



CHRISTOPHER HOUSE ELEMENTARY SCHOOL
POLICIES AND PROCEDURES MANUAL

2025-2026

TABLE OF CONTENTS

ADMISSIONS, LOTTERY, AND RECRUITMENT POLICY	3
SCHOLAR ATTENDANCE	4
OPENING AND CLOSING PROCEDURES.....	5
SCHOLAR SAFETY AND SUPERVISION	7
SCHOLAR UNIFORM.....	9
CELL PHONE AND ELECTRONIC DEVICE POLICY	10
GUIDANCE AND DISCIPLINE POLICY	11
CHES SCHOLAR CODE OF CONDUCT (SCC).....	12
SUSPENSION AND EXPULSION GUIDELINES.....	12
PHYSICAL RESTRAINT AND TIME OUT POLICY.....	17
SEXUAL HARASSMENT POLICY	28
CONFLICT RESOLUTION	28
POLICE NOTIFICATION GUIDELINES.....	29
GRADING POLICY.....	30
CHES SPECIAL EDUCATION RECORDS MAINTENANCE POLICY.....	31
SOCIAL-EMOTIONAL LEARNING	35
VIDEO POLICY.....	37
SCHOLAR TECHNOLOGY POLICY.....	37
CLASSROOM ENVIRONMENT GUIDELINES	41
OUTDOOR ACTIVITY POLICY.....	43
FIELD TRIP POLICY	44
FOOD AND NUTRITION PROCEDURES	48
UNIVERSAL PRECAUTIONS.....	50
HAND WASHING PROCEDURE.....	50
FACILITIES POLICY.....	51
CHRISTOPHER HOUSE PEST MANAGEMENT POLICY	53
TOXIC ART SUPPLIES POLICY	56
EMERGENCY MANAGEMENT	58
CRISIS MANAGEMENT	59

MANAGEMENT OF OTHER RISKS AND SITUATIONS	59
FOOD ALLERGY GUIDELINES	63
MEDICAL EMERGENCIES, ACCIDENTS, AND INCIDENTS	65
INCLUSION / EXCLUSION POLICY.....	70
CHRISTOPHER HOUSE RESPIRATORY ILLNESS MITIGATION STRATEGIES.....	72
REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS	74
MEDICATION ADMINISTRATION POLICY	75
FAMILY SUPPORT SERVICES.....	77
SUSPECTED CHILD ABUSE AND NEGLECT POLICY.....	78
CONFIDENTIALITY POLICY	78
COMMUNICATION.....	79
ILLINOIS DEPARTMENT OF HUMAN AND FAMILY SERVICES ACKNOWLEDGEMENT OF MANDATED REPORTER STATUS	80
MEDICATION CONSENT FORM.....	81
MEDICATION ADMINISTRATION LOG.....	82
AUTHORIZATION TO RELEASE A SCHOLAR TO A MINOR.....	83
SCHOLAR WALK-HOME AUTHORIZATION FORM	84
FIELD TRIP PLANNING FORM	85
EXCURSION SHEET	86
FIELD TRIP PERMISSION SLIP.....	87

ADMISSIONS, LOTTERY, AND RECRUITMENT POLICY

Christopher House elementary School is a public charter school. Admission is open to all residents of the City of Chicago. Christopher House works to ensure that all scholars and populations, including diverse learners and homeless scholars, are welcome and able to apply for and enroll in our school. Our recruitment strategy is grounded in our belief that all scholars can learn, and in our desire to welcome all scholars and families and their diverse learning and social-emotional needs, we make a significant effort to make sure that all families receive information about our school. If a family does not have a phone number or address, Christopher House will work to ensure that families receive all the information needed, and that communication takes place in a face-to-face meeting at or near the school.

Under Illinois Charter School Law, preference for admission must be given to those who have siblings already enrolled at Christopher House Elementary School. If there are more sibling applications than there are available spots in a grade, Christopher House Elementary Charter School will be required to hold a lottery of the sibling applications. Those siblings not admitted through the lottery will be put on the top of the waiting list for that grade, in the order that their names were drawn from the pool. If there are no spots available in a grade, a lottery will still be held to determine the order of the siblings at the top of the waiting list for that grade. For definition purposes, “siblings” are two or more scholars that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.

Lottery Policies

We admit scholars to Christopher House Elementary Charter School using a blind lottery. Our lottery does not take grades, testing, race, disability, or any other criteria into account. The lottery is open to any scholar (who will be 5 years old by September 1st of the upcoming year residing in the city of Chicago. To be entered the lottery, scholars (including siblings) must apply by the deadline. Christopher House will conduct a lottery when demand exceeds available seats at the school. The lottery is open to the public and conducted manually.

