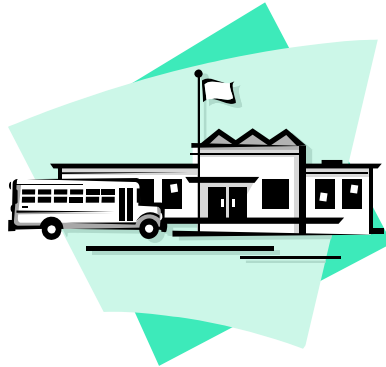


***PONTIAC
ELEMENTARY
SCHOOLS***



***PARENT AND STUDENT
HANDBOOK***

2009-2010

TABLE OF CONTENTS

Academics-----5

Chain of Authority-----9
Course Options-----6
Grading and Promotion-----8
Homework-----7
Kindergarten-----6
Media Centers-----7
Parent Conferences-----9
Physical Education-----6
Pre-Kindergarten-----5
Report Cards-----7
Reporting to Parents-----9
Title I-----7

Attendance-----9

Daily Attendance-----9
Home Schooled Students-----10
No School Announcements-----10
Transfer Policy-----10

Bus Information-----17

Bus Conduct for Students-----17
Bus Rules for Students-----17
General Bus Information-----17

General Information-----3

Birth Certificates-----3
Buildings-----3
Cafeteria-----4
Homeless-----3
Lost and Found-----5
No Child Left Behind (NCLB)-----3
Pontiac #429 Website-----3
Registration-----3
Release During School Hours-----4
School Day-----4
Student Insurance-----5
Textbooks-----5
Visitors-----4

Health and Safety-----10

Adult Crossing Guards-----16
Bicycle Rules-----15
Dental Examinations-----12
Emergency Procedures-----14
Head Lice Procedures-----14
HIPAA-----11
Immunizations-----14

In Case of an Emergency-----15
Medication at School-----11
Physical Examinations-----12
Playground Rules-----16
Pupil Pickup-----16
Safety Rules-----15
School Wellness-----11
Skateboards, Scooters, Roller Blades-15
Vision Examinations-----13

Special Needs/Student Interventions----34

Behavioral Intervention Policy-----40
Essential Components of Rtl-----34
Discipline of Special Ed. Students-----42
Problem Solving Team-----34
Section 504 Plans-----40
Special Education Services-----37

Student Discipline/PBIS-----18

Delegation of Authority-----22
Disciplinary Measures-----21
Dress Code-----22
Expulsion-----25
Prohibited Student Conduct-----18
Smoking-----22
Student Handbook-----27
Suspension-----23
Weapons-----25

Student Records-----31

Non-Custodial Parent-----33
Records of Students with Disabilities---33
Rules and Regulations to Govern School Student Records (FERPA)-----31
Student Permanent Record Files-----32
Student Temporary Record-----32

Students' Rights/Responsibilities---27

Acceptable Use of the Internet-----30
Cell Phones/Electronic Signaling Devices----- 30
Equal Educational Opportunities-----29
Release Time for Religious Instruction/Observance-----29
Search and Seizure-----30
Sexual Harassment-----28
Substance Abuse-----27

PONTIAC CONSOLIDATED SCHOOL DISTRICT #429

117 W. LIVINGSTON STREET
PONTIAC, ILLINOIS 61764

DISTRICT SCHOOLS

Superintendent's Office	842-1533
Central School	844-3023
Junior High School	842-4343
Lincoln School	844-3924
Washington School	844-3687
Special Needs Office	844-5448
District Web Site - www.pontiac429.org	

BOARD OF EDUCATION

The Board of Education generally meets on the third Thursday of each month at Central School, 117 West Livingston, and begins its meeting at 7:00 p.m.

Meeting dates and times are always posted in the Superintendent's Office. The members of the Board include Mike Fairfield, President; Cheri Lambert, Vice President; Dale Larkin, Ed Lipinski, Stacey Shrewsbury, Adeana Fox, and Dan Krueger.

PONTIAC CONSOLIDATED SCHOOL DISTRICT #429

Welcome! We are glad to have you with us for the school year. It should be an exciting year for all of us, and with your involvement, we can all gain from your year here in Pontiac School District #429.

This student handbook was designed to give you an outline of the programs, rules and regulations, and services available to all students. Please take the time to go over this handbook and share it with your parents so we may all know what is available to you and expected from you. There may be circumstances which may result in a variance from the school administrative action and provisions found in this handbook. These rules and regulations are subject to change. Should you have any questions, please feel free to ask any staff member who will be glad to help you. We are all here to help make your year in Pontiac School District #429 a pleasant educational experience.

Remember, an education is a valuable asset, and your involvement and hard work are what make it so valuable. With this in mind, let us take this opportunity to wish you good luck and extend our wishes for a great year.

Sincerely,
District #429 Administration

PONTIAC DISTRICT #429

PHILOSOPHY

Pontiac School District #429 is dedicated to providing for the development of an intellectual, healthy, socially and emotionally responsible individual.

We believe that the educational process should develop a feeling of self worth and accomplishment.

It is understood that though all children will not learn all things equally well, all should have an equal opportunity in the pursuit of educational qualifications for the world ahead. District #429 will attempt to balance its program to provide for the varied interests and abilities of the students in our schools. The District accepts the premise that the center of the school curriculum is the child and that the instructional program should be tailored to fit a child's developmental pattern of education.

Each child should be helped to understand the duties and privileges of responsible citizenship as it relates to him or her as an individual. Each child should be encouraged and stimulated to exercise critical thinking and to make logical decisions based on fact.

Pontiac District #429 believes that the education of children is a comprehensive program which must be undertaken in cooperation with other institutions of our society and will seek to establish and maintain strong ties with parents and community programs.

MISSION AND BELIEF STATEMENTS

The mission of Elementary District #429 is to educate our students through those essential learning and growth experiences which will enable them to be productive and responsible citizens.

We believe children are our community's most important resource . . . they are our future! Therefore we further believe:

- each individual's self-worth is crucial and inviolate;
- each person should have the opportunity to achieve to the best of his/her ability;
- a positive, trusting, and caring environment is conducive to learning;
- education extends into the community and is a team effort;
- in open communications; and
- each person deserves a staff that is well trained and dedicated to learning.

GENERAL INFORMATION

Pontiac District #429 WEBSITE –

The Pontiac District #429 Website is a venue by which the school administration communicates to students, parents, staff and the community. It provides important information about the school, calendar events and programs. Students and their parents are encouraged to check the website frequently at www.pontiac429.org.

NO CHILD LEFT BEHIND – NCLB –

The district will make every attempt to follow the guidelines of the No Child Left Behind federal law. All teachers of core academic subjects are “highly qualified” according to NCLB regulations.

HOMELESS –

The Pontiac Elementary School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available, as prescribed in the McKinney-Vento Homeless Assistance Act.

BUILDING -

All buildings in Pontiac Elementary School District #429 are aligned in an attendance center format. Central School will be the early learning center which will house all Pre-Kindergarten, ECSE, Kindergarten, and 1st grade students. Lincoln School will serve all 2nd and 3rd grade students. Washington will serve all 4th and 5th grade students, while the Junior High School serves 6th, 7th, and 8th grades.

REGISTRATION –

Students must register yearly.

BIRTH CERTIFICATES -

Students enrolling in the District for the first time must present a birth certificate or other reliable proof of identity and age.

SCHOOL DAY -

Students may come on school grounds at 7:30 a.m. The school day begins at 8:00 a.m. and ends at 3:00 p.m. Outside-school appointments should be scheduled after 3:00 p.m.

CAFETERIA -

A balanced breakfast and lunch are served daily for children eating at the cafeteria. Children are expected to follow the rules.

The cost of a school breakfast and lunch is announced each school year during registration. Information on free and reduced price breakfasts and lunches is available at each school. However, application forms must be completed before pupils can qualify for these special prices.

