PREPARATION

- A. The school counselor and social worker will demonstrate a strong and comprehensive knowledge of counseling theory and techniques.
- B. The school counselor and social worker will actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attain this knowledge for groups of students.
- C. The school counselor and social worker will demonstrate a strong and comprehensive knowledge of child and adolescent behavior.
- D. The school counselor and social worker will demonstrate the knowledge of state and federal regulations and of the resources, both within and beyond the school and district, available for students who need them.
- E. The school counselor and social worker will plan the counseling program, integrated with the regular school program, and include developmental guidance, intervention, and responsive services. This involves individual and small group sessions, in-class activities, and includes crisis prevention, intervention, and response.
- F. The school counselor and social worker will establish goals for the program appropriate to the setting and the students served.
- G. The school counselor and social worker will develop a plan to evaluate the counseling program.

II. THE ENVIRONMENT

- A. Interactions between the school counselor and social worker and students and among students will be polite and respectful, reflecting general warmth and caring, and will be appropriate to the cultural and developmental differences among groups of students.
- B. The office/small group culture will be characterized by high expectations for productive communication.
- C. Expectations for behavior will be clear to students, and the school counselor and social worker will monitor student behavior fairly against those expectations. The school counselor's and social worker's response to student misbehavior will be appropriate, respect the students' dignity and promote learning and growth.

- D. The environment will be safe, and learning will be accessible to all students; the school counselor and social worker will ensure that the physical arrangement is appropriate to the learning activities. The school counselor will make effective use of physical resources, including information technology.
- E. The school counselor and social worker will establish standards of conduct and contribute to the culture for student behavior throughout the school.

III. DELIVERY OF SERVICES

- A. The school counselor and social worker will assess student needs
- B. The school counselor and social worker will assist students and teachers in the career plans, based on knowledge of student needs.
- C. The school counselor and social worker will use counseling techniques in individual and classroom programs.
- D. The school counselor and social worker will broker resources to meet needs.
- E. The school counselor and social worker will demonstrate flexibility and responsiveness in dealings with staff, students, and parent(s)/guardians.

IV. PROFESSIONAL RESPONSIBILITIES

- A. Reflecting on Teaching: The school counselor and social worker will provide an accurate and objective description of the lesson, citing specific evidence. The school counselor and social worker will make some specific suggestions as to how the lesson might be improved.
- B. The school counselor's and social worker's systems for maintaining both instructional and non-instructional records will be accurate, efficient, and effective.
- C. The school counselor and social worker will communicate frequently with families and successfully engage them in the instructional program. Information to families about individual students will be conveyed in a culturally appropriate manner.
- D. The school counselor and social worker will participate actively in the professional learning community and in school events and projects, and maintain positive and productive relationships with colleagues.
- E. The school counselor and social worker will seek out opportunities for professional development based on an individual assessment of need and actively share expertise with others. The school counselor and social worker will welcome feedback from supervisors and colleagues.
- F. The school counselor and social worker will display a high level of ethics and professionalism in dealings with both students and colleagues and comply fully and voluntarily with school policies and regulations.
- G. The school counselor and social worker will act with integrity, will advocate for students and will maintain the highest level of confidentiality.
- H. The school counselor and social worker is expected to be at work no later than the agreed upon start of the workday and leave no earlier than the agreed upon end of workday. Daily attendance and promptness to all classes, meetings, supervision duties, and conferences is required.

TEACHER

WORK SCHEDULE: 180 Days

SUPERVISOR: Principal

- QUALIFICATIONS:
- 1). Bachelor Degree or Higher and Valid Illinois Teaching Certification
 - 2). Excellent English Language Skills
 - 3). Technology Proficient

The Paxton-Buckley-Loda CUSD No. 10 educator provides a positive, caring environment conducive for the development of District curricula and supports the learning of students across all developmental areas. The Paxton-Buckley-Loda CUSD No. 10 educator is a positive role model and sets an example of high moral, ethical, and professional standards. The Paxton-Buckley-Loda CUSD No. 10 educator works to achieve the District's mission, vision, and goals as well as uphold the policies and procedures of Paxton-Buckley-Loda CUSD No.10. The Paxton-Buckley-Loda CUSD No. 10 educator will communicate on a professional level with all District stakeholders and maintain appropriate collegial relationships with the faculty, staff, and administration.

