

Beardstown CUSD #15

Gard Elementary School

K-4 Handbook

2022-2023



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General Information

Welcome to Gard Elementary

Welcome to Gard Elementary School which serves grades K-4 in Beardstown Community Unit #15. We are very happy that you are part of the wonderful learning that happens at Gard Elementary. This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website or at the Board Office located at:

500 East 15th Street
Beardstown, Illinois. 62618

Beardstown CUSD #15 Mission Statement

The mission of Beardstown CUSD #15 is to provide a challenging and responsive, educational environment in a changing community that creates caring, socially responsible, and exemplary students.

Our Core values

We believe that Gard Elementary is great and our Tigers ROAR! There are four core values that are a fundamental part of teaching and learning at Gard Elementary. These core values are:

R - Respectful
O - Organized
A - Aware
R - Responsible

Office Staff

Mrs. Lori Young, Principal
Ms. Denise Wittler, Assistant Principal
Ms. Denise Becker, Building Secretary
Ms. Fernanda Lopez, Bilingual Secretary
Mrs. Heidi Simpson, Attendance Secretary
Mrs. Staci Young, School Nurse
Ms. Maggie Nordsiek, Social Worker
Mrs. Kathy Long, Head Cook
Mr. Jim Childers, Head Maintenance
Mrs. Tammee Petersen, Language Acquisition Administrator

School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the

Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.

2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

Academics

Grading

Gard Elementary uses a letter grading system. This means that teachers will be monitoring, providing feedback, assessing and grading students on how well they achieve, according to the standard(s) being taught in language arts and math. The standards are from the Illinois Learning Standards that are set by the Illinois State Board of Education and will be used to guide statewide assessments that students will be taking starting in 3rd grade.

All teachers will be using the following grades to describe to students and parents, progress in academics.

Academic Grades & Marking System	
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% & below
NA	Not Assessed at this time.

Report Cards

Report cards are issued to students at the end of the first week following the close of each nine weeks grading period. For questions regarding grades, please contact the classroom teacher.

Mid-term progress reports are sent to parents as needed to report student progress. Upon receipt of the report, parents are encouraged to contact the school if any questions arise concerning the notice. The main purpose of the report is to notify parents about student progress so that parents, students, and teachers might work more closely to implement corrective measures that will improve that progress.

Grade Level Placement

Students new to the district will be placed by the former public school's permanent records or by staff testing. Students who are five years old on or before September 1st will be placed in Kindergarten.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

Home Work

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level.

Attendance

Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session

Reporting Absences

Parents must call the school before 8:10 AM to report absences. Please contact Gard Elementary at 323-1364 ext. 7777 or 7778 (for Spanish). State law requires school personnel to make one attempt to notify parents of student absences, if the school has not been contacted by the parent(s). If phone contact is not made, a note should be sent with the child when he/she returns. The reason for an absence will be kept confidential.

Types of Absences**Excused**

Excused absences include: illness (including mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety.

Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and class work assignments.

Unexcused

Unexcused absence is an absence from school with parental knowledge and/or approval, but not acceptable to the school administration.

Examples of Unexcused absences include, but are not limited to:

- A student refused to come to school. Even if a parent calls this in, absence is still unexcused.
- Parent or student has overslept.
- Student has missed the bus.
- Parent or student states the weather was too cold, snowy, hot, etc. If school is in session, all students are expected to be in attendance.
- Student reports staying home to baby sit for a family member.
- Parent or student states they had no transportation.

Unexcused absences will be deducted from the student's excused absences allowed.

Pre-arranged

Pre-arranged absence is one approved by the school administration in advance of the absence. A pre-arranged absence form needs to be signed by the student's classroom teacher, signed by the parent(s), and approved by the principal. These forms may be picked up in the office. Assignments may not be given in advance. Students will be granted time upon their return to school equal to the number of days missed to complete make-up work. PARENTS ARE STRONGLY ENCOURAGED TO TAKE VACATIONS DURING THE REGULARLY SCHEDULED SCHOOL VACATION TIME. Pre-arranged absences for vacations will be limited to 5 days per semester. It is not possible to re-create lessons and activities missed. The missed assignment(s) must be submitted by the deadline. One day for each day absent plus one additional day is allowed to complete homework after the absence.

Truancy

Truancy is an absence from school with no acceptable reason from the parent/guardian.

Chronic/ Habitual Truant

A Chronic/ Habitual Truant is any child who is subject to compulsory school attendance and who is absent without valid cause from such attendance five percent (5%) or more of the previous 174 regular attendance days.

Truant Minor

A Truant Minor is a chronic truant to whom supportive services including prevention, diagnosis, intervention and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused. ("A child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof." Illinois School Code 5/26-2a). Truant students will be reported to the Regional Office of Education and are subject to disciplinary action.

The school district must follow current Illinois Law and report truant behavior to the county truancy officer. Current law defines penalty to either or both the parents and the truant child. Parents are encouraged to discuss any attendance issues with the principal as soon as possible. We will work together to solve any issues.

Absences and After School Activities

Students who are absent during the last half of a school day may not participate in any school activity scheduled for that day. Exceptions may be made, by the principal, in cases of a doctor's appointment or other obligation such as a funeral.

Students absent on Friday may participate in a Saturday activity, but the Friday absence will be reviewed on Monday.

Appointments

Parents are encouraged to make all student medical and dental appointments so that students arrive at school before 8:30 AM, or leave after 2:30 PM, to ensure that students are present at school for an entire school day. Every effort should be made for students to attend school before and/or after a Doctor's appointment. Parents must pick students up in the office for appointments.

Excessive Absences

Students with more than 10 days of absence per year will be reported to the Cass County Truancy Office unless the student has a valid excuse for each absence. The principal, school nurse, and attendance secretary will review the attendance monthly to determine the validity of the excused absences when a student's total is over 10. The team will determine if a student's excuse(s) is/are valid and determine whether make up work will be allowed.

Tardiness

Students are expected to be in the classroom and ready to work when the class day begins. Students are considered tardy if they arrive at school after 8:10 a.m. Tardiness disrupts the learning process for the student, teacher, and fellow students. When tardiness occurs beyond 5 occurrences, students will be subject to after-school detentions, referral to the Truant Officer and/or other appropriate consequences. After 5 occurrences, minutes will be tracked and students will serve time missed after school when 30 minutes are reached. Students will be referred to the County Truancy Office.

Closed Campus

Gard Elementary school operates a closed campus. Students will not be allowed to leave campus after arriving at school for any reason other than to keep doctor and dentist appointments. Students leaving campus for any reason must be given permission by the principal.

Educational Support Services

English Learners (EL)

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. Initially, all students who enroll in the district will be required to complete a Home Language Survey (HLS). When a student is identified on the Home Language Survey as having a primary language other than English spoken in the home or they themselves speak another language other than English, he/she will be screened using the W-APT or MODEL for Kindergarten for possible EL services. Parents will be notified of the results and recommended placement within 30 days of registration. Parents may meet with the Language Acquisition Director regarding placement. Eligible EL's will then be placed in the Dual Language Enrichment Program, self-contained English as a Second Language/Transitional Bilingual room or other appropriate placements based on the student's individual language needs. Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs.