Lunch and Breakfast Accounts - All current students have been finger scanned. New students to the district will be scanned the first day of school. This finger scan is a scan of five points on one finger, usually the right index finger. Money must be sent to school and deposited in a student's account. The student can then purchase breakfast, lunch, extra milk or juice, or frozen desserts. All purchases come out of the student's account. Students will not be allowed to purchase drinks or desserts if they do not have money in their account. Please note the price of items:

Lunches - \$1.90 (reduced \$.40)

Breakfasts - \$.95 (reduced \$.30)

Extra milk or juice - \$.35

Frozen desserts - \$.50

Parents are encouraged to purchase weekly, biweekly, or monthly tickets. The extra milk, juice, and dessert prices apply for all students, even those on free and reduced lunches. This year students will not be allowed to charge their lunches. If students do not have money in their account they will be given a peanut butter sandwich, fruit, and a juice.

RELEASE DURING SCHOOL HOURS -

Students may not be released from school at other than the regular dismissal times without prior approval of the Building Principal. No student will be released from school to any person other than the custodial parent(s)/guardian(s) without the written or oral permission of the custodial parent(s)/guardian(s). The parent or guardian who picks up the student **MUST** come into the office and sign the student out.

VISITORS -

For student safety, Pontiac Grade School District #429, which consists of Central, Lincoln, Washington and Pontiac Jr. High schools, has installed

audio/visual entry security systems at the main entrance of each of our buildings. These systems will be utilized during the school day. All parents and visitors will ring the buzzer, identify themselves and state the purpose of their visit. Upon identification they will be admitted to the building and will need to report to the office, where visitor passes or badges will be provided. Passes are required by all visitors to the building. All doors will be locked after 8:15 each morning.

With the exception of the first week of school, parents are not allowed to walk students to their classroom without a visitor's pass. Parents should also not enter the building unless reporting directly to the office during student dismissal.

TEXTBOOKS -

The School District uses a textbook rental plan. Students are responsible for each book issued to them. If a book is damaged or lost the student should report it to the teacher. A charge will be assessed for damaged or lost books.

LOST AND FOUND -

All boots, gloves and other possessions should be marked with the student's name. Articles found at school are put in a lost and found box. Each building office can inform you as to the location of lost and found.

STUDENT INSURANCE -

Parents are given the opportunity to purchase accident insurance for their children. Coverage is available for either school hours or full time. A brochure and prices are available in school offices.

ACADEMICS

PRE-KINDERGARTEN -

Pre-kindergarten classes are located at Central School for 3 and 4 year old students who meet the criteria set by the State. The schedule generally followed for classes is Monday through Friday. Students are enrolled in half-day sessions (8:00-11:00 a.m. or 12:00-3:00 p.m.).

The curriculum is a structured format, which focuses on the development of cognitive, speech/language, fine/gross motor, and social/emotional and visual-motor skills through systematic units of study. Individual assessment profiles are maintained for each child.

KINDERGARTEN -

A child who is 5 years old on or before September 1 is eligible to attend kindergarten. Preschool screening is offered to children ages 0-5 in February each year. Parents are encouraged to have their students screened at least once prior to attending kindergarten. By attending these screenings, parents are informed of the programs offered for students ages 3 and up.

Upon registering for kindergarten, the following must be presented:

- **proof of birth**
- **proof of immunizations and physical examination**
- **proof of dental examination**

It is recommended that students be enrolled in full-day sessions, which meet daily. However, a parent may choose the option of a half-day program that is offered in the AM only. Students enrolled in a half-day program may not return for afternoon classroom activities. Parents may choose to change options (half-day to full-day or full-day to half-day) but are encouraged to notify the administration one week in advance of the change. Parents may change options only one time during the year. Kindergarten guidelines, expectations, arrival and departure times are explained to students and parents at the beginning of the school year. Supply lists are provided in the registration packets, which can be obtained from the school office.

Please mark all items with student name: coats, books, gloves, etc.

Report cards are distributed four times a year. Conferences are held at the end of the first nine weeks and in the spring. A parent may contact a child's teacher at any time.

PHYSICAL EDUCATION -

Dress Requirements:

Tennis Shoes (NO platform or backless tennis shoes, or tennis shoes with rollers.)

Excuses From Participation:

A written excuse is required if a child is to be excused from physical activity (P.E and recess) for the day.

A written excuse from a doctor is required if the child is to be excused longer than three consecutive gym periods.

If a child has any known chronic condition, special health problems or limitations, such should be reported to the physical education teacher at the beginning of the school year.

COURSE OPTIONS -

No pupil shall be required to take or participate in any class or course providing instruction in human growth and development if the parent or guardian of the pupil submits written objection to the class or course to the building principal. Refusal to take or participate in such class after such written

objection is made shall not be reason for failing, suspending or expelling such pupil.

District #429 agrees to give not less than five (5) days written notice to the parents or guardians of such pupils before commencing the class or course.

MEDIA CENTERS -

The Library/Media Centers at Central, Washington, and Lincoln Schools each contain a wide variety of books. The centers support the interests and instructional needs of the students and the teachers.

Instruction in library and research skills is given at each grade level to prepare students for the independent use of materials and for life-long education.

A policy is established for making donations.

Students will be charged for library books that are lost or damaged beyond repair.

TITLE I -

As determined by student needs, a program to supplement the regular classroom program in language arts or subjects where reading is emphasized may be offered. When provided, a program of this type allows selected students to attend small-group classes with a special teacher or receive additional support in the classroom setting.

HOMEWORK -

Meaningful homework may be sent home with your child to help him better understand and function in the classroom. We ask that you assist by seeing that the work is completed, but that the child assumes the responsibility for it. The work has been explained at school and need only be completed at home. Homework is encouraged according to each student's needs.

REPORT CARDS -

Pupils receive report cards every nine weeks. These dates are listed in the annual school district calendar.

Teachers may call parents at any time during the grading period when they feel the student is having difficulty.

The following grading scale will be used:

A = 100-92

B = 91-84

C = 83-75

D = 74-65

F = 64-0

GRADING AND PROMOTION -

Student academic achievement is assessed in terms of the attainment of measurable specific skills determined by the teaching staff to be their instructional goals and objectives. Student academic achievement is measured in terms of standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on ISAT tests, or other testing. A student shall not be promoted based solely upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Students not qualifying for promotion will be considered for placement in the next grade if one or more of the following circumstances are met:

- Satisfactory performance on a standardized testing instrument-ISAT
- Satisfactory completion of a district-sponsored summer program
- Satisfactory completion of an Individual Remediation Program agreed upon by the school district and the student's family with the IRP kept in the student's file.
- When the teacher and Principal agree that based on educational potential the student can succeed at the next grade, the student may be placed at that grade with the written rationale kept in the student's file.

Reporting to Parents -

Parent(s)/Guardian(s) shall be informed of their child's progress in school at regular intervals, but at least 4 times a year. Divorced or separated parents may both be informed unless a court order requires otherwise. All grades and symbols will be appropriately explained. Grading will be based on improvement, achievement, and capability. Parents will be notified when a student's performance requires special attention.

Grading will not be used for disciplinary purposes.

Various methods for communicating with parent(s)/guardian(s) will be used:

- Parent-teacher conferences, conducted on a regular basis, are an effective means of reporting student progress to parent(s)/guardian(s).
- Additional methods for reporting, such as open houses, parent education meetings, and newsletters, shall be the responsibility of each Building Principal.
- Interim reports, through which teachers contact parents to impart information or to arrange a conference when teachers believe

additional information should be shared, shall be encouraged.

