

Student Handbook

2019-2020



Thomas S. Baldwin

3000 Maine Street
Quincy, IL 62301

Phone 217-223-0003
Fax 217-228-7148

QPS MISSION STATEMENT

Educate students and teachers to achieve personal excellence.

Jim Sohn
Principal

Dear Parents/Guardians:

The Thomas S. Baldwin Student Handbook has been prepared in attempt to achieve a genuine understanding and cooperation between the parent, child, and school. Please note that this year's handbook is divided into three parts: Part I - General Information, Part II - Rights and Responsibilities, and Part III- Health Information.

We ask that you and your child carefully read and discuss the contents of this handbook, sign below, and return this page to your child's teacher by carefully removing it from the booklet.

This page should be returned to your child's teacher by August 31, 2019.

All operational guidelines and policies observed at Thomas S. Baldwin are subject to meeting the rules and regulations put forth by the Quincy Board of Education and the School Code of Illinois.

Thank you for your cooperation. We are looking forward to a great year at Thomas S. Baldwin.

Sincerely,
Mr. Jim Sohn

(Parent/Guardian Signature)

(Date)

(Student Signature)

(Date)

(Teacher Signature)

(Date)

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Quincy Public Schools Directory

| | | |
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Part 1 – General Information

School - Home Partnership

Quincy Public Schools Philosophy - Quincy School District believes that each child is an individual citizen, unique in endowment, potential, and destiny. An individual undergoes a continuous process of physical, mental, emotional and social change. He/she learns through his/her own response and reaction to each experience in which he/she is a participant.

We are obligated to provide a continuously evolving type of educational program whereby:

1. Each child may become aware of his/her own interests, abilities, limitations, and potentialities, and be able, with help, to set reasonable goals for himself/herself.
2. Each child may be part of a plan where his/her mental, emotional, physical and social growth can be developed to the limits of his/her ability.
3. Each child may develop and maintain good health, proper health habits and physical fitness.
4. Each child may be encouraged to make full use of his/her creative abilities.
5. Each child may develop skills and concepts in communication and computation that will be needed by the individual.
6. Each child may develop the positive concept of self and accept that all persons have rights, dignity, and worth.
7. Each child may develop self-discipline and responsibility, proper classroom and school behavior, and provide the effort necessary to develop proficiency in the academic curricula.
8. Each child will develop a sense of good citizenship.

**K-5 School Compact
Student-Parent-Teacher-SAM-Principal Agreement**

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to _____'s progress in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning for every student.

As a STUDENT, I will:

- Attend school regularly and on time.
- Work to my best ability.
- Ask my teacher when I need assistance.
- Learn and live the school wide expectations

Student Signature

As a PARENT, I will:

- Make every effort to see that my child attends school regularly and on time.
- Support the school in its efforts to maintain proper discipline.
- Attend Parent/Teacher conferences for my child.
- Participate in family interaction activities.
- Read and discuss the school handbook with my child.

Parent Signature

As a TEACHER, I will:

- Provide a safe learning environment with motivating and interesting learning experiences in my classroom.
- Communicate and cooperate with each parent and student to provide the best education possible.
- Keep parents and students informed of the student's progress.
- Welcome parent participation in the educational process.
- Follow the student handbook and board policies.

Teacher Signature

As a SAM/PRINCIPAL, we will:

- Facilitate an environment that allows for positive communication between teacher, parent, and student.
- Communicate to students and parents the school's mission and goals.
- Ensure a safe and orderly environment.
- Act as instructional and social emotional leaders by supporting teachers in their classrooms.
- Provide appropriate in-services and training for teachers and parents.

Principal and SAM Signature

Please return to your child's teacher by or before August 31, 2019.

Schedule of Thomas S. Baldwin's Day

School will convene each day at 8:45 am. By this time, all students are expected to be in their assigned room, ready to learn.

Lunch Periods

| Grade | Lunch | Recess |
|-----------------------|---------------|---------------|
| 4 th Grade | 11:05 – 11:30 | 11:30 – 11:45 |
| 5 th Grade | 11:25 – 11:50 | 11:50 – 12:05 |
| 1 st Grade | 11:45 – 12:10 | 12:10 – 12:25 |
| Kindergarten | 12:05 – 12:30 | 12:30 – 12:45 |
| 2nd Grade | 12:25 – 12:50 | 12:50 – 1:05 |
| 3 rd Grade | 12:45 – 1:10 | 1:10 – 1:25 |

Typical School Day at Thomas S. Baldwin

Students should not arrive before 8:00 am. This is a safety issue since adequate supervision cannot be provided. Please call if you have questions.

Students arriving prior to 8:00 am will not have access to the building. They should report to their designated waiting area until 8:30 am. At 8:30 am students may proceed in an orderly manner to their classrooms.

School will convene and instruction will start at 8:45 am. There will be times when the entire class will move to other areas in the building for specific types of instruction, such as music or physical education.

Students will be issued hallway passes if it is necessary for them to leave the room for any reason. All staff members will be more than willing to give assistance to any student if the student becomes disoriented while away from his/her assigned room.

Thomas S. Baldwin dismisses at 3:15 pm for all students each day except Wednesdays.

On Wednesday's students will be released at 2:45 p.m. All students are expected to leave the campus immediately unless the student has a scheduled activity.

Admission and Departure Policies

Entrance Age

Entrance age rules provide that (1) all pupils who will be five years of age on or before September 1st may enter kindergarten, and (2) all pupils who will be six years of age on or before September 1st may enter first grade if the student meets the school requirements.

Admission Practices

When enrolling a student in Quincy Public Schools for the first time please have the following:

_____ certified birth certificate

_____ health card signed by a doctor

_____ proper proof of immunizations * If a child does not have the health examination and immunization(s), he/she will be excluded from school by state law.

Withdrawal from School

Parents should notify the school prior to a student leaving the district. This allows time to prepare cards, determine refunds, etc. The student's records will be forwarded at the request of the school personnel in the district where your child is transferring.

Instructional Fees

There is a \$60.00 charge to Quincy Public School students in grades kindergarten through fifth grade. Those receiving a free lunch owe no book fees. Those qualifying for reduced lunch owe half the regular fee.

ACCEPTABLE USE PROCEDURE (AUP):

AUTHORIZATION FOR ELECTRONIC NETWORK ACCESS AND COMPUTER USAGE

'Electronic Network(s)' or 'Network(s)' is defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email, digital accounts, and any other technology designated for use by students and staff, including all new technologies as they become available.

All use of Electronic Networks, including the Internet, shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access and Computer Usage* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signature(s) at the end of this document indicates the party who signed has read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. Acceptable Use - Access to the District's network and Internet must be for the purpose of education or research and be consistent with the educational objectives of the District.
2. Privileges - The use of the District's network and Internet is a privilege, not a right, and inappropriate use will result in the loss of privileges, disciplinary action, and/or appropriate legal action. The Superintendent (or his/her designee) will make all decisions regarding whether a user

has violated these rules and will make the appropriate recommendations. **Students and staff should have no expectations of privacy regarding use of the network. Intrinsic to network administration, system administrators have access to all information associated with electronic communication.**

3. Unacceptable Use – Users are responsible for their actions and activities involving the network. Some examples of unacceptable uses include but are not limited to the following:
 - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;
 - b. Unauthorized uploading or downloading of software, regardless of whether it is copyrighted or devirused;
 - c. Downloading copyrighted material for other than personal use;
 - d. Using the computer system for private financial or commercial gain (this includes buying or selling on the Web);
 - e. Wastefully using resources, such as file space, personal multimedia, chain letters, flaming, etc.
 - f. Gaining unauthorized access to resources or entities;
 - g. Trespassing in others' folders, work, files or changing computer files not belonging to the user;
 - h. Invading the privacy of individuals;
 - i. **Using another user's account or password or sharing passwords with others;**
 - j. Posting material authored or created by another without his/her consent;
 - k. Posting anonymous messages;
 - l. Using the network for commercial or private advertising;
 - m. **Accessing, submitting, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening (including weapons & bombs), racially offensive, harassing, or illegal messages, pictures, or other material;**
 - n. Using the network or Internet while access privileges are suspended or revoked;
 - o. Using chat rooms and/or social networking sites without permission.
4. Network Etiquette - Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 - a. Being polite. Not becoming abusive in messages to others.
 - b. Using appropriate language. Not swearing or using vulgarities or any other inappropriate language.
 - c. **Not revealing ANY personal addresses or telephone numbers.**
 - d. Recognizing that electronic mail (E-mail) is not private. Administrators of the system have access to all mail, files and activity logs. Messages relating to or in support of illegal activities must be reported to the authorities.
 - e. Not using the network in any way that would disrupt its use by other users.
 - f. Considering all communications and information of others accessible via the network to be private property.
5. Instructional Resources - Users may be granted access to online instructional resources to create a collaborative online environment. The purpose of this access is to create an online environment where users can display and share what they have created. Users will have the opportunity to create websites, multimedia posters, podcasts (audio recording), and videos utilizing educational resources, including but not limited to, learning platforms, blogs, wikis, and podcasts. Users understand that their work may be viewed by others as a public digital format; therefore, users will not reveal personal information. Participation in these resources may require individual digital accounts. Student accounts will be controlled by the district staff.