Rtl - Response to Intervention

The process of providing interventions to students who are at risk for academic and social-emotional/behavioral problems is called Response to Intervention or Rtl. The Rtl process is a multi-step approach to providing services and interventions to students who struggle with learning and behavior in the school setting at increasing levels of intensity. All students are given a reading fluency and comprehension screening, and a math screening in the fall, the winter, and the spring. In addition, students are screened for risk-factors related to social-emotional behaviors. All students who do not meet the set expectations on the screenings, who are below standards on testing criteria, or who are referred by

their classroom teacher are given further testing to determine if they are in need of interventions. If interventions are needed, students will receive these interventions during the regular school day. The progress made by students at each stage of intervention is closely monitored. The information gained from an Rtl process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

- **Tier 3:** Smaller Groups (1-2); 20-30 minutes 1-5 days per week in addition to Tier 1 and 2; Progress Monitored every 6 days.
- **Tier 2:** Small group instruction (3-5); Supplementary Materials; Specific instruction based on needs assessed; 20-40 minutes 1-5 days per week in addition to Tier 1; Progress Monitoring approximately every 6 days.
- **Tier 1:** General Education Instruction, received by all students; Core classroom materials; Whole group instruction.

Title I Services

Title I is a pullout/push-in program designed to provide supplemental instruction for those students in grade K-4 who are reading below grade level. These services are Referrals may be made by teachers, parents, or other concerned individuals. The school will work to ensure that the required school level academic and parental involvement policies meet the requirements of ESSA (Every Student Succeeds Act) that was signed by the President in December of 2015. Title I funds will be used to implement comprehensive strategies for improving the educational program of the whole school in schools with 40% or more poverty to increase the achievement of all students, particularly students who are failing or most at risk of failing to meet State standards. Goals for the Title I program include reading, math, science and parental involvement goals.

Right to Know Statement - As a Title I school, we must meet federal rules related to teacher qualifications as defined in ESSA. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.
- Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

Special Education Programs and Services

State and Federal legislation require a free and appropriate education for all children with disabilities between the ages of 3 to 21. To meet these requirements, CUSD #15 in cooperation with Four Rivers Special Education Cooperative, provides special education programs and services to all eligible children. Programs and services are designed to meet the needs of students who have disabilities, which adversely affect their success in a preschool or regular classroom setting. Once a student has progressed through all 3 tiers of academic or behavioral interventions, a referral may be

made by parents, teachers, or other concerned individuals. After a comprehensive diagnostic evaluation, a team of educational personnel determines the child's eligibility for programs and services.

When a child is eligible for special education, an Individual Education Program (IEP) is written which sets goals and recommends services specific to the child's unique needs. Parent/Guardian consent is required prior to the evaluation and for special education placement. Parent participation is encouraged at every step. Special education referral forms may be obtained from your building principal. Also available upon request are complete "Explanation of Procedural Safeguards to Parents of Children with Disabilities" and ISBE regulations governing special education.

The following is a brief description of special education programs and services:

- Supportive Resource Services (SRS)-limited instruction for less than 50% of the school day
- Supportive Resource Classroom (SRC)-intensive instruction for more than 50% of the school day
- Early Childhood Program (ECE)-for children ages 3-5 years
- Community Based Education (CBE)-classes for children with severe and profound disabilities
- Hearing Handicapped Program-Resource and consultative services
- Speech/Language Program

Additional services may be offered through 4 Rivers Special Education District

Health and Wellness

Physical Examination/Immunization/Vision Screening/Dental Exams

Every student is required by Illinois State code to have a medical examination before entering Kindergarten and again before 6th grade. The physical form should be turned into the office before school begins. No student will be allowed to remain in school if these forms are not completed and on file by the first full day of attendance for the current school year. School physicals are current for one full year from the date on which the physical was performed. All physicals must be completed on the current form issued by the Illinois Department of Human Services. No physical will be accepted unless the parent health history section has been completed and signed. All required immunizations must also be current as mandated by the code from the Illinois Department of Human Services.

In addition, the school nurse performs mandated vision/hearing screenings on students in the following groups: preschool, kindergarten, second grade, special education, new students, transfer students, and all teacher referrals. Screenings begin in October and continue throughout the school year. Students with an optometrist's examination conducted within the past 12 months and a report on file may be exempt from screening.

Illinois School Code requires all students entering kindergarten and second grades to provide proof of a dental examination completed within the last 18 months. The dental form must be turned in no later than May 15, 2019.

State law requires an eye exam by a licensed vision provider for students entering kindergarten or any student entering an Illinois school for the first time. The exam may be completed within one year prior to the deadline date of October 15th.

Sickness/Injury

Illness or injury at school may require that a student returns home. If this is the case, parents will be contacted by school authorities to explain the circumstances. The parents should then make timely arrangements for getting the student home. In case the parents cannot be reached, the school will contact the person or persons listed on the student's registration form. Parents are to give this information to the school when they register. It is imperative that the student's emergency information be kept updated. If you know of any reason for a change, please notify the office. If your child has a fever, he/she must be kept home until fever free for 24 hours without fever reducers. If they have

been vomiting or have diarrhea, they should also remain at home until they have been retaining food for over 24 hours. Please stress to your child the importance of good hand washing to prevent the spread of germs.

Emergency Information

It is necessary that there is current emergency information on file for each child. This information is of great value to the child in the event he or she becomes ill or is injured at school. This information is included on the CUSD #15 registration form. This information must include emergency phone numbers.

Medication Guidelines

Medications are administered at school in accordance with the Recommended Practices and Procedures Manual from the Illinois State Board of Education. Administering medications at school is discouraged. However, some pupils with long-term chronic illness or disability may require medication during the day. Only in exceptional cases in which failure to take medication could jeopardize the child's health and/or education, should medication be administered at school. All prescription medications that are brought to school must be sent to the nurse's office/office upon arrival. This medication will be stored in a locked cabinet. Medications must be delivered to the school by the parent.

The school reserves the right to have the time of medication administration at school adjusted to meet the schedule and availability of the nurse. Noon medication is not routinely given at school on early dismissals prior to 12:00 PM.

The school not only has the right, but also the responsibility, to refuse to administer any medication at school if properly qualified individuals are not available.

The school will ascertain from the parent and/or physician the necessity for administering medication during school hours and will retain the discretion to reject requests that do not meet the medication guidelines. Medication sent to school without proper documentation will not be given. Questions concerning medications will be referred to your physician.

Over the Counter Medications

Over the counter nonprescription medications such as cough syrups are discouraged at school and should not be sent to school. Only with specific written requests from a physician shall it be allowed. Nonprescription meds are required to be in the original container with the original labeling instructions. The bottle must be accompanied by written permission and directions from the physician for dosage, route of administration, time of administration, and duration of medication required. Administration of nonprescription medications shall be the responsibility of the student and/or parent. The nurse will monitor the storage and safety of administration at school.

Prescription Medications

Prescription medications must be sent to school in the original container as dispensed by the pharmacy or physician and accompanied by a written note from the parent and physician including the name of the drug, dosage, route of administration, time of administration, and duration of therapy. Any change in the dosage or administration must have written authorization from the prescriber. This includes all prescriptions for antibiotics, headaches, or as needed medications. A medication form is attached and replacement forms are available in the office.

Pain Medications

Students who require pain medication must have the permission slip on file and signed by the parent. Generic acetaminophen, Motrin, and antacids are kept in a locked cabinet in the nurse's office for self administration by the student with the nurse monitoring the storage and safety of administration.

Self Managed Medications

Self-managed medications will be evaluated individually by the school nurse (i.e. asthma inhalers, epi-pens, and medication to manage diabetes). It is recommended that spare medications be kept in the nurse's office for emergency use. Forms are available in the nurse's office and must be completed by the physician, parent, and student. Specific instructions for use must be documented.