Teachers also shall make every effort to be available to meet with parent(s)/guardian(s) at a mutually agreed upon time.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores;
- A technical error in assigning a particular grade or score;
- The teacher agrees to allow the student to do extra work that may impact the grade;
- An inappropriate grading system used to determine the grade; or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

PARENT CONFERENCES –

One regular conference is scheduled in the fall. Spring semester conferences are requested as needed. We feel many benefits result from a situation where parents and teachers can sit down to discuss their mutual aims and desires for each child.

A conference may be requested any time by phoning your child's school. Teachers are usually available during planning periods and after school.

Parents are always welcome and are encouraged to visit the classroom often. Please do not expect to confer with the teacher during such a visit. All visitors are requested to report to the Principal's Office before going to the classroom, unless prior arrangements were made.

Should problems develop, concerned parents should follow the chain of authority in seeking solutions. Problems in the classroom, for example, should first be discussed with the teacher then, if necessary, the Principal, the Superintendent and, lastly, the Board of Education. (**“Chain of Authority”**)

ATTENDANCE

DAILY ATTENDANCE -

We emphasize the necessity of pupils attending school sessions. Absence results in loss of time and hinders the educational progress of the pupil. Please make every effort to have your child in school on time everyday. Parents should phone the school by 8:45 a.m. if a child is to be absent that day. An absence excuse should accompany the pupil when he/she returns. **Once a student has been absent, due to illness, a total of 5 days, they may be**

required to provide an excuse from a physician. Student vacation during school time will be handled on an individual basis.

NO SCHOOL ANNOUNCEMENT -

School will be closed on days when weather conditions are such that a major portion of the students and staff are unable to attend school or when a breakdown occurs. A "NO SCHOOL ANNOUNCEMENT" will be made over WJEZ-FM (98.9), Thunder-FM WTRX (93.7), WBNQ-FM (101.5), WHOI Peoria TV Channel 19, Cable TV Channel 13, or on our District website, www.pontiac429.org. Parents will also be notified through our Global Connect program with a phone call made to numbers that are on file in the school office. Parents are requested **NOT** to telephone schools. If a radio announcement regarding cancellation or dismissal does **not** occur, then it should be assumed that schools are in session. Building emergency/disaster plans are posted in each office and classroom.

TRANSFER POLICY -

If you are going to be moving, please notify the school office several days in advance so that the office and the teacher may make the necessary preparations. On the last day of attendance the child will be given a transfer sheet. Any lunch money and book fee money will be refunded via the district office. The school records should be requested by the Principal of the new school. After a release form has been signed by a parent and a request for records is received from the new Principal, records will be mailed to the appropriate school office. Parents have the right to review student records before they are sent to the new school.

HOME SCHOOLED STUDENTS –

Students who enroll in a district on a full-time or part-time basis, who previously had received their education at home or in a nonpublic school, shall be assessed to determine academic levels of achievement for purpose of grade and course placement and/or credit.

HEALTH AND SAFETY

In the interest of your child's health and the health of others, we ask that you cooperate with the following:

1. If your child feels ill in the morning or exhibits symptoms of illness, please keep him/her at home. Although perfect attendance is desirable, a sick child should never be sent to school.
2. If you are notified that your child is ill and if you work, please be prepared to furnish transportation and a place for him/her to go.

3. Periodic vision and hearing screenings are conducted by Pontiac Elementary School District #429.
4. Parents and guardians will be notified in case of serious illness, injury, or emergency, unless they have requested to be notified in the event of all illnesses and injuries.
5. Parents must provide the school with updated, local phone numbers of other people who can be notified and who can transport your child in an emergency or in case of illness.

SCHOOL WELLNESS -

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans with Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture.

MEDICATION AT SCHOOL -

A district medication form for administering student medication shall be submitted to the Building Principal. The request shall be signed by the parent and doctor, and shall include the student's name, name of the medication and purpose of the medication, time(s) to be administered, dosage, possible side effects, and the termination date for administering such medication.

All prescription and non-prescription medicine will be kept in a secure place. Medication forms are available at each of the schools and must be filled out by parents and physician prior to distribution of prescription and non-prescription medicine by school personnel. No medication will be provided by the school.

Students are not allowed to carry medication on their person. Exceptions will be allowed only with the approval of the Principal. All prescription medication must be in the original container labeled by the pharmacist or licensed prescriber. Non-prescription medication must be in the original, labeled container with the student's name affixed to the container.

SCHOOL DISTRICT COMPLIANCE WITH HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) –

School districts are required to facilitate and document completion of training for every person who has, or may have, access to Protected Health Information (PHI). PHI is any information which may link a particular student with notes or records of health or related services, screening, evaluation, treatment, or other health information contained in the student's record.

The personnel required to be trained includes everyone in the special education department and other special or regular education teachers attending

IEP or IFSP meetings, evaluations, or consultations where protected health information is discussed orally, reviewed or prepared on paper or transmitted electronically, including e-mails. If other personnel, such as school counselors and social workers are involved, they are also required to have the training.

PHYSICAL EXAMINATION -

All students entering school for the first time, sixth grade and all transfer-in students are required by law to have an Illinois medical examination for registration. Vision examinations are also required.

Any new students or transfer student who cannot provide a completed medical or dental health card must have a new completed card by October 15. Medical examination reports are required prior to enrollment. Students who do not have the proper immunizations/physical examination will be excluded from school after the October 15 deadline.

Lead screening is a required part of the health examination for children age six or younger prior to admission to school. Students entering the Pre-Kindergarten (3/4 year olds), Early Childhood, or Kindergarten programs must show proof of having been screened for lead poisoning and proof of receiving the Hepatitis B vaccine.

Students who compete in sports programs must have completed physical examinations.

DENTAL EXAMINATION –

Effective July 1, 2005, the Illinois State Board of Education is requiring all children in kindergarten, second and sixth grades including all public, private or parochial schools to have an oral health examination.

The following are guidelines issues by the ISBE:

- Examinations must be performed by a licensed dentist and he/she shall sign the proof of examination form.
- Each child shall present proof of examination by a dentist prior to May 15th, 2009 deadline.
- School dental examinations must have been completed within 18 months of the May 15, 2009 deadline.
- Each school must give notice of the dental examination requirement to the parents or guardians of the children at least 60 days prior to May 15th of each school year.
- The Proof of Dental Examination and the Waiver forms will be uniform for statewide use. The authorized forms are available on the IDPH and the ISBE websites. Other organizations or agencies may link to these websites to access the forms.
- If a child in second or sixth grade fails to present proof by May 15, 2009, the school may hold the child's report card until:
 - Child presents proof of dental examination form OR

- Child presents a dental examination waiver form OR
 - Child is enrolled in the free and reduced lunch program and is not covered by private or public dental insurance (Medicaid/KidCare).
 - Child is enrolled in the free and reduced lunch program and is ineligible for public insurance (Medicaid/KidCare).
 - Child is enrolled in Medicaid/KidCare, but we are unable to find a dentist or dental clinic in our community that is able to see my child and will accept Medicaid/KidCare.
 - Child does not have any type of dental insurance, and there are no low-cost dental clinics in our community that will see my child.
- Child presents an exemption based on religious grounds (follow ISBE Administrative Rules) OR
- Child presents proof that dental examination will take place within 60 days after May 15, 2009.
- Child must present proof of a completed examination prior to school the subsequent year.

If you have any questions, please contact your local school.

VISION EXAMINATIONS –

Vision screening will be done, as mandated, for the following children (pre-k, kindergarten, and second graders, as well as special needs students, transfer-in students, and those whose teacher requests). Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. A child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and the evaluation is on file at the school. This notice is not a permission to test and is not required to be returned. Vision screening is **not** an option. If a vision examination report is not on file at the school for your child, your child will be screened.

IMMUNIZATIONS -

Immunization records are to be up-to-date according to the state guidelines (D.P.T. series and boosters, polio series and boosters, measles, mumps and rubella, lead screening, Hepatitis B, and chicken pox) prior to the beginning of school.