6. Bring Your Own Device - It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Devices should be clearly labeled with student's full name. Students are responsible for personal property brought to school and should keep personal items with self or in a locked space. Devices should be charged prior to bringing them to school. In the event the technology is used inappropriately, disciplinary consequences may occur. The purpose of the District's BYOD program is to extend and enrich the learning environment. The following guidelines apply to students who participate in the program:
- a. Access only the District's Internet gateway. The District filters access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate at school pursuant to policy 6:235, Access to Electronic Networks. Make no attempts to bypass the District's Internet gateway. Similar to when a filter is disabled or malfunctions, it is impossible to control all Internet material, and a BYOD participant may discover inappropriate material. It may also be discovered if and/or when sharing a BYOD device with another student. Report inappropriate content and conduct to your classroom teacher.
 - b. Follow the standards of your parent/guardians. The District respects each family's right to decide whether or not to participate. District-provided technology may be an alternative.
 - c. Access only authorized data or files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher. Students are strictly prohibited from infecting the District's network(s) with a virus or malware program designed to damage, alter, or destroy the network, and hacking, altering, or bypassing security policies. Using anti-virus and anti-malware software on BYOD devices is encouraged. The District may examine any BYOD device that it suspects is causing network problems or may be the source of an attack or virus infection.
 - d. Use of a BYOD device is subject to policy 7:190, Student Discipline. That means BYOD devices are for curriculum-based instruction only. Students must follow any additional guidelines a classroom teacher or the school might impose. The use of BYOD devices may in no way disturb the learning environment. Students are not allowed to use BYOD devices during test administration. When permitted by school rules, students may use BYOD devices before and after school, during lunch break, during after-school activities, and at school-related functions. BYOD devices may be used while riding to and from school on a school bus or on a school-sponsored activity, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.
 - e. Transmit only appropriate content while using the District's electronic network. Students may not use BYOD devices to record, transmit, or post photos or audio/video recordings of any person on school property or school-sponsored events without express permission of a teacher or administrator. Any reasonable suspicion of an activity that violates law or Board policies will be treated according to policy 7:140, Search and Seizure. Bullying or sexual material will not be tolerated and will be managed pursuant to policy 7:180, Preventing Bullying, Intimidation, and Harassment. Retrieval of devices that become involved in a law enforcement investigation is the student and parent/guardian's responsibility.
 - f. Charge all BYOD devices prior to school every day.
 - g. Turn off and keep BYOD devices in the sight of the teacher during assessments, unless otherwise directed by a teacher. Immediately follow any teacher's instruction to shut down BYOD devices or close the screen. All BYOD devices must be in the silent mode and put away when directed by teachers.
 - h. Sharing BYOD devices with other students is not a requirement for participation in the BYOD program. From time to time, an assignment may have a collaborative component in which students work together in partners or small groups. In this learning situation, students maintain

individual control over their device.

7. No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by the user. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or user errors or omissions. **Students and staff are responsible for backup of their personal files.** The District specifically denies any responsibility for the accuracy or quality of information obtained via the Internet.
8. Indemnification - To the extent permitted by law, the user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of these rules.
9. Security - Network security is a high priority. If the user can identify a security problem on the network or on the Internet, he/she must notify the system administrator, the building technology facilitator or building principal. The problem should not be described or demonstrated to other users. **Accounts and passwords should be kept confidential. Users should not use another individual's account.** Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
10. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy hardware or data of another user, the Internet, or any computer system. This includes, but is not limited to, the uploading or creating of computer viruses and any attempts to disrupt network resources or communication.
11. Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
12. **These rules may be amended from time to time by posting amendments in the main office of the school. Amendments become binding upon posting. No further signature is required.**

Students and employees need only sign this ***Authorization for Electronic Network Access and Computer Usage*** once while enrolled or employed by the School District.

Agreement to *Authorization for Electronic Network Access and Computer Usage*:

I understand and will abide by the above ***Authorization for Electronic Network Access and Computer Usage***. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's network and Internet connection and having access to public networks, I hereby release to the extent permitted by law the School District and its Board members, employees, and agents from any claims and damages arising from my use, or inability to use the network or the Internet.

DATE: _____, 20____

USER NUMBER (student id / employee number)

USER NAME (please print)

SCHOOL / BUILDING

USER SIGNATURE

PARENTAL CONSENT FOR STUDENTS

Please assist your child to read and comprehend the Quincy Public Schools Authorization for Electronic Network Access and Computer Usage. The purpose of the Authorization for Electronic Network Access and Computer Usage is to provide information on responsible use of technology.

Signing below indicates that I have read the Quincy Public Schools' Authorization for Electronic Network Access and Computer Usage and I understand the policies outlined in the document. Quincy Public Schools has my permission to allow my child to access the Quincy Public Schools networks and access technology for educational purposes, including the Internet. I authorize my student to participate in collaborative online environments that require individual digital accounts. I give permission for sharing of my student's works and performances on/with educational resources, including but not limited to learning platforms, blogs, wikis, and podcasts. I understand that there will be no identifying information (last names) posted. Work may be used by the teacher for future reference as examples of student work. I grant permission to the teacher to create an account for free educational related websites for students under 13 years of age. I have read and explained the Quincy Public Schools Acceptable Use Policy to my child.

I hereby release to the extent permitted by law the School District and its Board members, employees, and agents from any claims and damages arising from my use, or inability to use the network or the Internet. In addition, I will accept full responsibility and liability for the results of my child's actions with regard to the use of this technology. I release Quincy Public Schools and any related organizations from any liability relating to consequences resulting from my child's use of the technology.

DATE: _____, 20____

PARENT/GUARDIAN NAME (please print)

PARENT/GUARDIAN SIGNATURE

The Children's Online Privacy Protection Act & Parent Resources

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

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

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

- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

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

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

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

Recommended, Not Required Internet Safety

Keeping Yourself and Your Kids Safe on Social Networks

For students:

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4UClick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!

- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

And for parents:

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
- Ask to see their profile page (for the first time) ...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit www.WiredSafety.org; www.stopcyberbullying.org.

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., www.aftab.com.

Resources for Students and Parents

Resources for students:

Federal Trade Commission - Kids and Socializing Online www.onguardonline.gov/articles/0012-kids-and-socializing-online.

Connect Safely - Social Web Tips for Teens www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html (2014).

Life online (Girls Scouts and Windows) - lmc.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx.

Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking www.netismartz.org/TeensTalkBack/SocialNetworking.

Resources for parents:

National Crime Prevention Council – Social Networking Safety, Tips for Parents www.ncpc.org/topics/internet-safety/social-networking-safety. Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html (2014).

National Cyber Security Alliance - Raising Digital Citizens www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens.

Illinois Attorney General – Stay Connected Stay Informed
www.illinoisattorneygeneral.gov/cyberbullying/.

DHS U.S. CERT - Socializing Securely: Using Social Networking Services www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf.

DHS U.S. Computer Emergency Readiness Team - Staying Safe on Social Network Sites www.us-cert.gov/ncas/tips/ST06-003 (January 26, 2011).

Internet Safety: Social Networking Sites for Children blog.privatewifi.com/internet-safety-social-networking-sites-for-children/ (March 30, 2011).

8 Safe Social Networks for Kids kommein.com/8-safe-social-networks-for-kids/ (Jan. 5, 2011). List of sites that are compliant with Children's Online Privacy Protection Act and have parental controls.

Internet Safety/Cyberbullying

You are encouraged to review the following material on Internet Safety and Cyberbullying with your students.

<http://www.ag.state.il.us/children/safetytips.html>

<http://illinoisattorneygeneral.gov/cyberbullying/index.html>

Engage your student and be involved.

Parents are strongly encouraged to be aware of the programs and apps that their children are installing on their devices as well as the activities that they are engaged in when using the devices. The following are links to websites which provide you with information on responsible "Digital Citizenry"

<http://www.digitalcitizenship.net/>

<http://www.commonsemmedia.org/advice-for-parents/be-good-digital-citizen-tips-teens-and-parents>

<http://safely.yahoo.com/expert-advice/be-a-good-digital-citizen-tips-for-teens-and-parents/>

Americans with Disabilities Act

The Quincy Public School District No. 172 does not discriminate based on disability in admission to, access to or operations of its programs, services or activities. School District No. 172 does not discriminate based on disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990. Questions, concerns, complaints or requests for additional information regarding the ADA may be forwarded to the District's designated ADA Compliance Coordinator:

Name: Eryn Beswick
Title: Director of Special Education
Office: 1416 Maine St., Quincy, IL 62301
Phone: Voice: (217) 223-8700 TDD: (217) 223-8700
Days/Hours Available: Monday - Friday 7:30 a.m. - 4:30 p.m.

Individuals who need auxiliary aids for effective communication in programs and services of the public schools are invited to make their needs and preferences known to the ADA Compliance Coordinator. This notice can be made available in large print, on audio tape and in Braille from the ADA Compliance Coordinator.