Head Lice

At the start of school (and intermittently throughout the year), parents should examine their children for indications of head lice. Head scratching and intense itching of the scalp are the main indications of head lice and their presence can be confirmed by a close visual inspection of the hair and scalp under a good light source. Please call the school nurse if you suspect your child has head lice, so the nurse can monitor other classmates for possible lice infestation. The presence of head lice does require your immediate attention and action. Students must be nit free or they will be sent home with further instruction for nit removal.

Nurse's office

- All students should obtain permission from the regular classroom teacher for a visit to the nurse's office. A pass will be required.
- Special class teachers (Art, Music, PE, Library, etc.) will not send students to the nurse except in the case of injury or emergency.

Guidance and Counseling

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance.

Child Abuse/Neglect Reporting

All school employees are Mandated Reporters and as such, by State law, are required to report all suspected child abuse and/or neglect to Illinois Department of Children and Family Services.

Wellness Policy

The Board of Education of Community Unit School District #15 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. Furthermore, the Board recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition, and regular physical activity.

Positive Behavior Interventions/ Student Discipline

Student Discipline Philosophy

It is the philosophy of the school district to have rules and regulations that allow each student the opportunity to work and study in an environment conducive to learning. Students are expected to be courteous, diligent, honest, respectful, and to abide by the rules and regulations of the school district.

Positive Behavior Interventions and Supports (PBIS)

PBIS is a system for...

- Teaching and supporting socially appropriate behavior for school and for life
- A healthy, safe, and orderly school culture and environment
- A data-based system for use in problem solving and decision making


































At Gard Elementary we will be using 4 school-wide or universal expectations for all students and staff:


































- Respect Self

- Respect Others
- Respect Property
- Be There, Be Ready

All expectations for behavior are tied to one of these universals. The expectations for Gard Elementary are in the universal matrix:

PBIS Matrix English

 R . O . A . R				
	RESPECTFUL	ORGANIZED	AWARE	RESPONSIBLE
ALL SETTINGS	<ul style="list-style-type: none"> • Stay at level 0 or 1 when talking • Using kind words • Having safe hands and feet 	<ul style="list-style-type: none"> • Keeping our school clean • Bringing supplies to class • Doing your best work 	<ul style="list-style-type: none"> • Eyes on speaker • Being a good listener 	<ul style="list-style-type: none"> • Ready to learn • Owning our actions • Learning from our mistakes 
ARRIVAL AND DISMISSAL	<ul style="list-style-type: none"> • Keep voices at a level "1" • Listen to adults • Follow adults 	<ul style="list-style-type: none"> • Take all belongings with you 	<ul style="list-style-type: none"> • Find your bus line and a seat and stay there 	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Stay seated or stand in line until dismissed 
ASSEMBLIES	<ul style="list-style-type: none"> • Attention on the speaker • Clap hands when appropriate • Voices at level 0 	<ul style="list-style-type: none"> • Enter and exit quietly • Report problems to an adult • Remain with your teacher and class 	<ul style="list-style-type: none"> • Listen and follow directions • Respond immediately to quiet signal 	<ul style="list-style-type: none"> • Keep your hands, feet and belongings to yourself • Sit in a row criss-cross your legs • Leave others alone 
BATHROOM	<ul style="list-style-type: none"> • Give privacy to others • Use bathroom quickly and quietly • Flush the toilet 	<ul style="list-style-type: none"> • Clean up when you are finished • Report problems to an adult • Wash your hands with soap 	<ul style="list-style-type: none"> • Keep water in sinks • Await your turn • Listen to adults 	<ul style="list-style-type: none"> • Do not play in the bathroom • Use toilets, sinks and dryers correctly • Leave others alone 
CAFETERIA	<ul style="list-style-type: none"> • Voices at level "1" • Use good manners • Do not play with food 	<ul style="list-style-type: none"> • Stay in line • Clean your area • Throw your trash away 	<ul style="list-style-type: none"> • Listen to adults • Find your seat • Stay at your table 	<ul style="list-style-type: none"> • Wait in line patiently • Use a tray • Clean up spills 
CLASSROOM	<ul style="list-style-type: none"> • Raise your hand and wait to be called on • Follow directions from your teacher • Use kind actions 	<ul style="list-style-type: none"> • Keep workspace neat and organized • Have your supplies ready • Clean up your area when you are finished 	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself • Sit appropriately in your chair • Ask to get out of your seat 	<ul style="list-style-type: none"> • Focus on learning • Always do your best work • Be an active listener 
HALLWAY	<ul style="list-style-type: none"> • Keep voices at level "0" • Allow others to learn 	<ul style="list-style-type: none"> • Stay to the right • Keep a single file line 	<ul style="list-style-type: none"> • Face forward • Allow others to use hallway 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself 
PLAYGROUND	<ul style="list-style-type: none"> • Use kind words • Take turns • Respect nature • Enter the building quietly 	<ul style="list-style-type: none"> • Tell an adult if you see an unsafe action • Line up when signal is given 	<ul style="list-style-type: none"> • Following directions • Agree on rules before playing • Be a good sport 	<ul style="list-style-type: none"> • Stay within boundaries • Use properly • Dress for the weather 

 R . O . A . R				
	RESPETUOSOS	ORGANIZADOS	ATENTOS	RESPONSABLES
TODOS LOS AJUSTES	<ul style="list-style-type: none"> Mantenerse en el nivel 0 o 1 al hablar Usando palabras amables Respetando las diferencias en los demás 	<ul style="list-style-type: none"> Mantener nuestra escuela limpia Traer útiles a la escuela Haciendo tu mejor trabajo 	<ul style="list-style-type: none"> Mantén manos quietas Ser un buen oyente 	<ul style="list-style-type: none"> Listo para aprender Ser dueños de nuestras acciones Aprendiendo de tus errores 
LLEGADA Y SALIDA	<ul style="list-style-type: none"> Mantener voces a nivel "1" Escuchar a adultos Seguir a adultos 	<ul style="list-style-type: none"> Llevo todas tus pertenencias contigo 	<ul style="list-style-type: none"> Encuentra tu autobús 	<ul style="list-style-type: none"> Mantener las manos, pies y objetos a uno mismo Permanecer sentado o hacer fila hasta que la despidan 
ASAMBLEA	<ul style="list-style-type: none"> Atención al hablador Aplaudir cuando sea apropiado Voces en el nivel 0 	<ul style="list-style-type: none"> Entrar y salir callados Reportar problemas a un adulto Quedate con tu maestro y clase 	<ul style="list-style-type: none"> Escuchar y seguir instrucciones Responder inmediatamente a la señal silenciosa 	<ul style="list-style-type: none"> Mantén tus manos, pies y pertenencias contigo Siéntate en fila y cruza los pies Deja a los demás en paz 
BAÑO	<ul style="list-style-type: none"> Dar privacidad a otros Usar baño de forma rápida y silenciosa Bajarle a la taza del baño 	<ul style="list-style-type: none"> Limpia cuando hayas terminado Reportar problemas a un adulto Lavarse las manos con jabón 	<ul style="list-style-type: none"> Mantener agua en los lavabos Espera tu turno Escucha a los adultos 	<ul style="list-style-type: none"> No juegues en el baño Use los accesorios correctamente Dejar a los demás en paz 
CAFETERÍA	<ul style="list-style-type: none"> Voces a nivel "1" Usa buenos modales No juega con comida 	<ul style="list-style-type: none"> Quedarse en línea Limpia tu área Tira la basura 	<ul style="list-style-type: none"> Escuchar a adultos Encuentra tu asiento Quédate en tu mesa 	<ul style="list-style-type: none"> Esperar en línea Usar una bandeja bien Limpia derrames 
SALON	<ul style="list-style-type: none"> Levanta la mano y espera a que te llamen Sigue las instrucciones de tu maestro Usa acciones amables 	<ul style="list-style-type: none"> Mantén el espacio de trabajo limpio y organizado Ten tus útiles listos Limpia tu área cuando hayas terminado 	<ul style="list-style-type: none"> Mantén tus manos, pies y objetos contigo Siéntate apropiadamente en tu silla Pide permiso para salir de tu asiento 	<ul style="list-style-type: none"> Enfócate en aprender Haz siempre tu mejor trabajo Siempre escucha 
PASILLO	<ul style="list-style-type: none"> Mantén voces a nivel "0" Permitir que otros aprendan 	<ul style="list-style-type: none"> Mantente a la derecha Mantén una sola línea 	<ul style="list-style-type: none"> Mira hacia adelante Permitir que otros usen el pasillo 	<ul style="list-style-type: none"> Mantén manos y pies a uno mismo 
PATIO DE RECREO	<ul style="list-style-type: none"> Usa palabras amables Toma turnos Respeto la naturaleza Entra tranquilamente 	<ul style="list-style-type: none"> Dile a un adulto si ves una acción insegura Respeto la naturaleza Pónganse en línea cuando se de la señal 	<ul style="list-style-type: none"> Sigue instrucciones Acordar las reglas antes de jugar Se un buen deportista 	<ul style="list-style-type: none"> Mantenerse dentro de los límites Usa equipo correctamente Vestirse para el clima 