HEAD LICE PROCEDURES -

Head lice can be transmitted in a number of ways-not only by physical contact. Borrowing a comb or brush from a person who has lice is one way. Also, they can be transmitted from borrowed hats, ribbons, scarves, or other

head coverings. Sharing towels or pillowcases can also spread head lice. Even a stray hair that has nits can transmit head lice.

In order to provide a safe and healthy school environment for all school children, Pontiac District #429 has implemented the following procedures:

1. Faculty or staff will notify the school nurse of suspected cases of head lice.
2. Screenings will be conducted on students by school staff.
3. If head lice infestations are found, the school office will contact parents and request that the student be picked up immediately. A screening report will be completed. One copy will be sent home. A second copy will be filed in the school office.
4. The student may be readmitted to school as soon as treatment is completed. All nits should be removed by hand before treatment is complete.
5. On the day of return, the student should report to the office to be checked and should bring proof of treatment. (If nits are still found, the student may again be sent home, with instructions for removing them.)
6. The student will be rechecked in 10 days, with a follow-up screening report to be sent home and one to be filed in the office.

EMERGENCY PROCEDURES -

The following directions and procedures have been developed so that your child will have the best opportunity to remain safe during an emergency such as flood, blizzard, or prison disturbance. Specific details for different types of emergencies are listed at the end of this section. Every attempt will be made by the administration to avoid getting into an emergency situation, for example, school may let out early before the weather gets too bad for travel.

You, the PARENT, are RESPONSIBLE for picking up your child or seeing that he is picked up if the normal means of travel for the child are considered dangerous. Contact each person on your child's list before you write down their name on the enrollment/ emergency card so that they agree to help you if needed. At least one person listed should not live in a flood area. At least one person listed should not live close to the prison.

IN THE CASE OF AN EMERGENCY -

Listen to WJEZ 98.9 FM, Thunder 93.7 FM, WBNQ 101.5 FM, WHOI Peoria TV Channel 19, Cable TV Channel 13, or the district website, www.pontiac429.org, for school closings and instructions. Parents will also be notified through our Global Connect program with a phone call made to numbers that are on file in the school office.

Pick up your child if necessary: Go to the school office to sign him out.
If you cannot pick up your child: You must call one of the other persons listed on the enrollment/emergency card. Do not call the school. Children will be

released only to parents or those persons listed on the enrollment/emergency card. They must sign out the child at the school office.

FURTHER INFORMATION:

If a dangerous condition does not yet exist but is anticipated later in the day, (such as bad roads), children will be allowed to walk home if they normally do so. Please discuss with your child NOW what they should do if they get home and no one is there (neighbors, extra key, etc.)

If a dangerous condition exists, children will be kept at their own school if possible, but transferred to another safe location if a dangerous condition exists at their own school.

Prison Disturbance - Children stay at school until an “all clear” is given or they are picked up. Do not let children walk to school or walk home without an adult. Children will not walk home for lunch. There will be no outside activities or patrols. Parents should call school after 8 a.m. if your child is not going to school.

Flood and Blizzard – School will be dismissed as early as possible before dangerous situations occur. Buses will run if possible. Washington and Jr. High will be evacuated to Central School in case of flood. If any busses cannot run, children on these routes will go to Central School for pick up.

SAFETY RULES -

Skateboards, Scooters, Roller Blades:

Skateboards, scooters, and roller blades are not permitted at school due to safety concerns.

Bicycle Rules:

1. When riding bikes to and from school children should ride single file. Riding two or more abreast endangers both the bicycle riders and occupants of cars using the same street.
2. They must obey the Safety Patrol or adult crossing guards.
3. They must walk their bikes across main streets and on school property.
4. They must ride one on a bicycle.
5. Children must carefully park their bikes in the racks provided for their particular room and leave them there until they go home. They are not to ride on the playground.
6. A child must not take the bicycle of another child without permission from his teacher and the owner of the bike.
7. Kindergarten and first grade children are encouraged **not** to ride bicycles to school.
8. Bike riders follow the same rules as auto drivers when using one-way streets.

Playground rules:

1. Children are not to play dangerous games.
2. They must not bring dangerous toys to school.
3. Bus and lunch students must not leave the playground without permission whether at noon or after school.
4. Children are not to leave the school grounds without their teacher's or office permission.
5. Children must not go on the roof to retrieve balls or anything else. Notify staff.
6. Snowballing is not allowed.
7. At dismissal time our playgrounds are not supervised. We encourage students to leave the playground area.
8. Certain rules are applicable to individual schools and students will be instructed in their schools.

ADULT CROSSING GUARDS -

All students are encouraged to cross with the adult crossing guards where available. Our elementary schools provide adult crossing guards to cross students safely across streets with heavy traffic.

PUPIL PICKUP -

Due to traffic congestion around all the schools, please follow these guidelines:

- Please observe “no parking” signs
- Do not:
 - double park.
 - park in handicapped parking spaces.
 - park in bus lanes.
 - block bus entrances, exits, and driveways
 - park in front of the main doors to a building.

Individual building drop-off and pick-up information will be given to parents at the beginning of the school year.

BUS INFORMATION**GENERAL BUS INFORMATION FOR PARENTS -**

Parents will be limited to a maximum of two different pick-up and/or drop-off locations for their child per school year. The student’s transportation schedule will need to remain the same throughout the school year, unless prior approval is received from the Superintendent.

BUS CONDUCT FOR STUDENTS -

Gross disobedience or misconduct providing grounds for suspension from riding the school bus includes:

1. Prohibited student conduct as defined in the Student Discipline policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of the bus driver's or other supervisor's directives.
6. Such other behavior as the administration deems to threaten the safe operation of the bus and/or its occupants.

BUS RULES FOR STUDENTS RIDING THE SCHOOL BUSES -

1. Enter your school bus in an orderly manner and take your seat. Remain quiet.
2. Follow the instructions of your school bus driver. He is in charge at all times.
3. Remain in your seat while your school bus is in motion.
4. Help to keep your school bus clean and in good condition.
5. Keep your head and arms inside the bus at all times.
6. Be courteous to your school bus driver and to fellow passengers.
7. Be alert for traffic when leaving the school bus.
8. Learn emergency drill procedures and follow them at all times.

*** Bus drivers are instructed to complete a discipline referral form for students who do not follow the rules.**

If you have any questions regarding your child's bus transportation services, please contact Illinois Central School Bus at 1-815-842-1500.

Specific information on your child's bus schedule will be mailed to you approximately one week prior to the start of school.

STUDENT DISCIPLINE/PBIS

PBIS stands for Positive Behavioral Interventions and Supports. It includes a broad range of proactive, systemic, and individualized strategies for achieving social and learning outcomes in safe and effective environments while preventing problem behavior with all students.

The most effective practices include:

- Proactive school-wide discipline systems
- Social skills instruction

- Academic/curricular restructuring
- Behaviorally based interventions
- Early screening and identification of antisocial behavior patterns

PBIS requires the collection of data to support decision-making.

Data is used because:

- Data gives a picture of what's happening behaviorally in the school
- Sets baseline to measure improvement
- Identifies need
- Guides intervention planning
- Measures effectiveness of interventions

Prohibited Student Conduct -

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to, the following:

1. Using, possessing, distributing, purchasing, or selling tobacco materials is prohibited on school property or at school activities. Tobacco products include, but are not limited to, cigarettes, chewing tobacco, and snuff.
 - 1st violation – Assignment of consequences, which may range from a reprimand to the assignment of detentions to suspension. Parent notification.
 - Any further violations will be handled on an individual basis by the administration.
2. Using, possessing, distributing, purchasing, being under the influence of, or selling alcoholic beverages is prohibited on school property or at school activities. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
 - 1st violation – five (5) days out-of-school suspension; one counseling session in an approved drug/alcohol treatment program, and parent(s)/guardian(s) notification. The parent(s)/guardian(s) must provide written evidence from a recognized drug/alcohol treatment program to verify the counseling session. Failure to provide such evidence when the student returns to school will result in two (2) additional days of suspension. Suggested treatment programs are the Institute of Human Resources in Pontiac, Lifeway Chemical Dependency Program of Adolescents in Pekin, or Parkway Recovery Center in Bloomington. Parent(s)/guardian(s) will be responsible for the expense of the counseling session.
 - 2nd violation – ten (10) days out-of-school suspension and recommendation of expulsion.
 - The student may be referred to local law enforcement on any violation.

3. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, “look-alike” drugs or drug paraphernalia. A “look-alike” drug is defined as a substance not containing an illegal drug or controlled substance, but one (a) that a student believes to be, or represents to be, an illegal drug or controlled substance, or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student directly or indirectly represented to be an illegal drug or controlled substance. Students who are under the influence of any prohibited substance or drug or in possession of any drug paraphernalia are not permitted to attend school or school functions and are treated as though they had drugs or paraphernalia, as applicable, in their possession.

The consequences will be a 10-day suspension and/or recommendation of expulsion. The student will be referred to local law enforcement on any violation.

4. Using, possessing, distributing, purchasing or selling explosives, firearms, knives, weapons, lighters, matches or any other object that can reasonably be considered, or looks like, an explosive, firearm, knife or weapon.
5. Engaging in any activity, on or off campus, including without limitation, the use of any computer or other device whether such computer or other device is located on or off campus, that: (a) poses a threat or danger to the safety of the other students, staff or school property; (b) constitutes an interference with school purposes or an educational function; or (c) is disruptive to the school environment.
6. Using or possessing electronic signaling and cellular radio telecommunication signaling devices including pocket telephones and all similar electronic paging devices.
7. Insubordination: Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct.
8. Harassment/Intimidation/Aggressive Behavior/Bullying: Every student has the right to attend school free of harassment or intimidation.

Substantiated cases of harassment or intimidation will be handled on an individual basis by the administration. Consequences can range from a verbal warning to expulsion. Using any form or type of aggressive behavior that does physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce

physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent(s)/guardian(s) of a student who engages in aggressive behavior are notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
10. Unexcused absenteeism, however, the truancy statutes and Board policy will be utilized for chronic and habitual truants.
11. Being a member of or joining or promising to join, or becoming pledged to become a member of, soliciting any other person to join, promise to join, or be pledged to become a member of any public school fraternity, sorority, or secret society.
12. Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia.
13. Engaging in any activity that constitutes an interference with school purposes or an educational function or is disruptive.
14. Reckless activity is any activity done without harmful intent that could result in physical harm to a person or damage to property. This includes, but is not limited to, the following:
 - Spitting
 - Running in the hall
 - Wrestling
 - Tripping
 - Shoving
 - Shouting in the building
 - Throwing objects

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

1. On, or within sight of, school grounds before, during, or after school hours and at any other time when the school is being used by a school group;
2. Off school grounds, the bus stop, at a school activity, function or event;
3. Traveling to or from school or a school activity, function or event;
4. In any vehicle used for school purposes; or
5. Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an education function.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, regardless of whether or not the item is (a) on the student's person, or (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, automobile, or (c) in a school's student locker,

desk, or other school property, or (d) any other location on school property or at a school-sponsored event.

DISCIPLINARY MEASURES -

Disciplinary measures include, but are not limited to, the following:

1. Personal counseling.
2. Withholding privileges.
3. Seizure of contraband.
4. Suspension from school and all school-sponsored events up to 10 days provided that appropriate procedures are followed.
5. Suspension of bus riding privileges, provided that appropriate procedures are followed.
6. Expulsion from school and all school-sponsored events for a definite time period not to exceed 2 school years, provided that the appropriate procedures are followed.
7. Notification of juvenile authorities whenever the conduct involves illegal drugs (controlled substances), look-a-likes, alcohol, explosives, firearms, knives or weapons.
8. Notification of parent(s) or guardians).
9. Removal from classroom.
10. In-school suspension for a period not to exceed 5 school days. The Building Principal or a designee shall ensure that the student is properly supervised.
11. Office detention or classroom detention provided the student's parent(s)/guardian(s) have been notified. If transportation cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher, the Building Principal, or designee.

A student who is subject to suspension or expulsion may be eligible for a transfer to an alternative school program.

When dealing with a student with a behavioral disability, the behavior intervention plan takes precedence over general district policies. Corporal punishment shall not be used.

DRESS CODE VIOLATIONS/INAPPROPRIATE STUDENT DRESS -

Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. Students will follow a dress code with the following parameters:

1. Students will be covered from shoulders to mid-thigh. This applies to shorts, skirts, and jeans with holes.
2. Students will not wear any clothing that promotes alcohol, tobacco, drugs or immoral activity.

3. Student clothes will not display inappropriate language, pornography, profanity, nudity, or language related to hate groups, intolerance, or disrespect for racial, ethnic, or religious groups.
4. Students will not wear tennis shoes with rollers.
5. Students will not wear wallet chains, chain belts, or any chains other than jewelry.
6. Any student's appearance which interferes with the educational process can be considered a violation of school policy and can result in reprimands, detentions, or other appropriate action by the school administration.

SMOKING –

All schools and school grounds are tobacco-free zones.

Parents, students and staff are not permitted to smoke on the school grounds or about the building at any time. The use of smokeless tobacco is also prohibited. Students are not allowed to bring cigarettes, other smoking items, such as lighters and matches, or smokeless tobacco to school. Smoking on school buses is prohibited by law. Offenders will receive disciplinary actions, including suspensions from school.

DELEGATION OF AUTHORITY -

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, Special Needs Coordinator, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The School Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

SUSPENSION -

The Superintendent, Building Principal, Assistant Principal, Special Needs Coordinator, or Dean of Students is authorized to suspend pupils guilty of gross disobedience or misconduct for a period not to exceed 10 days, or to suspend

pupils guilty of gross disobedience or misconduct on a school bus from riding the school bus for a period not to exceed 10 school days.

If a pupil is suspended due to gross disobedience or misconduct on a school bus, the Board may suspend the pupil in excess of 10 school days for safety reasons after the parent(s)/guardian(s) have been requested to appear at a meeting of the Board of Education, or with a hearing officer appointed by the Board of Education, to discuss their child's behavior.

Gross disobedience and misconduct shall include but is not limited to the following:

1. Behavior which is injurious to persons or property;
2. Behavior which substantially and materially disrupts the educational process or discipline in the school;
3. Repeated minor incidents of misbehavior for which other disciplinary measures have failed to deter;
4. Gross insubordination.

The following are suspension procedures:

1. Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges;
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall be sent to the parent(s)/guardian(s) and the student. A copy of the written notice shall also be given to the Superintendent. The written notice shall contain the following information:
 - a. The reason(s) for the suspension, including any school rule(s) allegedly violated by the student.
 - b. The beginning date and total number of days of the suspension and the date on which the student may return to school.
 - c. Notification that the parent(s)/guardian(s) have the right to a review of the suspension if they notify the suspending school official within 5 school days of the beginning date of the suspension.
 - d. The hearing shall be held within 10 school days of the beginning date of the suspension.