Textbooks and School Resources

All books are inspected and assigned to scholars at the beginning of the school year and are inspected and collected at the end of the school year. It is the responsibility of the Christopher House Elementary School scholars to return textbooks, classroom library books, and any other school materials at the end of the school year in good condition. In accordance with the Christopher House Elementary School policy, it is the responsibility of parent/guardian to instill respect for property in their scholars. Thus, Parents/Guardians must assume responsibility for damage to or loss of any textbooks, classroom library books, audio/visual equipment, or other school materials used by their scholars.

Fees

All scholar fees should be paid in a timely manner. School fees must be paid in cash, checks or money order and cover the cost of uniform and school supplies which would typically be out-of-pocket expenses for families. If parents are unable to pay their fees, they can contact their family advocate.

Transportation

The school does not provide transportation to and from home. Certain scholars may qualify for transportation through Chicago Public Schools. Interested families can contact the Main Office for more information. Christopher House does not endorse or promote any private transportation companies.

SCHOLAR ATTENDANCE

96% overall attendance is our overall goal. Please stress to scholars, the need for being in school to learn. When a scholar is absent, the parent/guardian is asked to notify the school by phone. In addition, a note from the parent/guardian or guardian must be presented the day following the absence. If truancy is suspected, notify the office immediately. Letters for excessive absences/tardies will be provided to teachers every 5 weeks by the Office Manager.

Included in our attendance policy are consequences for absences, both positive and negative. They are outlined below:

PERFECT ATTENDANCE

We celebrate parents/guardians who recognize the importance of daily attendance. In recognition of this achievement, the scholar and family are congratulated and recognized for exceptional attendance and commitment to education during semester award ceremonies. In addition to these honors, scholars will develop pride in their attendance and benefit from consistent, high-quality instruction. For a scholar to achieve perfect attendance they must be present every day, be on time and stay throughout the entire day.

THREE ABSENCES IN A QUARTER

At this point, the parent/guardian will be called to the school to meet with a staff member. At the meeting, the problem will be discussed, and an attendance plan will be developed.

SIX ABSENCES IN A QUARTER

If a scholar is absent six times in a quarter, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with a staff member. At the meeting, the problem will be discussed, and an attendance plan will be developed. To make up for the missed class time and ensure scholar learning progresses at a rigorous pace, scholars will make up missed classroom time during special events, including field trips and assemblies.

TEN ABSENCES IN A SEMESTER

If a scholar is absent ten times in a semester, the scholar is considered truant. At this point, the scholar is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the principal. To make up the learning and academic time that the scholar missed from the absences, the scholar will not attend field trips and will instead spend that time working on academic skills that were missed. In addition, a report may be filed with Scholar Protective Services.

TWENTY ABSENCES IN A YEAR

If a scholar is absent twenty times in a year, the scholar will be considered a habitual truant. At this point, the school administration will file a written complaint with a relevant court or scholar services agency alleging the belief that the acts or omissions of the scholar is such that their family has service needs. There will be an eligibility meeting held to determine if the scholar will be promoted to the next grade level.

If a scholar has been absent for three days in a row, notify the main office and admin in writing (email) so that proper action can be taken. *Effects of COVID-19 will be taken into consideration, along with updated attendance guidance from CPS*

Tardiness

A scholar is considered tardy if he or she is not in their classroom by 7:55 a.m. Repeated and frequent violations may result in serious consequences, including, but not limited to, filing a report with a scholar services agency. Three tardies constitute an absence. The principal will determine consequences for tardies.

Vacation

Scholars are not to take vacations or trips during the school year. Families receive the school calendar in advance to coordinate family trips with school vacation time. However, if a family trip is unavoidable, the school should be notified several days in advance. Scholars who are absent over a period of two weeks because of extended vacations should not expect to receive homework assignments ahead of time and are at risk for being retained.

Scholar Attendance Input

Attendance must be completed every day through ASPEN. A scholar is considered tardy at 7:55 a.m. Please complete attendance in ASPEN by 8:15 a.m. daily. It is very important to maintain communication with each scholar's parent/guardian. If a scholar arrives tardy or for a half-day attendance, the teacher must amend their attendance in ASPEN.

OPENING AND CLOSING PROCEDURES

Arrival

K-4TH GRADE ENTRY:

Enter through Lockwood Door 3

5TH-8TH GRADE ENTRY:

Enter through Middle School Door 6

- Lockwood and Middle School doors will open at 7:30 AM.
- Doors will remain open until 7:55 AM.
- After 7:55 AM, scholars must enter through the Main Lobby. Parents/Guardians must accompany their scholar to the 2nd Floor Welcome Center to sign their child in
- Parents/Guardians will not be permitted in the hallways and may not walk scholars past the Welcome Center.

At 7:45 AM, K-4th grade instructional staff will collect their students from the cafeteria and bring them up the Lockwood stairs. Breakfast will be available for students outside of Room 217. All students must take breakfast with them to their classroom.

At 7:45 AM, 5th-8th grade students will be released from the cafeteria to their classrooms up the Middle School stairs. Breakfast will be available for students in the cafeteria near the Middle School stairs. All students must take breakfast with them to their classroom.