Bullying

Our school believes that all children have an absolute right to be educated in a safe and secure environment and from others who may wish to harm, degrade/put down, or abuse them. There is no justification whatsoever for bullying behavior and it will not be tolerated in any form. Bullying is the intentional desire to hurt, threaten, or frighten someone else through verbal, nonverbal or physical aggressions. This occurs when a person is exposed repeatedly and over time to negative direct or indirect actions.

Cyber-Bullying

Cyber bullying is defined as bullying via the use of the Internet, interactive and digital technologies (such as computer, PDAs, etc) and/or mobile telephones. The use of any school computer or electronic device for the purpose of cyber bullying is strictly prohibited. Cyber bullying using home-based or off-campus devices that result in a material and/or substantial disruption to the school and/or a true threat will constitute grounds for investigation as to whether or not the use violates applicable law or school rules. Should misuse be determined, the student may receive disciplinary consequences appropriate for the frequency and severity of the violation. We encourage students and parents to notify the Principal's office of any incidents regarding bullying immediately.

Classroom Management

Behavior management begins in the classroom or other school setting. Teachers or other staff in charge will first follow classroom or grade-level management plan. The following table shows the behaviors most often referred to the office (ODR-Office Discipline Referral) and the continuum of potential consequences. The continuum is not inclusive, and administration may assign any appropriate consequences as supported by Board policy. If necessary, safe physical intervention will be used. Laws regarding due process for students will be followed:

Bullying/ and or cyber bullying	<ul style="list-style-type: none"> ● Parent contact ● After School Detention ● In-school suspension (ISS) or Out-of-school suspension (OSS)
Chronic Inappropriate Language (heard or verified by an adult)	<ul style="list-style-type: none"> ● Parent contact ● Apology as appropriate ● Lunch detention ● After School Detention
Threatening/Fighting	<ul style="list-style-type: none"> ● Parent contact ● After School Detention ● ISS (depending on severity) ● OSS (depending on severity)
One-sided Physical Aggression	<ul style="list-style-type: none"> ● Parent contact ● After School Detention ● ISS (depending on severity) ● OSS (depending on severity)
Repeated Non-compliance	<ul style="list-style-type: none"> ● Parent contact ● Apology as appropriate ● Lunch detention ● After School Detention ● ISS (depending on severity)
Stealing/Property Damage	<ul style="list-style-type: none"> ● Teacher/Student/Admin call home ● After School Detention ● Restitution or Community Service
Repeated Disruptive Behavior	<ul style="list-style-type: none"> ● Parent contact ● Apology as appropriate ● Lunch detention ● After School Detention ● ISS (depending on severity) ● OSS (depending on severity)

The School Resource Offices or Law Enforcement may be contacted when the health /safety/well-being of others are in danger or when there is a possible violation of the law.

If a student is suspended or expelled, written notice will be provided to the parent/guardian including due process and method of appeal. The school will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified appropriate behaviors. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion process.

Bus Conduct

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

- Violating any school rule or school district policy.
- Willful injury or threat of injury to a bus driver or to another rider.
- Willful and/or repeated defacement of the bus.
- Repeated use of profanity.
- Repeated willful disobedience of a directive from a bus driver or other supervisor.

Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the parent or guardian to notify the school that the student does not have alternate transportation.

Electronics/Personal Items

- Cell phones, personal CD players, I-pods, or other handheld electronic devices are to be turned off and in backpacks/book bags or lockers while at school. Students bring these items at their own risk and understand that items brought by students are not covered by district insurance.
- If a cell phone or electronic device is used during the school day, it will be confiscated and a parent or guardian will need to make arrangements to come to school to pick up the item. The item will not be sent home with a sibling, friend, or other individual besides the parent or guardian.
- Students are advised not to bring large amounts of money or valuable possessions to school. Toys or other personal items should not be brought to school unless given permission by staff to do so.
- Cell phones or other personal electronic devices may be used by the owner on the bus. Ear buds or headphones should be used. If the item creates a disturbance or becomes a behavior issue, the privilege may be revoked.

Gross Acts of Misconduct

Such infractions include acts that are dangerous to the safety of the student or others, or damage to property as well as certain criminal acts. These acts are very disruptive to the school environment and will most often result in a removal from the school for a period of time. Police will be contacted when appropriate. These include but are not limited to:

- Possession, use or delivery of cannabis, controlled substances, look alike drugs, non-prescription inhalants, alcohol or drug paraphernalia, tobacco products, e-cigarettes
- Criminal damage to school property (on or off campus). Off campus includes but not limited to school buses and vans or other school equipment
- Criminal damage to or theft of property belonging to school personnel (on or off campus)
- Criminal damage to property of students
- Theft
- Setting a false fire alarm
- Setting a fire, using or possessing fireworks or explosives, or setting off a stink bomb
- Possession of a weapon, look alike or use of any object to produce bodily harm to another. By state law, toy guns are considered weapons and students may be subject to suspension/expulsion for possession at school.
- Open and persistent defiance of the authority of school staff, gross insubordination and/or vulgarity directed at

- a school employee or volunteer
- Fighting or assaulting another resulting in bodily harm

Search and Seizures

The following guidelines shall apply to all searches and seizures within the school or on school property:

- General inspections of school property, including student desks/lockers, may be held at any time
- In accordance with State Law, School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.
- School authorities have a reasonable cause to search property when they believe that there is an illegal substance, dangerous object, contraband, stolen property, or any item that may be a threat to the safety of others. Searches of school property, personal property and/or a student may be conducted. Law enforcement authorities may be involved in a search. Items found that are inappropriate for school will be seized by school authorities and turned over to the proper officials or destroyed.
- According to current case law, the term "weapon" means any object which may be used to cause bodily harm. Knives, guns, firearms, brass knuckles, billy clubs, explosives, and "look-alikes" are considered weapons. Items such as baseball bats, pipes, bottles, locks, sticks, pencils, pens, pins, thumb tacks, paper clips, and compasses and the like may be considered weapons if used or attempted to be used to cause bodily harm. Students who possess or attempt to use, control, or transfer weapons may face minimum consequences of 1-10 days out-of-school suspension. Local law enforcement may also be notified.