Notification to Public Concerning Asbestos

In accordance with the Asbestos Hazard Emergency Response Act (AHERA) all building occupants, staff members, students, parents and legal guardians of students are hereby notified that plans for our school buildings are on file in the Office of the Principal and are available for inspection during regular office hours.

Attendance Procedures

Attendance Policy

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

Reporting an Absence

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS (1), or other reason as approved by the building principal.

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

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

This school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's guardian is required to call the school at (217-223-0003) before 9:30 a.m. to explain the reason for the absence. If a call has not been made to the school by 9:30 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Please note that you must call on the day of each absence even on consecutive days if an illness continues. This is a safety issue not just an attendance issue.

Prearranged Excused Absence

An absence may be prearranged with the school officials by parents for reasons other than personal illness, and emergencies will be handled on an individual basis by the school attendance personnel. All requests for a prearranged absence form must be phoned in or requested in writing by a parent or guardian. The prearranged absence form must be obtained from the principal's office 5 days prior to the absence and taken to all the student's teachers, then home to be signed by a parent, and brought back to the principal's office for final approval.

Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district.

Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (recognized excuse) are truant. Students who miss 5% or more of the 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

Referral to the truancy officer
Reporting to officials under the Juvenile Court Act
Referral to the State's Attorney
Appropriate school discipline

Addressing unexcused and/or excessive absences includes one or more of the following:

- Letters will be sent home to update parents on their child's attendance and possible ramifications.
- Conferences by phone or in person
- Doctor's verification of illnesses when child returns
- Home Visits
- Meeting with the principal, counselor, police liaison office and/or regional truant officer.

Tardy

- Students entering the school after your school's start time are considered tardy.

- Students must have a tardy slip from the office to enter class.
- Students who arrive in the morning to eat breakfast are still responsible for being in class by the school's start time.
- Tardies count as ¼ day of absence and are unexcused unless otherwise noted. Unexcused tardy days can add up to full truant days. Four tardies equal one unexcused day of school.

Other Attendance Considerations

- If an absence is known ahead of time, please let the office and your child's teacher know as soon as possible.
- If a parent is ill or requiring a hospital stay, the law requires that plans be made for your child to attend school. If you cannot make arrangements with family or friends, please call the school office, as we may be able to assist you through one of our community agencies.
- Routine trips to the doctor should be made outside of school hours. If this is not possible, minimize the amount of time away from school. A full day's absence for a routine physical examination is unnecessary. Parents are to pick up children from the office and return them as soon as possible.

Bicycles

Students may ride bicycles to school. All bicycles should be secured with individual locks in the bicycle racks. Bicycles should not be ridden on the grass, playground area, or sidewalks.

Breakfast/Lunch

Schools offer breakfast and lunch each school day. The meals follow the nutritional guidelines set by the U.S. Department of Agriculture for the National School lunch and breakfast program. Guidelines are set by the federal government to determine what a student must pay for the meals depending on the household income of the family. An application is available in the principal's office, as well as, on Skyward Family Access for those who wish to apply for free or reduced lunches and breakfasts. Meal prices are as follows:

| | | | |
|---------------------------|---------------|--------------------------|------------|
| Full Pay Breakfast | \$1.25 | Reduced Breakfast | .30 |
| Full Pay Lunch | \$2.60 | Reduced Lunch | .40 |

Both meals are free for those who qualify. We encourage students to pay weekly or monthly. You may also use "Skyward Family Access". This allows parents to make online payments. If you have any questions regarding Skyward Family Access, call Jean Kinder at 228-7158, ext. 2261.

Students bringing a sack lunch may choose to purchase milk or juice for \$0.35. Additional milk or juice may be purchased by hot lunch students as well. **Please do not include carbonated beverages in thermos bottles.** The expansion of air inside causes leakage.

Child Abuse

School personnel are required by law to report cases of suspected child abuse or neglect to the Department of Children and Family Services and/or the State Child Abuse Hotline.

Erin's Law

"**Erin's Law**" requires that all public schools in the state to implement a prevention-oriented child sexual abuse program. Students in kindergarten and first grade are required to participate in "Happy Bear". Students in second and third grade are required to participate in "PS, It's My Body". "Happy

Bear” and “PS, It’s My Body” are educational programs that teach children about appropriate and inappropriate touch. Both programs are provided by the Advocacy Network and Quanaa. Parents and guardians who do not want their child to participate in these educational programs need to submit a written objection to the building administrator prior to the educational lesson. Parents or guardians may examine the instructional materials to be used for the lesson. Lessons are provided annually to all students in kindergarten through third grade.

Sex Equity

No student shall, based on 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 contacting his/her principal or the Secretary of the Board of Education (223-8700).

Sex Offender & Violent Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois Department of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.ispstate.il.us/sor/faq.cfm

Classroom Parties

Each year we celebrate Halloween, Christmas, and Valentine's Day. Normally, there will be no birthday parties for either students or teachers held in the classroom; however, special exceptions to this policy may be granted by the classroom teacher/principal. The intent of these exceptions is to be consistent in individual classrooms, and instructional time should not be interrupted. It is suggested that parties be held at the end of the day.

Curriculum/Instruction

Instructional Programs

All staff is dedicated to offering children a well-balanced educational program that covers the basics, as well as, other differentiated experiences. English Language Arts (reading, writing, spelling, language, speaking and listening), Mathematics, Science, and Social Studies are basic subjects. In addition, Physical Education, Music, Art, and Social Emotional learning are provided. We also expose students to Environmental Education, Health, and current events. Field trips, use of community speakers, and audio-visual aids along with educational games help make learning interesting and motivating. Technology plays an ever-increasing role in each student’s education.

Illinois Learning Standards or the College and Career Readiness Standards were created for the next generation of K-12 standards. These standards are to help ensure that all students are college and career ready in Literacy, Mathematics, and Science by the end of their high school career.

English Language Learners

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

For questions related to this program or to express input in the school's English Language Learners program, contact Mrs. Kim Dinkheller, Director of Curriculum/Instruction/Assessment, at 217-223-8700.

Evaluation and Grading

At the end of the first quarter of school, progress reports will be made at student led conferences. Parents will receive their child's report card at conference. Additional conferences will be called as needed. Emphasis will be on academic standards. Parents should contact teachers if there appears to be a problem in the learning process. Report cards will also be issued at the end of quarters two, three, and four. Parents/guardians are required to sign and return the envelope to school after second and third quarter.

Students in grades kindergarten through second grade will not receive grades as they receive markings of +, ✓, or N to report student progress. Third through fifth grade students receive letter grades on their report card that is based on Quincy Public Schools grading practices. Please see the grading scale below:

| Letter Grade | Percentile |
|---------------------|-------------------|
| A+ | 99 – 100 |
| A | 94 – 98 |
| A- | 90 – 93 |
| B+ | 88 – 89 |
| B | 84 – 87 |
| B- | 80 – 83 |
| C+ | 78 – 79 |
| C | 74 – 77 |
| C- | 70 – 73 |
| D+ | 68 – 69 |
| D | 64 – 67 |
| D- | 60 – 63 |
| F | Below 60 |

Exemption from Physical Education Requirement K-8

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reason for the request.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused From physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program (IEP) may also be excused from physical education courses for reasons stated in Handbook Procedure 10:30¹.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course.

State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:²

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

Fines, Fees, and Charges; Waiver of Student Fees¹

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be submitted by a parent or guardian of a student who have been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met.

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act; or
2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

The building principal will give additional consideration where one or more of the following factors are present:²

- An illness in the family
- Unusual expenses such as fire, flood, storm damage, etc.
- Unemployment
- Emergency situations, or
- When one or more of the parents/guardians are involved in a work stoppage.

The building principal will notify the parent/guardian promptly as to whether the fee waiver request has been granted or denied. Questions regarding the fee waiver application process should be addressed to the building principal.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.³

Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. If the field trip is scheduled outside the city, a special consent form will be obtained. A form will be electronically signed in Skyward upon enrolling in the fall.

Students are required to ride the bus to and from all field trips. Parents who request to transport their own children may do so with a written request to the principal. Students who are transported by parents will be marked as an excused absence on that day and will not be count as officially part of the field trip for liability reasons.

Homework

Students will be given homework assignments, when needed, that are meaningful and in keeping with age, ability levels, and instructional needs. Research states that 10-20 minutes per night in kindergarten and first grade, and an additional 10 minutes per grade level thereafter (e.g., 30 minutes for third grade) is beneficial. There are three purposes for which homework will be given:

- a) Skill Practice: This type of homework is intended to reinforce newly acquired skills, and mastery level should be evident.
- b) Preparation: Homework intended to help the student obtain sufficient information to participate in the following day's class.
- c) Extensive Assignments: Assignment attends to encourage students who have individual interest in studying a particular subject area that will lend to "productive" learning.

If your child has excessive homework, it may be because the child is not doing his/her work during the allocated time. A conference with your child's teacher is recommended.