4. If the parent(s)/guardian(s) of the suspended student who have requested a review hearing do not appear for the hearing, their absence will be considered a waiver and the hearing need not be held.
5. If the hearing is held, a Principal of a school within the district, but not the Principal of the school where the suspended student attends, shall act as the reviewing officer. The Superintendent of the district shall appoint the Principals to act as reviewing officers on an equitable and rotating basis.
6. The reviewing officer shall prepare a written summary of the evidence and findings and submit the summary to the Superintendent and the student's parent(s)/guardian(s).
7. Thereafter, the parent(s)/guardian(s) may request a review of the suspension conducted by the Board of Education, provided the parent(s)/guardian(s) make the request for review by the Board of Education within 5 school days after the date of the decision of the reviewing officer. The hearing before the Board shall take place at the next regularly scheduled Board meeting. At such review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board and may be represented by counsel. After the hearing, the Board shall take such action as it finds appropriate.
8. If the Board of Education finds in a hearing on the suspension of a student that the suspension was unjustified or unreasonable, the following procedures shall be followed:
 - a. The student's record shall be expunged of all notations or remarks in regard to the suspension.
 - b. The student's absence(s) shall be recorded as "excused."
 - c. Students are responsible for getting assignments and homework from teachers and for turning in all such work.

WEAPONS -

A student, who uses, possesses, controls, or transfers a weapon, or any object that can reasonably be considered, or looks like, a weapon, shall be expelled for at least one calendar year. The expulsion period may, however, be modified by the Superintendent, and the Superintendent's determination may be modified by the Board, on a case-by-case basis. In no case may the expulsion exceed 2 calendar years. A "weapon" means (1) possession, use, control, or transfer of any gun, rifle, shotgun, a weapon as defined by United States Code, firearm as defined in the Firearm Owners Identification Act, or use of a weapon as defined in the Criminal Code, (2) any other object if used or attempted or intended to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (3) "look alike" of any weapon as defined above. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, pens, matches or lighters may be considered weapons if used or attempted to be used to cause bodily harm. The Building Principal or designee shall notify the

criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Required Notice: A school staff member shall immediately notify the Building Principal in the event that he or she (1) observes any person in possession of a firearm or weapon on or around school grounds, however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any student or staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local enforcement agency, State Police, and the student's parent(s)/guardian(s).

EXPULSION -

- A. Expulsion is removal of the pupil from the school by the school board for a maximum of two years. Expulsion shall take place only after the parents have been requested to appear at a meeting of the Board, or with a hearing officer appointed by it, to discuss their child's behavior. Such a request shall be made by registered or certified mail and shall state the time, place and purpose of the meeting. The Board, or a hearing officer appointed by it, at such meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective. If a hearing officer is appointed by the Board, he shall report to the Board a written summary of the evidence heard at the meeting and the Board may take such action thereon as it finds appropriate.
- B. Due Process Procedures for Expulsion
 1. The Board of Education may expel students for gross disobedience or misconduct; such expulsion shall take place only after a review hearing by the Board of Education or the Board has taken action upon findings submitted by the hearing officer appointed by the Board.
 2. The student and the parent(s) or guardian(s) of the student shall be notified by registered or certified mail of the following:
 - a. The reason(s) for expulsion, including a copy of the specific rules and regulations allegedly violated by the student.
 - b. The time, place, and date of the hearing.
 - c. The review hearing procedures below.
 3. The hearing shall be held at a time and date mutually convenient to the parties involved.
- C. Review Hearing Procedures
 1. The hearing shall be held in executive session at the request of the parent(s) or guardian(s) or the school administrators.
 2. The student shall be afforded the right to be represented by counsel at the expense of the student or parents.

3. A written decision shall be issued to the student and the parent(s) or guardian(s) within ten school days after a review hearing conducted by the Board of Education. It shall contain a statement of facts and the basis for the decision.
- D. If the Board of Education finds in a hearing on the expulsion of a student that expulsion is not appropriate and any suspension pending the expulsion hearing was unjustified or unreasonable, the following procedures shall be followed:
1. The student's record shall be expunged of all notations or remarks in regard to the suspension.
 2. The student's absence(s) shall be recorded as "excused".
 3. All educational opportunities and services missed by the student shall be afforded.
- E. Illinois Revised Statutes
1. A student may not be expelled for behavior which is or results from a handicap defined in the Illinois Revised Statutes and the Rules and Regulations to Govern the Administration and Operation of Special Education.
 2. A student may be suspended for behavior which is or results from a handicap defined in *Illinois Revised Statutes* and the *Rules and Regulations to Govern the Administration and Operation of Special Education*, if as a result of the behavior the child is a direct physical danger to himself, other students, faculty or school property.
 3. If evidence is presented during an expulsion or suspension proceeding which indicates that the student's behavior is symptomatic of, or results from, a handicap as defined in Illinois Revised Statutes and the Rules and Regulations to Govern the Administration and Operation of Special Education, the student shall be referred for special education evaluation pursuant to the Rules and Regulations to Govern the Administrations Operations of Special Education.
- F. The academic penalty assessed for suspension should be commensurate with the length of the suspension and the academic work missed.

STUDENT HANDBOOK -

The Superintendent, with input from the Drug Free committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents and guardians within fifteen (15) days of the beginning of the school year or a student's enrollment.

STUDENTS' RIGHTS/ RESPONSIBILITIES

Substance Abuse –

Non-medical use of drugs is hazardous to the health of students. The illicit use, possession or distribution of drugs or look-alike drugs and drug paraphernalia is not permitted on school buses, in school buildings or on school grounds at any time. This policy extends to all school sponsored, and related activities as well as field trips and athletic and music trips whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of illicit drugs. For the purpose of this policy students who are under such influence shall be treated in the same manner as though they had drugs in their possession.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition, information concerning the effects and potential dangers involved in the illicit use of drugs shall be included in the school's curriculum in compliance with the law.

If a staff member finds a student to be illicitly using, possessing or distributing drugs or look-alike drugs in violation of this policy, the student shall be suspended for a period of up to ten (10) days for the first offense. In addition, parents' and juvenile authorities shall be notified promptly. In all cases, parents' cooperation shall be sought. When a substance is determined to be an illicit drug, the identity of the student shall be given to the proper authorities for prosecution. The student and family will be required to attend drug/alcohol rehabilitation counseling at their expense in an approved Board of Education special services program. Failure to comply will result in an administrative recommendation to the Board of Education for expulsion from the District.

Repeat student offenders will be recommended to the School Board for expulsion.

If there is reason to believe that a student is using drugs illicitly at any time on or off school premises, the health and counseling services of the school shall be made available to the student and his parents. In such cases, parents/guardians will be informed of the referral.

Given reasonable grounds for suspicion, school officials may search for and seize illicit drugs brought onto school buses or school property and submit such drugs to the proper authorities for analysis.

Organizations sponsoring activities on the school's facilities outside of regular school hours shall be made aware of this policy and shall be expected to take appropriate disciplinary measures. Failure to do so could result in cancellation of that organization's privilege to use District facilities.

Legal reference: Illinois Revised Statutes.

Sexual Harassment –

It is the policy of the Pontiac Grade School District #429 to provide a learning and working atmosphere for students, employees and visitors free from sexual harassment. Any person, including a district employee, District agent, or student engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. has the purpose or effect of:
 - a. substantially interfering with a student's educational environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services or treatment; or
 - d. making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating", "hostile", and "offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students, who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the Building Principal, Lead Teacher, Special Needs Coordinator, or the Complaint Manager. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal, Lead Teacher, Special Needs Coordinator, or the Complain Manager for appropriate action.

Any student of the District who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

EQUAL EDUCATIONAL OPPORTUNITIES -

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic and

social conditions, or actual or potential marital or parental status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

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

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

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

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE -

Religious Observance – A student shall be released from school, as an excused absence, for the purpose of observing a religious holiday. The parent(s)/guardian(s) must give written notice to the District 5 days before the student's anticipated absence.

The parent(s)/guardian(s) written notification of the student's anticipated absence shall satisfy the District's requirement for a written excuse when the student returns to school. Teachers shall provide the student an equivalent opportunity to make up any examination, study, or work requirement.