Residency

Student Enrollment and County Residency

To be enrolled, Community Unit School District #15 students must reside full time in this school district with their natural parent(s) or legal guardian(s). Students and their parent(s)/guardian(s) must be full-time CUSD #15 residents. A resident is defined as an individual who is a full-time occupant of a dwelling located in CUSD#15 and who, on any given school day, is likely to be at their stated address when not at work or school. A person who owns property in the school district, but does not reside in the school district, is not considered a resident.

Proof of Residence

Proof of residence is required when a student initially enrolls in a school and whenever a change of residence occurs. District residency must be verified by the office *before* a student will be enrolled at the appropriate attendance center.

- A lease or rental agreement consisting of written evidence that the agreement is valid and current, and a current utility bill (gas, electric, water, home/telephone, or cable). Records must include the name and street address of the parent/guardian, OR
- A current residential property tax statement or deed, and a current utility bill (gas, electric, water, home/telephone, or cable). Records must include the name and street address of the parent/guardian, OR
- A third-person affidavit of residence completed with the school system. The affidavit shall be completed and signed by the parent/guardian, as well as the legal owner or lessor of the property where the student and parent/guardian reside. The affidavit will be in effect until the parent/guardian provides the required proof of residence, but no longer than the end of the current school year.

Verification of Residency

A school system representative may visit the address given by any parent/guardian to verify residency. The property address given must be the actual location where the student and parent/guardian live full-time.

Students in Transitional Living Arrangements

Students that lack permanent or adequate housing have educational rights to help remove barriers to their educational success. The McKinney-Vento Assistance Act provides these students ability to enroll in school, receive transportation and other available services. If you are in need of referrals or assistance please contact your student's school office.

Special Programs

Art Class

Students will learn the history and language of the Fine Arts. The four Fine Arts are Visual Arts, Drama, Music, and Movement. Classroom activities will include discussing and/or using the sensory elements, organizational principles and expressive qualities of the Fine Arts. Many assignments in this class are designed to complement the core curriculum.

Dual Language Enrichment Program

The Dual Language Enrichment Program is designed to develop students who will speak, listen, read and write in two languages: Spanish and English.

Parents whose children are English speakers or whose children have been assessed as "proficient" in English may choose to start their child at Kindergarten or first semester 1st grade with the opportunity to acquire the Spanish language, while still developing the English language. This is accomplished through teaching the target language through Math, Reading, Science and Social Studies by methods and strategies using the two languages that will allow the child to become bilingual. This program is optional and lasts through the intermediate grades.

Note: If there is a need to make adjustments, due to unforeseen circumstances, regarding the number of students participating in the program, enrollment will be based upon when the pre-enrollment form was submitted to the classroom teacher after the pre-enrollment period has started, typically in February or March.

Kindergarten Program

Gard Elementary provides a full day kindergarten program. If students are unable to attend an all day program, the parent may request a half day program for their child.

Music Class

Students at Gard Elementary will have fun while learning musical concepts. The Music play curriculum utilizes PowerPoint videos for the songs which capture the student's attention while improving literacy skills. Every lesson incorporates games while meeting state and national music standards for music education. The curriculum uses Kodaly and Orff methodologies. Students are singing, moving, playing instruments and games, creating, listening, responding, learning and performing. They will grow musically, becoming rhythmic, tuneful and artful, as they participate in Music exploration.

Physical Education Class

The elementary physical education curriculum includes health and physical education. Students will learn to develop and apply the skills needed for daily participation in health-related personal fitness and lifetime activities which contribute to habits and attitudes of a healthy lifestyle. Students are encouraged to develop positive attitudes about themselves, about healthy habits and about physical activity so they will choose to adopt and maintain lifelong health-related fitness. Children also develop creativity, problem-solving, critical thinking and interpersonal communication skills through kinesthetic and personal wellness activities. The physical education curriculum promotes the whole child through health and physical education

Technology Class

The goal in technology is to build foundational skills for technology competency and for the primary grades to develop

basic computer skills (K-2). Grades 3-4 will work on the basics and foundational skills, with the intent that their ability levels are higher and the goal is to move these students from “Understanding” to “Applying” and “Analyzing”. Curriculum content includes: Digital Citizenship, Computer Basics, Coding, Robotics, Maker Spaces, and Project Based Learning.

Student Life

Animals/Pets

Students and/or parents are discouraged from bringing pets to school. A new pet is exciting, but allergies and certain children’s fear make it necessary to make this request.

Classroom Assignments

Each spring classroom teachers and the principal will begin compiling class lists for the following school year. All teachers at Gard Elementary are Highly Qualified. Parents may request verification of their child’s classroom teacher’s qualifications. Parent requests for teachers will be accepted during registration; however, due to class size considerations and other criteria, it is not always possible to honor parent requests. New class lists will be posted in August when the principal and secretaries return to school and student enrollment is completed.

Communication

All school personnel, including classroom teachers, will communicate with parents using a variety of methods, including, but not limited to:

- Phone calls
- Handwritten notes
- Email
- Newsletters
- School webpage
- School Reach
- Home visits

Parents should routinely check their child’s book bag for these communications, in addition to accessing the electronic information available.

Conferences

Parent-Teacher conferences are scheduled following the first and third quarters of the school year. We will send more information home as those times get closer about choices for time preference. In the case of blended and/or separated families, we will hold one conference asking all involved to meet to discuss their child’s progress. Conferences may be arranged and/or requested at other times during the school year as necessary and appropriate.

Crisis Plan

Fire and disaster drills are held periodically in accordance with State law. Teachers will review the different types of emergency procedures and assist students in implementing them properly. Students should remember to act quickly and quietly during the drill. Crisis Plans and evacuation routes are on file at Gard Elementary and posted in classrooms.

Daily Schedule

Morning Arrival Schedule

7:50-8:10 AM Breakfast

7:50AM Doors open

8:10 AM Student Day Begins

It is important to note that there is no supervision for students before 7:45 a.m. so students should not arrive before that time.

Gard Elementary School Dismissal Schedule

Regular Dismissal	Early Dismissal	SIP Day Dismissal	
2:45 PM	1:40 PM	11:05 AM	Kindergarten dismissal. All shuttle riders dismissal.
2:50 PM	1:45 PM	11:25 AM	West End Parent Pick Up & Walkers/ Circle Drive
2:55 PM	1:45 PM	11:25 AM	Sibling Pick Up
3:00 PM	2:00 PM	11:35 PM	Country Bus Riders

- Walkers/Bike Riders enter the Front Entry Doors. Students should not be dropped off from vehicles in front of the school or anywhere on 15th Street.
- Vehicle Riders arrive and exit at the West-End Parking lot. Parents must stay in line of traffic to pick up their child. Please do not park and walk to pick-up students as it is dangerous to have pedestrians in the parking lot when vehicles are moving.
- Shuttle bus and rural bus riders arrive and exit through the Front Entry Doors. Only student who live north of Fourth Street, west of Grand Avenue, or east of the railroad tracks, and are in the third grade or below are allowed to ride the shuttle buses.
- Students waiting for siblings from the Middle School/High School go to the big cafeteria. No elementary students are allowed at the Middle School/High School until after its dismissal without permission.
- If parents are walking to pick-up their child after school, students are to exit circle drive doors and parents may wait on the benches. Parents in vehicles cannot use circle drive or park in front of Gard School, which is reserved for parents of Middle School/High School students.