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and test, for equivalent academic credit. Parents may request homework assignments. Parents need to give the classroom teacher adequate time to collect assignments. Assignments will be ready at the end of the day in the office.

Parent Conferences

Formal parent conferences will be held at the end of the first grading period. Fall conferences will be student led conferences where students will share their successes and goals. A Spring Conference will be held with any parent/guardian of a child who is not meeting district learning standards. A parent-teacher conference is an opportunity for two-way communication. Parents can initiate a conference at any time.

MTSS

Multi-Tiered Systems of Supports is a framework for organizing a continuum of interventions for students' academic and social/emotional learning. MTSS uses a three-tiered support system that includes behavioral and academic considerations in both data collection and in the intervention planning by the school or school team. The MTSS framework is designed to address the academic and behavioral needs of every student and is grounded in the belief that ALL students can learn and achieve when provided with effective teaching, research-based instruction, standards-based curriculum, balanced assessment, supportive environment, and active partnerships with families. Effective leadership at all levels combined with professional development is necessary for effective MTSS implementation.

Response to Intervention

The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RTI) is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

Response to Intervention uses differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions. RTI has three essential components: 1) using a four-tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

WIN

W.I.N. stands for "Whatever I Need". Each grade level is assigned a 30-minute WIN time twice a day, four times per week. During this time, grade level teachers work as a team to provide students with supplemental enrichment and/or intervention aligned to the QPS K-5 Multi-Tiered System of Support (MTSS). Within the 30-minute period of the school day teachers meet with groups of students for re-teaching and enrichment of core content and skills aligned to grade level standards. It is also a time of day where students can receive social emotional interventions if needed without interrupting academic lessons. WIN Time ensures a time during the school day to support all students' individualized learning needs. Providing WIN time in all K-5 building ensures all students have equitable opportunities to receive appropriate instruction and support beyond core instruction.

Special Education Services

Quincy Public Schools provide special education services to students who meet the criteria for the following eligibilities; autism, deaf-blindness, deafness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, visual impairment including blindness.

The following is the process used to refer, evaluate, and place students in special education classes in Quincy schools. Notice that twice in the process parents must give their approval.

1. The school's intervention team screens all students to determine if interventions are necessary.
2. Interventions are provided to students who are not making adequate progress. A more intense and individualized intervention may be provided if a student is still not making expected progress.
3. The intervention team, teacher, or parent may make a recommendation for special education testing.
4. The school HELPs team reviews the request for special education services and determine if testing is appropriate at that time.
5. If the team determines that testing is appropriate the team meets with the parent to complete domain paperwork and obtain parental approval (signed consent). This form gives permission for psychologist to evaluate and diagnose the student.
6. Parental approval form and teacher referral form sent to Director of Special Education, 1416 Maine, Quincy.

7. A social history will be obtained from the parent through a meeting with the social worker and a health history may be obtained by the school nurse.
8. A conference will be held at the local school. Those present at the conference may include the teacher, principal, psychologist, social worker, nurse, special education coordinator, and the parent.
9. If the child is eligible for placement and the placement is approved, the entrance date and approval for placement will be determined through a staffing.
10. Written parental approval must be secured prior to placement in special education. If you have any further questions or need further information, please call the Director of Special Education or the building principal.

Education of Children with Disabilities

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The school provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities", means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities", may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Medicaid Reimbursement for Eligible Parents/Students

Medicaid reimbursement is a source of Federal Funds approved by Congress to help school districts maintain and improve Special Education services.

Therapy and diagnostic services provided to your child are partially reimbursable. Unless you object in writing the Special Education Association of Adams County will claim Medicaid reimbursement for services provided. These claims will have no impact on a parent's ability to receive Medicaid funding either now or any time in the future.

Emergency Drills

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be a warning to the students.



QUINCY PUBLIC SCHOOLS SCHOOL EMERGENCY GUIDE FOR PARENTS

3 Simple Steps you can take to prepare for a school emergency:

Communication is vital in any type of emergency. To be sure we can quickly contact you, please make certain that your child's Emergency Contact Card is accurate. Also, please remember to update your contact information whenever it changes.

Individuals listed on the Emergency Contact Card should:

- 1**
 - Know you are listing them on the Emergency Contact Card and agree to accept the responsibility of picking up your child, when necessary,
 - Be readily available during the day,
 - Have easily accessible transportation to pick up your child from school, and
 - Have a good relationship with your child.
- 2** **Talk with your child** about the importance of listening to school staff members and following directions during an emergency. Also, discuss the emergency training that is provided at school, and ask them to explain their role during the various drills. If you have any further questions about your school's emergency procedures, please feel free to contact the principal for details.
- 3** **School Emergency Cards for Parents** are located on the third page of this guide. Cut them out and carry one in your wallet or purse. The School Emergency Cards for Parents have important instructions to follow during a school emergency.

Emergency Options during a school emergency:

Evacuation. Certain emergencies require everyone to leave the premises to keep safe. Each school has planned for off-site evacuations. Evacuation during a fire may only require everyone to assemble in a field away from the building, while other emergencies may require relocating to another building. The other building may be a nearby shelter within walking distance or it may be another school building that requires busing to reach it. The type of crisis and the conditions outside the school will determine the response chosen.

Shelter-In-Place. Sometimes it is safer to remain inside the school building because conditions outside are less safe. During a tornado warning, students and staff may respond to a designated shelter/safe area of the building, if there is time to do so. During an earthquake, the best response is usually to remain in the classroom and take cover to avoid potentially falling debris.

Lockdown. During most violent intruder incidents, lockdown is the best response. Lockdown keeps students and staff in an area they know is safe at the time, while keeping violent intruders out of that area. Emergency responders will normally arrive quickly, so the more time spent in a safe area, the better. Although our drills end rather quickly, in a real event, students should prepare to remain quietly locked down for an extended period.

Lockout. If a potentially dangerous situation is in the area of a school, the school may decide to lockout. A lockout may be caused by police action in the area, a vicious dog near the playground, or some other threatening circumstance that might endanger someone outside the building. Actually, our schools operate in a near-lockout mode daily, as all incoming traffic is directed through the security entrance. In an actual lockout, any students who are outside would be brought back into the building, and no one would be allowed to leave until the lockout is lifted. Otherwise, it is “business as usual.”

Student Reunification procedures following a school emergency:

After an emergency or crisis has caused one of the responses listed above, it is our goal to reunite you with your child as soon as the situation has stabilized. Quincy Public Schools created a Reunification Plan to assist in the safe return of your child to you or your designee. School administration will implement this plan at the earliest opportunity.

What to expect. If an emergency interrupts the school day, QPS will disseminate information as soon as possible. QPS will activate its Skylert message system with specific information and instructions for parents, and post information on www.qps.org as soon as possible, as well. If your child was harmed during the crisis, school personnel will personally contact you at the earliest possible time.

In most cases, students will either remain at their school or at the evacuation site until the regular end of the school day. The Skylert message will inform you as to their location and the appropriate place for you to respond, if you plan to pick them up.

What you can do. Please listen to the full Skylert message and respond as requested. We can return your student to you sooner if everyone follows the established procedures.

If you are directed to the reunification site, please follow directions regarding parking and ***bring a government-issued photo ID***. This also applies if one of your previously approved contacts will pick up your child in your place. Students will not be released to anyone unless they are on your approved list and they can prove that by presenting a government-issued photo ID. Students will only be released to parents or guardians who have presented acceptable identification and who are named on the student’s Emergency Form.

What you should NOT do:

- Please, do NOT call the school. School staff will be busy assisting students during the emergency and preparing for reunification immediately afterwards. Calling the school will delay them and tie up phone lines that may be needed to communicate with emergency personnel.
- Please, do NOT immediately come to the school or evacuation site, unless instructed to do so. Traffic may already be impeded by emergency vehicles and adding more cars when no one is ready for release will only aggravate the situation. While parents' instinct in an emergency is to go to the school to safeguard their child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well-being of students and staff.

Ensuring School Safety is everyone's responsibility!

Quincy Public Schools are committed to the safety of our students. Our staff works with public safety providers to maintain a safe environment for our students, staff, and visitors. Each summer, we meet with leaders from all local area first responder agencies to review and improve our Crisis Management Plan. As a parent, you should feel confident knowing that we provide emergency response training to school staff. The school's Crisis Management Plan is modeled from the National Incident Management System (NIMS) that has been developed by the Department of Homeland Security.

Throughout the school year, your child will be trained in emergency procedures and will be taught how to react, where to assemble, and what to expect in an emergency. This will be accomplished through fire drills, severe weather drills, and lockdown drills. While it can be unsettling to think about situations that require an emergency response, frequent review and practice will help to reduce risk and help both staff and students prepare for an actual event.

Following an emergency scenario practice drill, your child may wish to share their experience with you. If so, this would be an excellent time to review the information and procedures as a family. We created this School Emergency Guide for Parents to help you better understand your important role in our Safe School Plans. Open communication between home and school is critical to the safety and well-being of your child.

Please let us know if you have concerns or questions about school policies or your child's safety. You can learn more about this at our website (www.qps.org).