GENERAL JOB DESCRIPTION:

I. PLANNING AND PREPARATION

- A. The teacher's plans and practice will reflect a solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that age level and subject areas.
- B. The teacher will actively seek knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attain this knowledge for groups of students.
- C. Instructional outcomes will be stated as goals reflecting high-level learning and curriculum standards. They will be suitable for students in the class, represent different types of learning, and can be assessed. The outcomes will reflect opportunities for coordination and integration.
- D. The teacher will be fully aware of the resources available through the school to enhance own knowledge, to use in teaching, or for students who need them.
- E. The teacher will coordinate knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit will be designed with a clear structure and to engage students in significant learning. Units will be designed according to District curriculum.
- F. The teacher's plan for student assessment will be standards based, aligned with instructional outcomes, use clear criteria, and will be appropriate to the needs of students. The teacher will use assessment results to plan for the future instruction for groups of students.

II. THE CLASSROOM ENVIRONMENT

- A. Classroom interactions between the teacher and students and among students will be polite and respectful, reflecting general warmth and caring, and will be appropriate to the cultural and developmental differences among groups of students.
- B. The classroom culture will be characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.
- C. Classroom routines and procedures for transitions, handling of supplies, and non-instructional duties will be well organized and occur smoothly to avoid the loss of instructional time.
- D. School and class expectations for behavior will be clear to students, and the teacher will monitor student behavior fairly against those expectations. The teacher's response to student misbehavior will be appropriate, respect the students' dignity and promote learning and growth.
- E. The classroom will be safe, and learning will be accessible to all students; the teacher will ensure that the physical arrangement is appropriate to the learning activities. The teacher will make effective use of physical resources, including information technology.

III. CLASSROOM INSTRUCTION

- A. Expectations for learning, directions and procedures, and explanations of content will be clear to students. Communications will be appropriate for students' cultures and levels of development.
- B. Most of the teacher's questions will elicit a thoughtful response, and the teacher will allow sufficient time for students to answer. All students will be encouraged to participate in the discussion, with the teacher stepping aside when appropriate.
- C. Activities and assignments, materials, and groupings of students will be fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students will be engaged in work of a high level of rigor. The lesson's structure will be coherent, with appropriate pace. Technology will be infused throughout the curriculum to improve student learning.
- D. Assessment will be regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students will be fully aware of the assessment criteria used to evaluate their work.
- E. The teacher will promote the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

IV. PROFESSIONAL RESPONSIBILITIES

- A. Reflecting on Teaching: The teacher will provide an accurate and objective description of the lesson, citing specific evidence. The teacher will make some specific suggestions as to how the lesson might be improved.
- B. The teacher's systems for maintaining both instructional and non-instructional records will be accurate, efficient, and effective.
- C. The teacher will communicate frequently with families and successfully engage them in the instructional program. Information to families about individual students will be conveyed in a culturally appropriate manner.
- D. The teacher will participate actively in the professional learning community and in school events and projects and maintain positive and productive relationships with colleagues.
- E. The teacher will seek out opportunities for professional development based on an individual assessment of need and actively share expertise with others. The teacher will welcome feedback from supervisors and colleagues.
- F. The teacher will display a high level of ethics and professionalism in dealings with both students and colleagues and comply fully and voluntarily with school policies and regulations.
- G. The teacher is expected to be at work no later than the agreed upon start of the workday and leave no earlier than the agreed upon end of workday. Daily attendance and promptness to all classes, meetings, supervision duties, and conferences is required.