Dress Code

The attire and grooming of students is the responsibility of the students and their parents. However, the school will request notification of student dress and grooming if it is a danger to his/her or other students' safety and health and/or if it causes a substantial (general) disruption in the school.

- Items with alcohol, tobacco, or other drug logos, profanity, or threatening statements or violence are forbidden.
- Athletic shoes are required for physical education and recess. Flip-flops or other slip-on sandals should not be worn for safety reasons and may not be worn during physical education class or recess.
- Items such as bare midriffs, tops with spaghetti straps, halter tops, short shorts, see-through clothing, visible undergarments, baggy pants, pajamas, and shirts slit down the sides are NOT allowed. Student clothing should appropriately cover all parts of the body to avoid controversy and to keep attention away from the person wearing the clothing.
- A violation of these rules will result in a student being given appropriate clothing to wear. A student may also be sent home to change or parents may be called to provide a change of clothing.
- Hats, hoods, and sunglasses should be removed at the time students enter the school building.

Students should avoid wearing expensive coats or clothing to school. Coats will be kept in a designated area and not allowed to be worn in class. Gard Elementary School is not responsible for missing or damaged items. Other items that may cause injury or damage to personal property or school property are not allowed.

Field Trips

Field trips may be taken throughout the year. Parents will be given advance notice in writing of all field trips. If a

permission slip is not on file in the office and/or classroom, the student will not be allowed to go on the trip. Student behavior on all trips must meet the expectations of the school. Student misbehavior may result in exclusion from participation in field trips.

Chaperones for field trips will be designated by classroom teachers based on supervision needs and available space. Chaperones may be asked to pay any individual fees related to the field trip. Parents are not allowed to transport children to and/or from a field trip. By law, all students must ride school transportation. Field trip chaperones are asked to supervise a small group of children for safety and behavior, under the direction of the classroom teacher. Teachers will explain rules and guidelines to chaperones prior to the field trip. Chaperones may not bring other children on the field trip.

Food Services

School breakfast and lunch will be served daily. Breakfast is served from 7:50 AM until 8:10 AM at Gard Elementary. Both breakfast and lunch are free to all students that attend.

Invitations and Gifts

If children bring invitations to parties to distribute them at school, the invitations must be for all the boys and/or girls in class and not for just a few close friends. Similarly, cards and gifts from one student to another must NOT be brought to school. The school cannot provide names, addresses, or phone numbers of children attending CUSD #15 schools.

Lost and Found

Any article found by students should be taken to the designated lost and found locations where the owner may claim it. Articles which have not been claimed after a reasonable length of time will be removed from the school.

Notes from Home

Students must have a note signed by a parent or guardian for the following situations.

- Explanation of an absence unless phone contact is made
- Request for a student to leave the school grounds for any reason during school hours
- A request for an extended release from outdoor recess or PE must be accompanied by a doctor's note.

If your child is going home for any other way than usual, a note or phone call by 2:00 is needed. If we are not notified of a change by the parent, we must send the child home on his/her normal route. If children plan to go home with another child, then parents must notify the school.

Textbook Rental

Book rental is due and should be paid when you register your child. Book rental for students at the elementary level is \$90 and may be paid at the school's office. Students who qualify for free and reduced lunches also qualify for a waiver of school fees. A waiver may be filled out.

Telephone

The use of the telephone by students is discouraged except in the cases of emergency. If there are changes in after school arrangements, please inform the school before noon. Confusion over after school activities, such as scheduled sports events, social arrangements, and/or school materials left at home are not considered emergencies.

Treats

We love to help students celebrate birthdays! Due to an increasing number of students with food allergies, we prefer to be "food free" for birthday celebrations. The teachers each have special ways to help students celebrate a birthday at school. If you would like to help your child celebrate at school, some options are:

- Selecting and purchasing a "Birthday Book" for the library in your child's honor
- Sending pencils, bookmarks, or other small items for your child to hand out to classmates

Should treats be sent to celebrate a child's birthday, the items must be store bought and should include dietary and nutritional information on the packaging. Homemade items should not be sent. Treats purchased through local bakeries are not acceptable as proper nutrition/ingredients information is not available. Homemade treats should not be sent.

Visitors

Parents/Guardians are always welcome to visit their child's classroom during the school year. When visiting a classroom, please make prior arrangements with the teacher and report to the office before visiting the classroom, sign in, and take a visitor's pass before moving to the classroom. To deliver a message, personal items, books, lunches, etc., please report to the office. Please do not go directly to the classroom.

Student Records

For initial enrollment in an Illinois Public School, an official Birth Certificate must be presented for copying and inclusion in the student record.

The following information pertains to the rights and obligations of parents, students, and the school under the Illinois School Student Records Act.

A student's permanent Record shall consist of:

- Basic identifying information: including students and parents names and addresses, birth date, gender, and telephone number
- Academic transcript: including grades, grade level achieved, and class rank
- Attendance record
- Accident reports and health record: record of release of permanent record information: and may include honors and awards and information concerning participation in school-sponsored activities or athletics.

A student's Temporary Record shall consist of:

- A record of release of temporary record information

It may include:

- Family background information; intelligence test scores; aptitude test scores; achievement test results; home language survey; or other information of relevance to the education of students.
- For Special Education students, it would also contain the special education file

You have the right to:

- Inspect and copy permanent and temporary records. The school charges \$.05 per page for copying.
- Control access and release of school student records and request a copy of information released
- Challenge the content of the school student records.

Under certain conditions, student record information may be released without parental consent or notification. For further information, a complete copy of the rules covering School Student Records is on file in the office or in the board office.

Testing

English Language Proficiency Assessment (ACCESS)

ACCESS for ELL's® is an assessment to measure an English Learner's (EL) progress in the acquisition of English. The test is administered once a year, usually in January and February. ACCESS measures Speaking, Listening, Reading and Writing proficiency in English. A student will be measured using a scoring system of 1- just learning English to 6- a near native English literate student. If a EL achieves a 4.8 overall (all four areas) student is considered proficient. These scores aid

educators in placement of students for proper language services.

Illinois State Testing - Illinois Assessment of Readiness (IAR)

At this time, there will be one testing window and will be administered to grades 3 & 4. Changes in testing requirements will follow ISBE guidelines.

Transportation

Buses

Students and parents need to be familiar with the rules and regulations for bus transportation since the safety and welfare of all is an important concern in CUSD #15. Students who are transported by bus are expected to be courteous to fellow students, the bus driver, the bus monitor, and/or supervisor.

The bus driver is in charge of all students on the bus with authority similar to the authority of a teacher in the classroom. The right of students to ride the bus is related to their good behavior and observance of rules and regulations. Safety demands complete cooperation. It is the duty of the driver to notify the transportation director and principal in writing when students do not conduct themselves properly on the bus. The school administrator may forbid such students the privilege of riding the bus. In addition to the rules listed below, all rules, regulations, and consequences apply to riding the school bus.

Each CUSD #15 school bus is equipped with a camera that makes a videotape of student behavior. The purpose of this monitoring is to limit misbehavior on the bus and to provide safe bus transportation for all students. Should a student problem occur on the bus, the transportation director and/or principal may view the videotape to determine the cause(s) of the problem. Due to student privacy issues only authorized school personnel may view the videotape. While students are on the bus, they are under the supervision of the bus driver. The school code does permit the school to take appropriate disciplinary action for bus misconduct. Minor acts of misconduct that are reported by the bus driver on a bus referral will result in student consequences. Any flagrant rule infraction may result in an immediate bus suspension and/or school suspension from 1 to 10 days. Students will be given the opportunity to explain behavior. Parents will be immediately notified, and a letter will be sent explaining the reason for the removal from the bus and the right of the parent to appeal.