Please cut out and carry these quick reference cards with you.



QUINCY PUBLIC SCHOOLS SCHOOL EMERGENCY CARD FOR PARENTS

During an emergency, information will be provided in the following ways:

- Visit www.qps.org and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
- Tune into local TV and radio stations for news alerts.
- The school may call the emergency phone numbers provided on your child's Emergency Contact Form.

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- Visit www.qps.org and click on Emergency Information.
- Wait for a call from the Skylert Messaging System. You will receive information and instructions on what to do during the emergency.
- Tune into local TV and radio stations for news alerts.
- The school may call the emergency phone numbers provided on your child's Emergency Contact Form.

Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- (1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- (2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Inclement Weather

Proper Dress: We ask that parents keep a close check on weather conditions and dress students appropriately. Clothing items should be clearly marked in case they are lost.

Early Dismissal: Because of weather or other emergency conditions, it may be necessary to dismiss earlier in the day than usual. If this occurs, local radio and TV stations will broadcast the information. An emergency plan should be prepared, whereby, in the event of a parent's absence from home at the time of an early dismissal; a student could be instructed to go to the home of someone (relative, neighbor, etc.) who could be responsible until the parent returns home or school starts.

Messages

There is a telephone available in the office, which students may use. Students are discouraged from using the telephone except in cases of an emergency.

Students should not be called during school hours unless it is an emergency. We do not make a practice of disturbing students in their classroom to answer the telephone. In case of a real necessity, please call the school and we will deliver a message to your child. Teachers will not be disturbed during class to answer telephone calls. Please call the office and the message will be given to your child and or to the teacher.

It is important that the school be notified immediately when a student's address/or telephone number changes.

School Records

Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

The District maintains two types of school records for each student: *permanent* record and *temporary* record. These records may be integrated.

The *permanent record* shall include:

- Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
- Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Accident and health reports
- Record of release of permanent record information in accordance with 105 ILCS 10/6(c)
- Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12)

The *permanent record* may include:

- Honors and awards received
- School-sponsored activities and athletics

No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

- A record of release of temporary record information in accordance with 105 ILCS 10/6(c)
- Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
- Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
- Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit
- Completed home language survey

The *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 or organizations
- Honors and awards received
- Teacher anecdotal records
- Other disciplinary information
- Special education files, including the report of the multidisciplinary staffing on which placement or nonplacement was based, and all records and tape recordings relating to special education placement hearings and appeals
- Verified reports or information from non-educational persons, agencies, or organizations
- Verified information of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act

afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

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

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District charges \$.25 per page for copying records with a minimum cost of \$1.00. No parent(s)/guardian(s) or student shall be precluded from copying information because of financial hardship.

These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).

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

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the Building Principal or records custodian, clearly identify the record they want changed, and specify the reason.

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

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

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

When a challenge is made at the time the student’s records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a

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

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

Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/ guardian's child.

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

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parents'/guardians' names and addresses
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise.

A photograph of an unnamed student is **not** a school record because the student is not individually identified. The District shall obtain the consent of a student's parents/guardians before publishing a photograph or videotape of the student in which the student is identified.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

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

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

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Visitors/Volunteers

Visits to School: Visitors to school are encouraged. Parents are encouraged to visit school and observe their children in the classrooms. Visiting classes and seeing your child working with the group helps you understand the school program better. It also helps your child feel that you are sincerely interested in him/her and the work he/she is doing. It will be helpful if parents schedule any classroom visitation with the teacher in advance. We do not allow "young" friends or relatives of students to spend the day at school.

All non-Thomas S. Baldwin students wishing to visit school must check in with the office and receive permission to do so. Permission should be prearranged.

Please report to the principal's office prior to your visit. Advance notification of your visit is appreciated.

Volunteers: Volunteers are very valuable to your child's school. Volunteers from the neighborhood and community are used in a variety of ways to support the many activities of the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. If you are interested in volunteering contact the principal.

Part II-Rights and Responsibilities

Parent Responsibilities

PARENTS HAVE THE RIGHT TO:

1. Expect a classroom atmosphere, or climate that allows a good education to take place.
2. See your child's school records.
3. Be told of your child's attendance, learning or behavior problems.
4. Share in Parent Teacher Association (PTA) and other school activities.
5. Receive quarterly reports on your child's progress in learning.
6. Be included in decisions involving your children at school.

PARENTS SHOULD:

1. See that you attend school regularly and are not tardy.
2. Understand the responsibilities of the teacher who takes the place of the parents during the school day.
3. Support the rules of the school, the district, and community.
4. Safeguard your health by making sure that you go to the doctor and dentist regularly.
5. Attend school conferences. Also, attend other school activities, when possible.
6. Plan a time and place, with supervision, for you to do homework.
7. Talk with you and the teacher about school and report cards.
8. Cooperate with the school regarding the discipline code.

Student Responsibilities

One of the most important responsibilities you have as a student in your school is good behavior. Without good behavior, you do not learn what you should be learning, you make it hard for other students to learn, and you make it difficult for the teachers to teach.

To make sure that you and other students know how to behave in school, a discipline code has been written. A discipline code tells you the rules of the school, the kind of behavior that is expected of students, and the kind of behavior that will not be permitted at school. If you do not behave as you should, the discipline code tells the action(s) that will be taken by your teacher, administrator, school administration manager, SSFL.

All provisions of the special education laws, including P.L. 94-142, are considered to govern the administration of discipline in District 172. Consequently, some provisions of this handbook may not apply in some cases where a student's program is determined by an approved Individual Education Plan (IEP).

YOU HAVE A RIGHT TO:

1. Learn.
2. Protection from physical or verbal abuse.
3. Receive help with your studies.
4. Give your point of view, as long as, it does not harm the rights of others.
5. Learn to make decisions.
6. Know the reasons for any discipline and have adults available to help you when your ideas and those of the school do not agree.
7. Know the School Discipline Code.

WHAT YOU SHOULD DO:

1. Come to school every day and be on time.
2. Go to all classes and do your work.
3. Ask your teachers for help.
4. Help care for books, supplies and all school property.
5. Follow all school rules. Follow all requests by staff. *
6. Be polite to all teachers and staff. *
7. Do not use bad words.
8. Make sure you are neat and clean.
9. Act in a way that will help you and other students learn.
10. Be fair and kind to other students.
11. Don't fight or hurt other students.
12. Listen and follow directions.

*Staff includes bus drivers, cooks, custodians, library personnel, lunchroom supervisors, secretaries, etc.

Teacher Responsibilities

TEACHERS HAVE THE RIGHT TO:

1. Expect you to behave properly.
2. Be respected by students, parents and other staff.
3. Protection from physical harm and from harm or theft of personal property.
4. Ask a student to leave a class when a student is misbehaving.
5. Call for a parent/teacher conference when a student breaks the discipline code.

TEACHERS SHOULD:

1. Provide the best possible education through a good classroom climate, which allows for learning to take place.
2. Respect all students and parents.
3. Be available to talk with staff, parents and students.
4. Enforce the rules of the school courteously, consistently and fairly.
5. Deal with disciplinary problems quickly, firmly and fairly.
6. Help with discipline outside of the classroom - in halls, the restrooms, and on the school grounds.
7. Teach respect for community property and good citizenship.

School's Authority

Illinois School Code, 105 Illinois Compiled Statutes 5/24-24. Maintenance of Discipline states: Teachers and other certified educational employees shall maintain discipline in the schools, including school grounds which are owned or leased by the Board and used for school purposes and activities. In all matters relating to the discipline in and conduct of the schools and the school children, they stand in the relation of parents and guardians to the pupils. This relationship shall extend to all activities connected with the school program and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians. Reasonable force may be needed to maintain safety for students, staff or other persons, or for the purpose of self-defense or defense of property.

Nothing in this section affects the powers of the Board to establish rules with respect to discipline. The Board may make and enforce reasonable rules of conduct and sportsmanship for athletic and co-curricular school events. Any person who violates such rules may be denied admission to school events for not more than one year, provided that written 10 days notice of the violation is given such person and a hearing had thereon by the Board pursuant to its rules and regulations. The administration of any school may file legal charges as agents of the school against persons committing any offense at school events.

Any pupil who is guilty of gross disobedience or misconduct, emotionally disturbed, or is giving evidence of severe emotional disturbance, may be suspended by the principal.

When students act irresponsibly, violate the rights of others, or present an actual or threatened danger to persons or property, they are subject to the loss of some of their rights.

Attendance at extracurricular events is considered a privilege at which students must abide by the school rules and regulations.

A Safe and Secure Environment

Quincy Public Schools requires a safe and secure environment, any act, comment, remark or statement by a student either verbal, nonverbal or written which could in any way be interpreted as a threat to the safety of any person shall subject that student to disciplinary action up to and including expulsion. This includes all such acts, comments, statements or remarks. Lack of intent (e.g. "It was a joke".) shall not be a defense to disciplinary action.