Religious Instruction – A student shall be released from school for a day or portion of a day for the purpose of religious instruction. A letter, requesting the student's absence and written by the student's parent(s)/guardian(s), must be given to the Building Principal at least 5 days before the day the student is to be absent.

ACCEPTABLE USE OF THE INTERNET -

All use of the Internet shall be consistent with the goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Use is a privilege, not a right. General rules for behavior and communications apply when using the Internet. The District's *Authorization for Internet Access* contains the appropriate users, ethics, and protocol for the Internet. Electronic communications and downloaded material may be monitored or read by school officials.

Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted use.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition, the policy and procedures will be kept on file in the school office if parents wish to read the full legal document.

CELL PHONES/ELECTRONIC SIGNALING DEVICES -

Electronic paging devices, two-way radios, cell phones or any other communication devices must be turned off and kept in student lockers, book bags, or back packs. They are not to be carried on person. Failure to follow this rule will result in consequences which can range from a verbal reprimand/warning to an expulsion and possible confiscation of the cell phone or device. Parents will have the confiscated device returned to them at the school office. District #429 is not responsible for such items being lost or stolen. In addition, the District is also not responsible for lost or stolen radios, tapes, CD's, video games, toys, and trading cards.

SEARCH AND SEIZURE -

Desks and lockers are public property and may be searched periodically. School authorities may make reasonable regulations regarding their use.

To maintain order and security in the schools, school authorities may inspect and search places and areas such as lockers, desks, parking lots, and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students without notice to or the consent of the student, and without a search warrant. The General Assembly of the State of Illinois has determined that students have no reasonable expectation of privacy in these places and areas or in their personal effects left in these places and areas. School authorities may request the assistance of law enforcement officials for the purpose of conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search conducted produces evidence that the student has violated or is violating either the law, local ordinance, or the school's policies or rules, such evidence may be seized by school authorities and disciplinary action may be taken. School authorities may also turn over such evidence to law enforcement authorities.

STUDENT RECORDS

RULES AND REGULATIONS TO GOVERN STUDENT RECORDS (FERPA) –

In accordance with the Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act of 1975, the following procedures will be observed regarding student records. A cumulative record will be maintained for

each student. Such records will be used only for the benefit, promotion, or welfare of the student. All material in the cumulative record will be maintained and treated as confidential.

Parent(s) and student(s) have the right to:

- a. Inspect and copy any and all information contained in the student record. There will be a charge for copies of 20 cents per page. This fee will be waived for those unable to afford such costs.
- b. Control access to and release of school student records and the right to request a copy of information released.
- c. Challenge the contents of the records by notifying the principal or records custodian of an objection to information contained in the record. An informal conference will then be scheduled to discuss the matter. If no satisfaction is obtained, a formal hearing will be conducted by an impartial hearing officer.
- d. Receive copies of records proposed to be destroyed. The school will notify parents of the destruction schedule.
- e. Inspect and challenge information proposed to be transferred to another school district in the event of a move to another district.

Local, state, and federal educational officials have access to student records for educational and administrative purposes without parental consent. Student records shall also be released without parental consent pursuant to a court order or subpoena, or in connection with an emergency where the records are needed by law enforcement or medical officials to meet a threat to the health or safety of the student or other persons. All other releases of information require the informed written consent of the parent.

STUDENT PERMANENT RECORD FILE -

Each student's permanent record includes:

Basic identifying information, including student's and parents/guardians' names and addresses, birth date and place, and gender.

Academic transcript, including grades, class rank, graduation date, grade level achieved and scores on college entrance exams.

Attendance record.

Accident reports and health record.

Record of release of permanent record information.

The permanent record may also include:

Honors and awards received.

Information concerning participation in school-sponsored activities or athletics, or offices held in school sponsored organizations. The permanent record will be maintained for at least sixty (60) years after the student has transferred or graduated or otherwise permanently withdrawn from the district.

STUDENT TEMPORARY RECORD -

A student's temporary record may include:

Family background information.

Intelligence test scores, group and individual.

Aptitude test scores.

Reports of psychological evaluations including information on intelligence, personality and academic information obtained through test administration, observation, or interviews.

Elementary and secondary achievement level test results.

Participation in extracurricular activities including any offices held in school-sponsored clubs and organizations.

Honors and awards received.

Teacher anecdotal records.

Disciplinary information.

Special education files including evaluation reports, IEP's; test protocols, and all records and tape recordings related to special education services, placement, hearings and appeals.

Any verified reports or information from non-education persons, agencies or organizations.

Other verified information of clear relevance to the education of the student.

Record of release of temporary record information.

Information added to the temporary record will include the name, signature and position of the person who added such information, and the date of entry.

The temporary record will be maintained for five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from the district.

RECORDS OF STUDENTS WITH DISABILITIES -

Upon graduation or permanent withdrawal of a student with disabilities (as defined in Illinois Revised Statutes and the Rules and Regulations to Govern the Administration and Operation of Special Education), psychological evaluations, special education files, and other information contained in the student temporary record, which may be of continued assistance to the student, may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. This transfer of records to parent/student will be done only after written request of the

parents/student to the Director of Special Education of Livingston County. The student and/or parent may find these records of continued use for other types of special services which may be provided by public and/or private agencies. It is the parent's/student's responsibility to keep the school district informed of a current address for that parent/student so that the records may be forwarded to them at the end of the five year period if they have requested them. These records are destroyed at the end of five years.

NON-CUSTODIAL PARENT -

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

SPECIAL NEEDS / STUDENT INTERVENTIONS

1. Problem Solving Team (Rtl Team) -

While schools have attempted many ways to help struggling students, including those with disabilities, the current focus in Dist. # 429 is moving toward an improved, research-based process known as *Response-to-Intervention (or Responsiveness-to-Intervention) (Rtl)*. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.

The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Its use could also reduce the number of children who are mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to earlier identification of children who have true disabilities and are in need of special education services.

Essential Components of RTI – According to the National Research Center on Learning Disabilities (NRCLD) (www.nrclld.org) the essential components of Response-to-Intervention include:

- Monitoring a student's progress in the general curriculum using appropriate screenings or tests (assessments).

- Choosing and implementing scientifically proven interventions to address a student’s learning problems.
- Following formal guidelines to decide which students are not making sufficient progress or responding to the intervention.
- Monitoring how the student responds to the intervention by using assessments at least once a week or once every two weeks.
- Making sure the interventions are provided accurately and consistently.
- Determining the level of support that a student needs in order to be successful.
- Giving parents notice of a referral and a request to conduct a formal evaluation if a disability is suspected as required by IDEA.

A Three-Tier RTI Model – While there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or 3-step) model of school supports that uses research-based academic and/or behavior interventions. At all stages of the process, RTI should focus on discovering *how to make the student more successful rather than focusing on the student’s lack of success.*

A three-tier RTI model includes:

- **Tier 1: Screening and Group Interventions**
Students who are “at risk” are identified using universal screenings and/or results on state or district-wide tests and could include weekly progress monitoring of all students for a brief period. Identified students receive supplemental instruction, or interventions, generally delivered in small groups during the student’s regular school day ***in the regular classroom***. The length of time for this step can vary, but it generally should not exceed eight weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum based measurement. At the end of this period, if students show significant progress, the supplemental instruction is ended. (Note: this step may be broken into 2 separate tiers in a 4-tier model) Students not showing adequate progress are moved to Tier 2.
- **Tier 2: Targeted Interventions**
Students not making adequate progress in the regular classroom in Tier 1 are provided with more intensive services and interventions. These services are provided in addition to instruction in the general curriculum. These interventions are provided in small group settings. In the early grades (K-3) interventions are usually in the areas of

reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period.

Students who continue to show too little progress at this level of intervention are then considered for more intensive intervention as part of Tier 3.