Weather/ emergency Conditions

When snow or other emergency conditions force either the cancellation or early dismissal of school, notice will be given as early as possible through a School Reach message. It is critically important that a current emergency number be listed for each child in the office. Notice will also be given on Television stations WICS (Channel 20-Springfield), WGEM (Channel 10-Quincy), and KHQA (Channel 7-Quincy); and Radio stations WRMS (94.3 FM), WIBI (91.1 FM), WIUM (91.3 FM), WIUW (89.5 FM) WEAJ/WLDS, and WJIL/WJVO. Each student should know in advance where to go in case of early dismissal. If there are special arrangements, the classroom teacher should be made aware of the change in the child's routine.

Children will go outside for all recesses when the combined temperature and wind chill is 20 degrees or above unless it is raining, hailing, lightning, or snowing. If the conditions are favorable for immediate thunderstorms or tornadoes, the students may also be kept indoors. If the wind chill drops below 20 degrees recess will be held indoors, and if the heat index rises above 95 degrees, recess may be held indoors.

Please remember to send coats, gloves, and hats to school with your children every day throughout the winter months. It is in the student's best interest to have these items at school at all times so that they may be used to keep them warm and dry or to prevent sickness.

APPENDIX

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Asbestos Policy/ Pesticide Notification

This notice is to inform building occupants of the potential hazard and locations of asbestos containing materials. It has been determined by the Illinois Department of Public Health and the United States EPA that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing materials.

Materials containing asbestos have been found at Gard Elementary School. Any evidence of disturbance or change in condition will be documented in the management plan as required by law.

Cleaning and maintenance personnel who recognize the danger of asbestos are taking special precautions during work to properly guard against disturbance of the asbestos containing materials. All asbestos containing materials are inspected and evaluated periodically and additional measures will be taken when needed to protect the health of the building occupants.

Asbestos Program Coordinator:
IDEAL Environmental
2904 Tractor Lane
Bloomington, Illinois 61704
800-535-0964

CUSD #15 has an Integrated Pest Management (IPM) Policy which incorporates building maintenance, sanitation, physical barriers and, as a last resort, the most safe, effective means of pesticide. Although we have no intention of spraying or fogging with pesticides, in the unlikely event this is found to be necessary, we are creating voluntary registration. By putting your name on this list, you are asking to be notified two days before an airborne pesticide application. In the event of an extreme emergency and pesticides must be used immediately, we will notify you as soon as possible. Contact the Board Office if you wish to be added to the registry.

Children's Online Privacy Protection

The Children's Online Privacy Protection Act gives parents control over what information websites can collect from their children. Many companies, however, are not providing information about what data a mobile app collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a cellular device or computer risks his or her exposure to intrusive marketing and access to personal information.

A recent survey of apps for children by the Federal Trade Commission found that 10 percent of apps with social networking services did not disclose their presence; 17 percent of the apps allowed children to make purchases without parent/guardian consent; and 58 percent contained constant advertising, while less than 20 percent disclosed that advertising would appear.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or

- listening to pre-selected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smart phone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smart phone use whenever and wherever possible.

For more information on the Children’s Online Privacy Protection Act, please see the following links:

www.ftc.gov/opa/2012/12/kidsapp.shtm

www.ftc.gov/opa/reporter/privacy/coppa.shtml

Equal Opportunity Statement

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy. No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the superintendent.

Family Educational Rights and Privacy Act Notice

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. A parent/guardian or eligible student should submit to the records custodian, Principal, or other appropriate official, written requests that identify the record(s) they wish to inspect. The District official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If the records are not maintained by the District official to whom the request was submitted, that official shall advise the parent/guardian or eligible student of the correct official to whom the request should be addressed.
- The right to request an amendment of the student’s education records that the parent/guardian or eligible student believes is inaccurate or misleading. A parent/guardian or eligible student may ask the District to amend a record that they believe is inaccurate or misleading. They should write the District official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the parent/guardian or eligible student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District in an administrative supervisory, academic, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the District has contracted (such as an attorney, auditor, or collection agent); or a person servicing on the Board of Education. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Upon request, the District discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right of a complaint with the U.S. Department of Education concerning alleged failures by the District to

comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Director information may be disclosed without prior notice or consent unless the parent/guardian or eligible student notifies the Records Custodian or other official in writing, before October of the current year, that he does not want any or all of the directory information disclosed. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian
- Mental or psychological problems of the student or the student's family
- Behavior attitudes about sex
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals or other individuals with whom students have close relationships
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, or ministers
- Religious practices, affiliations, or beliefs of the student or the student's parent/guardian
- Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

Internet and Computer Use Policy

On-line computers and internet access is provided at Gard Elementary School to enhance the curriculum-related educational experiences of its students and its use is limited to such purposes. Students misusing computer resources for personal entertainment unrelated to course activity or otherwise contrary to this policy may be subject to punishment in accordance with the Computer Resource Discipline Policy and general District Discipline Policy. Punishment may include denial of all computer access for a period of time up to six weeks as determined by appropriate District personnel in accordance with rules and policies. In the event of repeated misuse or misuse in direct disobedience of the direction of a teacher or administrator, punishment may include suspension or expulsion in accordance with District Policy.

Use of District computers and internet access is limited to the access, service providers, and accounts provided for students' use. In order to monitor student computer and internet use while on District computers, District staff may monitor, copy, preview, or read any email sent or received by students, programs used, data uploaded, downloaded, copied or stored, internet sites or data viewed and logs or records of student usage. Therefore, such information may not be assumed by students to be private and all such data viewed, used, entered, uploaded, copied or printed on District computers shall be considered District property. In order to prevent harm to the District's computer resources or potential expense to the District, students shall not order subscriptions, make purchases, upload or download data, install data or programs to a hard drive, alter any system settings, install programs or files, or the contents of any web page without prior approval from an instructor.

Contact with sites on the internet that are not related to the student's coursework must be terminated immediately, without opening the site or waiting for the site to open fully.

Internet and Computer Use Resources Discipline Policy

Computer resources at the Beardstown Community Unit School District #15 are a limited special resource, which requires that extra care be taken to protect the integrity of the system so that it remains available for use by authorized students. For that reason, in addition to the general Discipline Policy, the following disciplinary actions may be applied for violations of the Internet and Computer Use Policy:

1. First Offense (Verbal Warning): Students will lose access to computers for up to five (5) days—parents will be notified.
2. Second Offense: Loss of break privileges for five (5) days and students will lose access to computers for ten (10) days—parents will be notified.
3. Third Offense: Loss of Lab/Computer privileges for remainder of the semester or the year, whichever is longer—parents will be notified.
4. Depending upon the severity of the rules violation, district administration reserves the right to bypass steps in this process as deemed necessary and appropriate.

Furthermore, in the event of repeated violations or misuse in direct disobedience of District staff, disciplinary actions may include suspension or expulsion in accordance with District Policy.