Discipline Policies and Procedures

One of the most important lessons education imparts is that of discipline; in fact, "to discipline" means "to teach." While it does not appear as a subject, discipline underlies the whole educational structure. It is the training that develops self-control, character, and leadership. It is the key to good conduct and proper consideration for other people. Therefore, staff tries, in all disciplinary procedures, to teach students to consider more productive and positive behavior choices. Though it may not always be easy for the student being disciplined to recognize the distinction, it is hoped that the disciplinary process will be a corrective learning experience and not merely a punitive one. Parental support of school discipline procedures is imperative.

The use of corporal punishment is prohibited in all schools under Illinois law and Quincy Public School regulations.

Disciplinary policies may include but not be limited to the following disciplinary measures:

1. Denial of privileges
2. Removal from the classroom
3. Student/Parent Conference
4. Detention
5. Behavior Intervention Plan
6. Suspension
7. Expulsion

Positive Behavior Intervention Support

PBIS is a process for creating safer and more effective schools. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

We have adopted a unified set of expectations for behavior in QPS 172. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified expectations found in every classroom and non-classroom setting in the school are as follows:

- Be Respectful
- Be Responsible
- Be Safe

QPS K-5 Behavior Procedures

Category 1 involves minor misbehaviors which impede orderly classroom procedures. Such misbehaviors can usually be handled by an individual staff member, but sometimes require the intervention of other school support personnel. These include but are not limited to such misbehaviors as:

| <u>Category 1 – Classroom Managed</u> | <u>Consequences/Intervention</u> |
|--|--|
| <ul style="list-style-type: none"> • Physical Contact (pushing in line, etc) • Tattling • Inappropriate Language • Low level defiance/Refusal/Whining • Annoying/Distracting others • Disrespect • Academic dishonesty/Lying/Cheating • Bringing inappropriate items to school • Not bringing materials/supplies to class • Spitting • Property Misuse • Bus Contact • Distractive/inappropriate/unsafe dress • Tardy • Other | <ul style="list-style-type: none"> • Timeout in room • Parent contact (phone, letter, email, conference) • Loss of privilege • Moving seats • Behavior contract (written/verbal) • Removal to another classroom • Verbal warning • Problem Solving Conference with student • Natural Consequences • Review of PBIS expectations • Seizure of inappropriate items • Restricted lunch/recess • Other <p><small>*Administration reserves the right to determine the classification of the offence in addition to disciplinary responses.</small></p> |

Category 2 involves misbehaviors whose seriousness and or frequent disruption tends to disrupt the learning process, creates a health or safety concern to others and damage to or attempts to damage school property. These misbehaviors require the intervention of behavior support.

| <u>Category 2 – Office Managed</u> | <u>Consequences/Intervention</u> |
|--|--|
| <ul style="list-style-type: none"> • Physical aggression • Intimidation/Harassment/Bullying – Includes social media • Gangs • Frequency of Lying • Theft • Offensive or abusive language • Inappropriate display of affection • Weapons • Disruptions • Possession or use of drugs, tobacco and/or smoking materials • Disrespect to an adult • Refusal: Failure to obey a reasonable request or direction of school personnel • Physical/verbal threats • Property damage/vandalism • Bus misconduct • Leaving school without permission • Sexual harassment/misconduct • Fighting • Other | <ul style="list-style-type: none"> • Home contact • Loss of privilege • Apology verbal or written • Prearranged detention • Home visit • Student/Staff/Parent conference • In-School Suspension • Out of School Suspension • Financial restitution • Involvement of law enforcement • Referral to outside agency or school district support services (e.g. SASS referral, safe school evaluation per BOE approval) • SE SAM – Referral to Administrator • Loss of bus riding privileges • Other <p><small>*Administration reserves the right to determine the classification of the offence in addition to disciplinary responses.</small></p> |

Category 3 involve a direct threat to the health and safety of others and/or violence to another person or property at the school. These actions may result in temporary removal from school, restitution and/or prosecution and possible recommendation to the Board of Education for alternate school placement, pre-expulsion agreements or expulsion.

| <u>Category 3 – Administration Managed</u> | <u>Consequences/Interventions</u> |
|--|--|
| <ul style="list-style-type: none"> • Arson • Bomb Threat • False Fire Alarm • Burglary/Robbery/Theft • Malicious destruction of property • Possession, use, and/or distribution of weapon, ammunition, explosives-Or look-alikes of any kind • Possession, use, and/or distribution/sale of drugs, drug paraphernalia including all controlled substances, look-alikes, and alcoholic beverages • Acts of bullying/intimidation or mistreatment toward students • Threats towards school personnel or others • Battery of school personnel or others | <ul style="list-style-type: none"> • Detentions • Short term out of school suspension: 1-3 days • Long term out of school suspension: 3 – 10 days • Recommendation board action resulting in pre-expulsion agreement or expulsion • Recommendation board action resulting in appropriate education placement • Safe school evaluation per central office approval • Conference with student and parent • Involvement of law enforcement • Denial of privileges • Referral to outside agency or school district support services (i.e. SASS, BIP, Wrap Plan) <p>*Administration reserves the right to determine the classification of the offence in addition to disciplinary responses.</p> |

Bus Transportation

According to state law, a kindergarten through fifth grade student must live 1 ½ miles from the educational site or must cross a hazardous area (hazardous areas are determined by state authorities) before they can ride the school bus. Students who qualify for transportation are expected to be orderly and well-behaved at both the bus stop and on the bus.

Students can ride their assigned bus only. You may only ride another bus with a pass from the office. To receive a pass, you must bring in a note signed by your parent and present it to the secretary BEFORE SCHOOL on the day you need the pass.

Students must be at their designated bus stop on time and wait in an orderly manner. If students choose to engage in dangerous activities at or near the bus stop, such as pushing, shoving or running around, they will lose their privilege of riding the bus. The school bus and bus stop areas are regarded as an extension of the school environment, and students are expected to maintain the same standards of behavior as are appropriate in other school environments.

While on the bus, students are expected to follow the rules given by the individual bus drivers. Again, any student who chooses to disregard these guidelines may lose his/her privilege of riding the bus for a period of up to ten school days. If this occurs, the school or transportation disciplinary coordinator will notify the parents. School discipline may be administered, as well, for students not following bus procedures.

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

1. Violating any school/bus rules or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful defacement of the bus.
4. Use of profanity.
5. Willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building SAM/Principal and/or Department of Transportation Director or their designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

School bus rules and procedures are posted on the bus and will be discussed by the bus driver. For questions regarding school transportation, call 217-224-5910.

Cell Phones and Other Electronic Devices

Cellular phones or other personal electronic entertainment devices are not to be used during regular school hours unless they are registered and approved as a BYOD device. Approved devices will be facilitated by the classroom teacher for use in instructional activities. Regular school hours are defined as starting bell to dismissal bell. If electronic devices are brought to school, they are to be kept in the student's book bag and turned off during school hours. Any student who chooses to bring these types of devices to school is doing so at his/her own risk. QPS #172 assumes no responsibility for lost, damaged, or stolen items. If a student misuses a cell phone or electronic device, they may be subject to the discipline policy, which may result in the item being confiscated from the student.

Criminal Conduct

A student whose conduct is subject to the jurisdiction of the Quincy Public Schools who engages in conduct which is in violation of any criminal statute in the State of Illinois or the United States of America is subject to expulsion.

Dangerous Weapons

Possession or use of explosives, firearms, or other dangerous weapons or instruments shall always be prohibited on school buses, in school buildings or on school grounds, or at any school sponsored activity or event.

Items that must be brought to school for class demonstration or industrial arts are to be checked into the principal or dean's office until needed for class. Toy "look-alike" weapons will be considered "real" weapons.

Students found to be in violation of this policy with the intent to harm, shall be disciplined by the administration on an individual basis. The district shall notify the parents of the action taken and notify law enforcement. In cases of suspension or expulsion, the district shall follow procedures required by state law and Board policy.

Dress Code

Sometimes the question arises regarding what is or is not permissible to wear at school. While we rely on the good judgment of parents/guardians, students will not be allowed to wear apparel that is offensive to others or interferes with the educational process. The following are dress guidelines:

- Winter coats/jackets are designed for outdoor temperatures and are not to be worn in the building except to and from outside. A light jacket may be acceptable.
- Shoes are to be worn at all times. Slippers are not acceptable.
- Clothing with inappropriate lettering and/or pictures that are offensive are not to be worn (e.g. that which encourages the use of alcohol, tobacco, drugs, fire arms, or depicting violence or obscenities).
- Halter tops, midriff tops, strapless dresses/tops, spaghetti straps, and/or low-cut shirts that are revealing are not to be worn.
- Shirts or pants that are excessively ripped or have excessive holes are not acceptable.
- All clothing must fit properly. Bottoms must be at a length no shorter than one's fingertips can reach.
- Clothing must cover undergarments at all times. Bra straps and underwear may not be visible or showing any time.

If a student's attire is questionable, he/she will be referred to the principal or SAM who will decide if the student is dressed appropriately for school. Students who are not dressed appropriately will be required to contact their parents for a change of clothing or be given school-issued clothing.

We ask that parents/guardians keep a close check on weather conditions and ensure that students are dressed appropriately for conditions. Please mark clothing items clearly in case they are lost.