Dist. # 429 Schools involve parents at the earliest stages of RTI by explaining the process in face-to-face meetings, providing written intervention plans and requesting parental consent.

- **Tier 3: Intensive Interventions and Comprehensive Evaluation**
Students receive individualized, intensive interventions that target the student's skill deficits. Students who do not respond to these targeted interventions are then considered for eligibility as required by the Individuals with Disabilities Education Act (IDEA). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

At any point in an RTI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education. For more information on IDEA provisions see NCLB's Parent Guide to IDEA at www.LD.org/IDEAGuide.

Important Terms to Know:

Intervention: A change in instructing a student in the area of learning or behavioral difficulty to try to improve performance and achieve adequate progress.

Progress Monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Scientific, research-based instruction: Curriculum and educational interventions that are research based and have been proven to be effective for most students.

Universal screening: A step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards. Universal screening can be accomplished by reviewing a student’s recent performance on state or district tests or by administering an academic screening to all students in a given grade. Students whose scores on the screening fall below a certain cut-off point are identified as needing continued progress monitoring and possibly more intensive interventions.

Benefits of Response-to-Intervention:

The use of an RTI process as part of a school’s procedures for determining whether a student has a learning disability and needs special education services can potentially:

- Reduce the time a student waits before receiving additional instructional assistance, including special education if needed.
- Reduce the overall number of students referred for special education services and increase the number of students who succeed within general education
- Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions
- Limit the amount of unnecessary testing that has little or no instructional relevance
- Ensure that students receive appropriate instruction, particularly in reading, prior to placement in special education.

2. Special Education Services -

District # 429 provides special education services for qualified students under the *Individuals with Disabilities Education Improvement Act (IDEIA)*. Through the process described above, or at parents’ request, additional information may be gathered by the team by developing assessment questions about the student’s school performance and strategies to enhance their learning. The team is required to:

- a) obtain written parent/guardian consent to gather this information (conduct an evaluation)
- b) inform the parents of their rights prior to the assessment being initiated.

After the assessment is completed, parents are invited to an Eligibility Review meeting where the responses to these questions are discussed. If the student is

determined to be eligible for services, the team will develop an Individualized Education Plan (IEP) for the student to meet his/her unique educational needs as determined by the team, which always includes the parents. After the team determines what special education services are needed, written consent from the parent is required before services can begin. Individualized instruction and/or related services are then provided and the IEP is reviewed annually to monitor progress and to determine any changes needed in the amount and kind of services for the student. Special Education is not a place; it is an array of services which can be offered in various settings. Special Education categories in Illinois include:

Developmental Delay: Delay in physical development, cognitive development, communication development, social and emotional development, and/or adaptive development occurring in children from three through nine years of age. Emphasis is on general development and readiness for primary grades.

Multiple Disabilities: several impairments, severe in nature, which significantly affect a child's ability to benefit from the regular education curriculum. Emphasis is on the development of independent functioning and facilitated communication.

Cognitive Disability: limited intellectual, adaptive behavior and academic achievement levels. An emphasis is placed on functional academics and social skills development. A child who is diagnosed with a cognitive disability typically learns at a rate below other children of the same age.

Specific Learning Disability: is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage for students who have a disorder in one or more processes needed to receive, understand, or express information (psychological processing). As a result, the child may have difficulty with one or more of the following: basic reading skills, reading comprehension, written expression, math calculation, listening comprehension, or oral expression.

Orthopedic Impairment: significant physical/health limitations which may interfere with learning. Academic support and/or adaptation of the physical plant are services which are provided in regular or special education settings.

Other Health Impairment: limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and adversely affects a child's educational performance.

Hearing/Vision Impairment: hearing or vision disabilities which require special services and/or materials in order to develop the child's educational potential. Academic support and/or adaptation of the physical plant are services which are provided in regular or special education settings. Instruction and related services are provided based on the unique needs of the student.

Speech/Language Impairment: a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Emotional Disability: a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

An inability to learn that cannot be explained by intellectual, sensory, or health factors;

An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

Inappropriate types of behavior or feelings under normal circumstances;

A general pervasive mood of anxiety or unhappiness or depression; or

A tendency to develop physical symptoms or fears associated with personal or school problems.

Autism: a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. (A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual

responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Traumatic Brain Injury: an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech.

All special education and related services are delivered in the setting which is the *least restrictive environment* for each student with special needs. Settings range from the regular education class with modifications and supports, special needs classes (ex. part time Resource, full time Instructional, STARS class), special public schools, private or residential schools or home/hospital settings. The child's IEP team is responsible for determining, *at least annually*, the appropriate services and least restrictive environment (setting) which will meet the educational needs of the student. If a student moves in or out of Pontiac Dist. # 429, his/her Individualized Education Plan (IEP) allows services to continue in the next school in which he/she enrolls.

Section 504 Plans -

Section 504 of the Rehabilitation Act of 1973 is a federal law that bars discrimination against people with disabilities when they are participating in federally financed programs. Since Dist. # 429 receives federal funding, it must consider providing Section 504 accommodations and services to qualified students. A student is eligible for services and accommodations under Section 504 if he/she has a physical or mental impairment that "substantially limits one or more major life activities." Major life activities include, for example, self-care, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. If the district decides that a student qualifies for Section 504 accommodations and services, a thorough plan must be developed which gives the student needed accommodations and services. The standards for eligibility under section 504 are broader than under IDEA (Special Education). Under IDEA, a student is entitled to special education services **only** if he/she has a disability that negatively affects educational performance.

BEHAVIORAL INTERVENTIONS POLICY FOR STUDENTS WITH DISABILITIES –

It is the purpose of this document to outline the policy of Pontiac Grade School District #429 relative to the use of behavioral interventions with students

with disabilities. The fundamental principle of this policy is that nonaversive or positive interventions designed to develop and strengthen desirable behaviors shall be used to the maximum extent possible and are preferable to the use of aversive and restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students' academic, social and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity and personal privacy and adhere to professionally accepted treatment practices. All of the procedural protection available to students with disabilities and their parents under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavioral interventions.

It is the intent of Pontiac Grade School District #429 that interventions used with a student with disabilities will incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention. Many District #429 staff members are trained and certified in Crisis Prevention and Intervention (CPI). Interventions that are considered non-restrictive are preferred because of the low risk of negative side effects and the high priority placed on behavior change rather than behavior control. These interventions may be used with out the development of a written Behavioral Management Plan or inclusion in the student's Individual Education Program (IEP).

Interventions that are considered restrictive may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions should only be used when a Behavioral Management Plan has been developed by the IEP team and included in the student's IEP. Restrictive interventions shall be used for the minimal amount of time necessary to control the individual's behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors. Corporal punishment and expulsion with loss of services are illegal interventions and shall not be used.

When confronted with an emergency situation, in which immediate intervention is needed to protect students, other individuals or the physical site from harm, school personnel may use an intervention that has not been delineated in the student's Behavior Management Plan. The emergency intervention selected shall be the least intrusive to reasonably respond to the situation. When an emergency intervention has been used with a student, the parents or guardians of the student will be notified as soon as possible. In

addition, details related to the use of the emergency intervention will be documented.

Pontiac Grade School District #429 shall maintain a Behavioral Intervention Committee to implement the district policy on the use of Behavioral Interventions. In addition, this committee shall monitor the use of restrictive interventions with students with disabilities.

This policy has been developed based on a review of the document entitled "Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities." This document was prepared by the Illinois State Board of Education and is dated January 1996. A copy of these guidelines may be requested from the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS -

No special education student shall be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his or her disability. Any special education student whose gross disobedience/misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his or her disabling condition, except that such student shall continue to receive educational services in accordance with the IDEA during such period of suspension.

Any special education student who has or will exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer if the District demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with IDEA.