Medicaid Parental Consent Written Notification

Consistent with requirements in 34 CFR 300.503(c) and in the event that your child requires health related services pursuant to an Individual Education Plan (IEP) we hereby give notice of the following:

- That a written and signed parental consent has been or will be obtained before accessing a child's or parent's public benefits or insurance acknowledging that the parent or guardian understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services under 34 CFR part 300;
- That personally identifiable information may be disclosed for the purpose of seeking reimbursement for Medicaid covered health-related services to its billing agent, other healthcare providers, the applicable State Agency or Insurance Program, and/or the Illinois Department of Healthcare and Family Services (HFS) as necessary to process Medicaid claims;
- That health related services pursuant to an Individual Education Plan (IEP) will be provided to your child with no out-of-pocket expense to the child's parent or guardian; and
- That you have a right under 34 CFR part 99 and part 300 to withdraw your consent to disclosure of your child's personally identifiable information and that your withdrawal or refusal of consent does not relieve this public agency of its responsibility to ensure that all required services are provided at no cost to the parent or guardian.

Sexual Harassment Policy (Students)

The Community Unit School District #15 believes that a school environment where sexual harassment is tolerated fosters disrespect, interferes with a student's opportunity to learn, and creates an intimidating, hostile learning environment. Accordingly, our schools shall not tolerate sexual harassment of students by other students, or by employees of Community Unit School District #15. Students will receive instruction about recognizing, avoiding, and reporting sexual abuse.

Sexual harassment as defined in the Illinois Human Rights Act means: "Any unwelcome sexual advance or request for sexual favors or any conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or

creating an intimidating, hostile, or offensive working environment.”

A student who feels he/she is being sexually harassed is encouraged to bring the complaint to the attention of the Principal. If the Principal is allegedly involved in the harassment, the complaint should be taken to the Superintendent. Such report shall be made in writing, detailing the specifics of the charges. The Principal will investigate the report and determine a resolution of the case including any necessary and/or appropriate disciplinary action.

If the student is dissatisfied with the decision of the Principal, the matter may be appealed in writing to the Superintendent. If the student is dissatisfied with the decision of the Superintendent, the matter may be appealed in writing to the Community Unit School District #15 Board of Education President.

Sex Equity Grievance Procedure

Beardstown Community School District #15 ensures that equal educational and extracurricular opportunities are offered to all students. No pupil in the district is excluded from or segregated within any school on account of his or her color, race, national origin, religion, sex, sexual orientation, gender identity, pregnancy, ancestry, age, marital status, or physical or mental disability or status of being homeless.. Sexual discrimination, intimidation, and harassment are against school policy and will not be tolerated in the Beardstown School District.

The board of education has adopted a sex equity policy statement, established a sex discrimination grievance procedure, and notified students, parents, employees, and the community of these. Questions in reference to equal opportunities or sexual discrimination may be directed to the building principal at Beardstown MS/HS or Gard Elementary School, located in Beardstown, Illinois.

1. Anyone wishing to present an allegation of sex discrimination by the district against a student or students shall present a grievance in writing to the administrator in charge of the building in which the student or students are housed.
2. Within one week (five working days) the administrator named in step #1 will respond in writing to the grievance and will forward copies of both the grievance and the decision to the district superintendent and to the district equity coordinator. If the grievant is not satisfied with the decision of the administrator, the grievant may request that equity coordinator respond to the grievance.
3. The equity coordinator shall review the grievance and the decision of the administrator and shall render a written decision within seven calendar days. Copies of the decision shall go to the grievant, the administrator named in step #2 and the district superintendent. If the equity coordinator's decision is not acceptable to the grievant or the administrator named in step #2, either may request that the district superintendent respond to the grievance.
4. The district superintendent shall review the grievance and the decision of the equity coordinator and shall render a written decision within two weeks (10 working days). Copies of the decision shall be given to the grievant, the administrator, and the equity coordinator. If the grievant is not satisfied with the decision rendered by the superintendent, the decision may be appealed to the local board of education.
5. Immediately upon receipt from the grievant of written notice of intent to appeal to the board, copies of the grievance and the decisions at each prior level of review shall be forwarded by the superintendent to the board. The board shall review all of the aforementioned documents at its next regularly scheduled meeting and shall render its written decision within two weeks (ten working days) of the date on which the grievance was heard.
6. If the grievant is dissatisfied with the board's decision, appeal may be made first to the Superintendent of the Regional Office of Education, and finally, to the Illinois State Superintendent of Schools (See following notice).

NOTICE: The grievant is entitled to confidentiality and respect and shall not be subjected to harassment or retaliation as a result of having filed a grievance or appealed a decision. Appeal of decisions rendered at any of the levels of review within the district must be made within

three weeks (fifteen working days) of their receipt. Appeal outside of the district should be made in a timely fashion. The equity coordinator shall be available to provide assistance to the grievant as needed in preparation and processing of the grievance and the appeal of decisions. The equity coordinator for Beardstown Community Unit School District #15 is Michael Smith. He may be contacted at Beardstown CUSD #15 District Office: 500 E 15th St, Beardstown, Illinois 62618 or by calling 217-323-3099.

Sex Offender and Violent Offender Community Notification Law

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor/>. You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/cmvo/>. State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child/ children:

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property—including the three reasons above—he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

Expectations and Guidelines for Employee-Student Boundaries

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. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

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.

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.

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

Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

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

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

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

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

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

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

Guidelines for Specific Boundary Areas.

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal issues with students.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.
Relationship/Power	Meeting with a student off-campus without parent/guardian knowledge and/or permission. Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside your professional role. Transporting a student in a school or private vehicle without administrative	Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services. Transporting a student in a school or private vehicle with administrative authorization. Taking and using photos/videos of students for educational purposes, with student and

Boundary Area	Inappropriate	Appropriate
	<p>authorization.</p> <p>Giving gifts, money, or treats to individual students.</p> <p>Sending students on personal errands.</p> <p>Intervening in serious student problems instead of referring the student to an appropriately trained professional.</p> <p>A sexual or romantic invitation toward or from a student.</p> <p>Taking and using photos/videos of students for non-educational purposes.</p>	<p>parent/guardian consent, while abiding by student records laws, policies, and procedures.</p>
Communication	<p>Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting.</p> <p>Inviting students to your home.</p> <p>Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.</p> <p>Privately messaging students by any means.</p> <p>Maintaining intense eye contact.</p> <p>Making comments about a student's physical attributes, including excessively flattering comments.</p> <p>Engaging in sexualized or romantic dialog.</p> <p>Making sexually suggestive comments directed toward or with a student.</p> <p>Disclosing confidential information.</p> <p>Self-disclosure of a sexual, romantic, or erotic nature.</p>	<p>Limiting communication to what is necessary for educational and/or extracurricular activities.</p> <p>Using District-approved methods for communicating with students.</p>
Physical	<p>Full frontal hugs.</p> <p>Invading personal space.</p> <p>Massages, shoulder rubs, neck rubs, etc.</p> <p>Lingering touches or squeezes.</p> <p>Tickling.</p> <p>Having a student on your lap.</p>	<p>Occasionally patting a student on the back, shoulder, or arm.</p> <p>Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm</p>

Boundary Area	Inappropriate	Appropriate
	Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student. Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.	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 principal.

Support Services

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

PARENT/GUARDIAN/STUDENT SIGNATURE SHEET

GARD ELEMENTARY SCHOOL
STUDENT HANDBOOK 2018 - 2019

Please read the entire handbook and discuss with your child the important points that they will need to be aware of throughout the year. We appreciate you taking time with your child to become familiar with the information in this book.

I understand that my failure to return this acknowledgement will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

Student Printed Name: _____

Student Signature: _____

School: _____

Class: _____

Date: _____

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

Parent/Guardian Printed Name: _____

Parent/Guardian Signature*: _____

Date: _____

****I have been given access to a copy of the handbook and understood that these are the policies and expectations for Gard Elementary School.***