Due Process

Procedural due process will be provided to each student prior to any disciplinary action. This includes an explanation to the student of the rules or regulation violated and an opportunity for the student to deny or explain such actions.

Gangs

No student may solicit any student, staff member or visitor, for membership in an organized group of youths or adults, commonly known as a "street gang" on or about school premises or at any school-sponsored activity.

No hats, jackets, or any item of clothing or jewelry containing the insignia of a street gang or otherwise commonly associated with a street gang may be worn on or about the school premises, on school grounds or to any school-sponsored activity. Non-Quincy students or adults will be required to leave school property.

No student may engage in any activity for the purpose of promoting any street gang on or about school premises or school grounds or at any school-sponsored activity. The prohibited activities include, but are not limited to, drawing or displaying gang symbols on any surface or teaching others to "represent" or act like a gang member.

No student may engage in any activity for the purpose of defending any street gang on or about school premises or school grounds or any school-sponsored activity. The prohibited activities include, but are not limited to, a fight related to any gang activity.

No student may intimidate by violence or other means, or otherwise coerce any other person for the purpose of obtaining membership in a “street gang”.

In-School Suspension (ISS)

ISS rooms are supervised. Students who have ISS will report directly to ISS when they arrive to school and will be dismissed on the regular dismissal bells. Students will complete assigned work in ISS for credit. Assignments are due back no later than the first day back in class, or if other arrangements are made by the classroom teacher.

Students who are uncooperative or fail to follow the posted ISS expectations may receive an extended time in ISS or OSS suspension from school for 1 – 10 day(s)

Out-of-School Suspension (OSS)

Out-of-school suspension is a major penalty that a student has received as a consequence for a single major act of misconduct or multiple acts of gross misconduct. If a student is suspended, that student may not be on any school grounds or attend any school or district sponsored extracurricular activities without special permission from administration. An out-of-school suspension is for a period not to exceed ten days.

Re-Engagement of Returning Students

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

Prevention of and Response to Bullying, Intimidation and Harassment

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

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

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Smoking-Tobacco Products

In addition to the prohibition against smoking on school grounds, students shall not use or possess tobacco products at any time or place where any school -related activity is occurring. Students who violate this rule will be disciplined as if the use or possession of tobacco products had occurred at school. Examples of school activities are field, athletic and music trips, whether held before or after school, evenings or on weekends and regardless of location. Students are also advised that possession of tobacco by a minor is a violation of City of Quincy ordinance and school staff members are encouraged to report violations to city authorities as they deem appropriate, particularly when violations occur within the vicinity of a school.

Student Search and Seizure

School authorities are authorized to conduct area-wide, general administrative inspections of school property (e.g., searches of all student desks) as a means of protecting the health, safety or welfare of the District, its employees and students, without notice to or consent of the student and without a search warrant.

School authorities may search a student and/or the student's personal effects (e.g. purses, wallets,

book bags, lunch boxes, etc.) when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness;
- By a certified employee or administrator of the same sex.

Reciprocal Reporting Guidelines or Criminal Offenses Committed by Students

1. The school principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information.
2. The Police Department School Liaison Officer and the school principal will verbally report to each other the following activities when committed by a student enrolled in the Principal's school:
 - All cases involving illegal or controlled substance
 - All cases involving weapons of any type
 - All cases involving gang activity
 - All cases involving a serious crime or felony
 - All other case for which the reporting may be beneficial
 - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity.
 - b. The report should be made as soon as possible after the Liaison Officer or principal reasonably suspects that a student is involved in such activity.
 - c. The school principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.
3. The State's Attorney shall provide to the school principal a copy of any delinquency dispositional order where the crime would be a felony if committed by an adult, or was Class A misdemeanor in violation of Section 24-1, 24-3, 24-3.1 or 24.5 of the Criminal Code (weapons offenses).
4. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the school principal if the record involves a student who is arrested or taken into custody after his or her 17th birthday.

Student Complaints and Grievances

Students have both the right and the responsibility to express school related concerns and grievances to the administration. For the discussion and consideration of a grievance, any student or group of students should request a meeting time and place with the building principal. One faculty member of the student's choice may be present at such meeting(s). Such time and place will be designated upon request.

Part III- Health, Safety, Rights and Responsibilities, Policies and Practices

PK-12 HEALTH REQUIREMENTS

PHYSICAL EXAMINATION

Required components of the health examination include: health history with parent signature, diabetes screening, lead risk assessment or testing, and complete physical examination.

Children must receive a physical examination:

1) Prior to entering Illinois Schools for the first time **2)** Prior to first entrance in Early Childhood Program AND yearly while enrolled in Early Childhood **3)** Prior to Kindergarten **4)** Prior to 6th grade **5)** Prior to 9th grade

The examinations must be completed by a MD, DO, Nurse Practitioner, or Physician's Assistant and must be recorded on an Illinois School Physical form. Physicals of transfer students may be accepted on another form if the information is comparable to that required on the Illinois form and if the physical has been completed within the last year. The IHSA Pre-participation Examination (sports physical) form **is not** acceptable as the school physical. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THIS HEALTH EXAMINATION REQUIREMENT BY OCTOBER 15TH OF THE SCHOOL YEAR.** (77 Ill. Adm. Code 665)

2019-2020 IMMUNIZATION REQUIREMENTS

All students must present proof of having received immunizations in accordance with the law and the rules and regulations of the Illinois Department of Public Health. Proof of immunization must be presented to school authorities by the child's parent or legal guardian prior to or upon entrance to the school. **THE LAW REQUIRES US TO EXCLUDE ALL STUDENTS WHO DO NOT MEET THE IMMUNIZATION REQUIREMENTS.**

(77 Ill. Adm. Code 665)

| Entering Early Childhood Program | | Entering Kindergarten – 12th Grade | |
|---|--|--|---|
| DTP/DTaP: | 4 or more doses | DTP/DTaP/Td: birthday(K&1) | 4 or more doses with the last dose received on/after the 4 th 3 or more doses with the last dose received on/after the 4 th birthday (2-12) |
| Polio: | 3 or more doses | Tdap: Polio: birthday(K&1) | 1 dose (all in 6 th – 12 th grades) 4 or more doses with the last dose received on/after the 4 th 3 or more doses with the last dose received on/after 4 th birthday (2-12) |
| Measles: | 1 dose on/after the 1 st birthday | Measles: | 2 doses - 1 st dose must be on/after 1 st birthday |
| Rubella: | 1 dose on/after the 1 st birthday | Rubella: | 2 doses – 1 st dose must be on/after |

| | | | |
|-------------------------|---|-------------------------|--|
| | | | 1 st birthday |
| Mumps: | 1 dose on/after the 1 st birthday | Mumps: | 2 doses – 1 st dose must be on/after 1 st birthday |
| Hib: months | primary series or 1 dose after 15 of age | Hib: | Not required for K-12 |
| Pneumococcal: months | primary series or 1 dose after 24 of age | Pneumococcal: | Not required for K-12 |
| Hepatitis B: | 3 doses (3 rd dose on/after 6 months of age) | Hepatitis B: | 3 doses (Grades 6-12) at recommended intervals 2 doses if Adult Recomb Ivax-HB is given between ages 11-15 yrs. |
| Varicella (Chickenpox): | 1 dose on/after 1 st birthday | Varicella (Chickenpox): | Kdg,1,2,3,4,6,7,8,9,10,11,12th grades: 2 doses - 1 st dose must be on/after 1 st birthday 5th grade: 1 dose on/after 1 st birthday |
| Meningococcal: | Not required for Pre-K | Meningococcal (MCV4) | 6,7,8,9th Grades: 1 dose given on or after 11 th birthday 12th Grade: 2 doses with the second dose given on/after 16 th birthday with an interval of at least 8 weeks after the 1 st dose. Only one dose required if the 1st dose was received at 16 yrs. or older |

(77 Ill. Adm. Code 665-240)

SCREENING FOR LEAD POISONING

Screening for lead poisoning is required to have been done at least once between the ages of six months and six years of age. Children who have attended state approved licensed day care centers or preschools, including school district programs, have already been screened as a requirement to attend. Screening for lead poisoning for children six years of age and older will be at the discretion of the child's health care provider. Lead poisoning screening is available from your doctor and can be done at the time of the physical examination. This screening is not available at the Adams County Health Department. **THIS IS A REQUIREMENT OF THE LEAD POISONING PREVENTION ACT (410 ILCS 450) AND PUBLIC ACT 093-0104.**

DENTAL EXAMINATIONS

Children must receive a dental examination:

Prior to first entrance in Early Childhood Program.

Before May 15th of the school year for children in **1) Kindergarten 2) Second grade 3) Sixth grade**

The examination must be completed by a licensed dentist and recorded on the State Dental Form. Dental examinations that have been completed after November 15, 2018, will be accepted for the 2018-2019 school year. Please make an appointment with your family dentist. The Adams County Dental Clinic is also available to families who meet eligibility requirements. Contact the Adams County Dental Clinic for further information @ 223-5611 (Hours – Tuesday through Friday 7:00am – 5:00pm) (77 Ill. Adm. Code 665-410)

VISION EXAMINATIONS

Children enrolling in kindergarten and children enrolling in a public, private, or parochial school in Illinois for the first time must receive an eye exam before October 15th of the school year. The examination must be completed by a physician licensed to practice medicine in all of its branches or a licensed optometrist and recorded on the State Vision Form. The vision exam must be performed within the previous year. **This is a requirement of Public Act 095-0671.**

Vision and Hearing Screenings

Vision and hearing screenings are provided annually to students at the State-mandated grade levels, as designated by the Illinois Department of Public Health. All students in special education programs, students transferring into the district, and students to be tested related to classroom teacher requests are screened during this annual program. Screenings are conducted by QPS district nurses certified in vision and hearing testing.

Scheduled intervals for Vision and Hearing screenings are as follows:

Vision screenings:

- Preschool, Kindergarten, 2nd and 8th grades
- Special Education students (includes students in speech)
- Transfer students

“Vision Screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.” Public Act 093-0504

Hearing Screenings:

- Preschool, Kindergarten, 1st, 2nd, and 3rd grades
- Special Education students (includes students in speech)

- Transfer students
- Students having known or suspected hearing loss

Parents and teachers may request screenings of student related to specific concerns.

Vision and Hearing Screenings are NOT Diagnostic Tests, they are done to identify children who may have a vision or hearing issue. If your child is referred to a physician following a screening, forms for completion by the physician will be sent home.

(77 IL Adm. Code 675.110 and 685.110)

MEDICAL HISTORY

At the time of registration, the parent or legal guardian will be asked to complete pertinent medical history information on the electronic registration form named "Other Health Information". Additional information may be required dependent on the medical history.

Pediculosis - Head Lice

Please check your child's hair weekly for lice (grayish insect) or their nits (oval white eggs attached to the hair). Contact your school nurse if you find evidence of lice infestation. She will gladly give you treatment information and answer your questions.

Guidelines for Control of Pediculosis

The Quincy Public Schools will support families by emphasizing prevention, early detection and education as the best methods in controlling head lice.

Children will be screened at school if lice are suspected or as a result of a reported case.

When a student is found to have live lice:

1. The parent/guardian is notified that live lice are present and asked to pick up their student at school.
2. Pediculosis Parent Letter that includes instructions for treatment of live lice and nit removal will be given to parent/guardian.
3. The parent/guardian is instructed that the student must be treated before returning to school.
4. Determine if the student has siblings in the district. If yes, siblings will be checked by their school nurse.
5. Students will be re-examined by the school nurse upon returning to school. Students with live lice will not be allowed to return to school until they are lice free. Parent will be instructed to remove all live lice before the student returns to school.
6. If nits are found, the parent is notified and encouraged to continue daily combing with nit comb. Student will continue to be checked at school for nits by school nurse.
7. Students who are re-examined and who do NOT have live lice will remain at school and continue to be checked at school for lice/nits by school nurse.

8. Students found to have live lice on re-examination will once again be sent home from school.
9. Respect for sensitivity of students and parents/guardians regarding head lice will be expected by all staff.
10. Maintain privacy of students identified as having head lice.

All school personnel will use the same educational information to provide to families. These are:

- A. Illinois Department of Public Health Head Lice Health Beat
- B. Pediculosis Parent Letter/instructions for treatment of live lice.
- C. Pediculosis Recheck Parent Letter Nit Removal.

Students who have live head lice despite 3 treatment cycles will be referred to their school principal for academic consultation. These families will receive a child welfare service referral with DCFS.

Students who have missed 4 unexcused days of school related to live lice will be referred to the Adams County Regional Office of Education Truancy Department. The first day a student is sent home from school for live lice will be considered an excused absence.

Students with open scalp lesions/signs of infection with live lice and/or nits will be reported to DCFS hotline.

References: Centers for Disease Control and Prevention – <http://www.cdc.gov/lice/head>.

Devore, C. & Schutze, G. (2015) Head Lice, American Academy of Pediatrics-.
<http://pediatrics.aappublications.org/content/135/5/e1355>

Illinois Department of Public Health – <http://www.idph.state.il.us/public/hb/hblice.htm>.

National Association of School Nurses – <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-head-lice>.

Guidelines for Control of Pediculosis

9/2018

Dated this 28th day of September 2018

Roy Webb, Superintendent

**QUINCY PUBLIC SCHOOL DISTRICT #172
POLICY FOR ADMINISTRATION OF MEDICATION IN SCHOOLS**

The administration of medication or supervision of self-medication to students during regular school hours should be discouraged unless necessary for a student's health and well-being.

A certificated school nurse or registered nurse must manage the medication administration program following the *Recommended Guidelines for Medication Administration in Schools* developed by the Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE), September 2000.

A designated administrator will be responsible for medication administration or supervision of self-medication when a nurse is not available. Teachers or other employees cannot be required to administer medication or supervise self-medication although they may volunteer to do so.

When a student's licensed prescriber and parent/guardian believes that it is necessary for the student to take a medication during school hours, the parent/guardian must request that the school administer the medication to the child and follow the District's "Guidelines for the Administration of Medication at School".

A licensed prescriber is defined as:

1. Physician – a physician licensed to practice medicine in all of its branches including Medical Doctors and Doctors of Osteopathy;
2. Dentist – a person licensed to practice dentistry in any of its branches;
3. Podiatrist – a physician licensed to practice podiatric medicine;
4. Optometrist – a person licensed to practice optometry;
5. Physician Assistant – a person licensed as a physician assistant in accordance with written guidelines required under the Physician Assistant Practice Act.
6. Advanced Practice Nurse – an advanced practice nurse in accordance with written guidelines required under the Nurse Practice Act.

Medications stored and/or administered at school must be FDA approved pharmaceuticals prescribed within their therapeutic range and in compliance with accepted standards of safe treatment regimens.

Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a refrigerator separate from food products.

A student may possess, for immediate use at the student's discretion an:

(A) Epinephrine auto-injector: provided (1) the parent provided written authorization from the student's physician, physician's assistant or advance practice registered nurse (hereafter, "physician"), and (2) the parent provided a written statement from the pupil's physician containing the name and purpose of the epinephrine auto-injector, the prescribed dosage, and the time or circumstances under which the epinephrine auto-injector is to be administered. **(B) Asthma inhaler:** provided the parent provided (1) written authorization, and (2) a prescription label with the name of the medication, the prescribed dosage and the time or circumstances under which the medication is to be administered.

No student shall possess or consume any prescription or non-prescription medication on school grounds other than as provided for in this policy.

No School District employee shall administer to any student or supervise a student's self-administration of any prescription or non-prescription medication until a completed and signed "Authorization and Permission for Administration of Medication" has been submitted and reviewed by the school nurse.

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

Medical Marijuana

[Public Act 98-0122](#) Compassionate Use of Medical Cannabis Pilot Program Act created a process by which persons suffering from any of the identified lists of health conditions could be permitted to use marijuana (cannabis). Persons under age 18 are permitted to be given the drug for one condition only:

epilepsy (seizures). The law prohibits the presence or use of the drug on school grounds and school transportation.

Sick Day Guidelines

Should I keep my child home or send him/her to school?

Keeping your child home is advised if he or she is having illness symptoms that would prevent him/her from participating in school. For additional information, please contact your school nurse.

You should keep your child home from school if he or she:

Has a **fever** of 100 degrees or higher.

- Has been **vomiting**
- Has had **diarrhea**
- Has very **red, irritated eyes** with drainage, crusting or pain
- Has a **rash** of unknown origin that has not been evaluated by a medical provider.
- Has a severe **sore throat**
- Has a constant or productive **cough** that may be accompanied by headache and body aches

24 HOUR RULE:

FEVER: Keep your child home until his/her fever has gone without the aid of fever-reducing medication for 24 hours.

VOMITING OR DIARRHEA: Keep your child home for 24 hours after the last time he or she has vomited or had diarrhea and is eating a normal diet.

ANTIBIOTICS: Keep your child home at least 24 hours after the first dose of antibiotic.

ILLNESS PREVENTION

- Hand washing prevents the spread of disease and illness. Wash hands frequently using soap and water, especially before eating, after using the bathroom and after handling pets.
- Keep your child's immunizations up-to-date.
- Make sure he/she has routine well-child exams.
- Flu vaccinations are recommended for everyone from children age 6 months through adult.

TEACH YOUR CHILD TO DO THE FOLLOWING WHEN ILL:

- Cough and sneeze into their elbow.
- Wash hands often with soap and water, especially after coughing or sneezing.
- Avoid touching their eyes, nose and mouth as that can spread germs.
- Stay home until recovered to prevent exposure to others.

HOW CAN I HELP MY CHILD FEEL BETTER:

- Encourage plenty of rest.
- Encourage increased fluids like water, soup, juice and ice.
- Limit TV watching.

Returning to school too soon may delay recovery from illness and may potentially expose others. Please consult with a health care provider or your school nurse for more information.