Dismissal

K-2nd grade will dismiss in the Latrobe Parking Lot

3rd-5th grade will dismiss via the Lockwood doors

6-8th grade will dismiss via the Middle School doors

Scholars are not permitted to leave Christopher House premises until they are released to the care of their parent/guardian by their teacher.

Classroom teachers will remain with their scholars until they are picked up or until 3:15 PM (1:15 PM on Fridays) At that time, scholars will be escorted to the Welcome Center to wait for late pick-up, and a late pick-up fee may be assessed.

Kindergarten scholars must be signed out daily by a person on the scholar's pick-up list. If the person is not on the list, they CANNOT take the scholars with them.

1st-8th grade scholars do not need to be signed out, but also must be released to a person on the scholar's pick-up list. This information will be maintained in the classroom Red Folders and in the Welcome Center. Staff will require ID for anyone they do not recognize or who is picking up the scholar for the first time.

Parents/Guardians who would like to authorize their scholar to walk home must complete the Scholar Walk-Home Authorization form. Parents/Guardians who would like to authorize their scholar under 14 years old to walk home with a sibling who also attends the school must complete the Scholar Walk-Home Authorization form **AND** an Authorization to Release a Scholar to a Minor form and submit it to Main Office.

All teachers should be present during dismissal. Classroom teachers must remain with their scholars until they are picked up or until 3:15 p.m. (1:15 p.m. on Fridays), at which time they should be dropped off in the Welcome Center or remain outside with an administrator. In the case that a staff member is not there, remaining scholars should be brought to the Welcome Center and left with a staff member.

Dismissal to Youth Development

Scholars who participate in the Christopher House Youth Development program will be dismissed from their classroom to their Youth Development classroom. Youth Development staff will be stationed outside of their classroom at 3:00 to greet incoming scholars.

Early Dismissal

There is no early dismissal after 2:45 p.m. Monday- Thursday or after 12:45 p.m. on Friday. Once scholars are dismissed, they may not re-enter the building. This means they cannot return to class or after-school programs later in the day. Early dismissal is not an option except under the following circumstances:

- The scholar's parent/guardian has a family emergency and cannot find another adult to pick up the scholar.
- The scholar is suffering from an illness or injury or needs a change of clothing.
- The scholar creates a situation in which he or she is a threat to the other scholars, to a teacher, or to themselves.
- The parent/guardian notifies the campus in writing, preferably in advance, or calls the campus the previous day and the dismissal is for one of the reasons listed above for an excused absence.

Scholars will receive a half-day absence if they miss 3.5 or more hours of school.

Late Pick-up Policy

It is the parent/guardian's responsibility to ensure that their scholars are picked up on time. Parents/Guardians are also responsible for knowing of a late pick up if a person other than the Parent/Guardian is picking a scholar up from school.

Abandoned Child Policy

If a scholar has not been picked up one hour after dismissal and if no contact has been made with a Parent/Guardian, or other authorized person, the police will be contacted, informed of the situation, and asked to arrange a safe and legal place for the scholar.

Release of Scholars Policy

Scholars can only be released to individuals who are 18 years of age or older and who are authorized to do so on their pick-up form and emergency card. Parents/Guardians will be asked to update this card on a bi-quarterly basis. To release a scholar to someone not listed as authorized emergency contact, the parent/guardian must provide prior consent to the CHES main office. Authorization via telephone call will be verified.

The person arriving to pick up the scholar must be 18 years or older and must present a photo ID. In the event that a family has circumstances that prevent them from having an adult pick up their scholar from school, they can sign an authorization form for an individual under 18 years old to pick up. Parents/Guardians must fill out the Authorization to Release a Scholar to a Minor form to be kept on file with the Christopher House Elementary School Main Office.

Both Parents/Guardians are legally authorized to pick up the scholar unless the school has a court order on file stating otherwise.

Custody Issues

In cases where parents are divorced or separated, the school can presume that both parents have access to the scholar. If one parent/guardian has been denied this privilege, it is the parents/guardians' obligation to make this known in writing to the administration. Both parents listed on the scholar's birth certificate have a right to scholar information unless documentation is provided otherwise to the school. This holds true regardless of the omission of a parent in the guardianship information provided on application/registration materials. If there is only one custodial parent, mailing and scholar information are directed to the custodial parent. All communication with the school must be done in writing to ensure proper protocol is followed.

Visitor Procedures

A visitor is defined as any individual who does not work for or attend Christopher House. All visitors must be wearing a visitor's badge for the entire time that they are in the building. The protocol for visitor check-in is as follows:

- Sign in at the front desk on the first floor.
- Report directly to the Welcome Center (201) where visitors will sign in and be given a visitor's badge.
- Visitors must return their visitor's badge to the office upon departure.
- *Please note - no visitor is permitted to go directly to the classroom at any point.

SCHOLAR SAFETY AND SUPERVISION

Supervision of Scholars

Scholars must always be supervised by designated school personnel while they are in the care of Christopher House Elementary School. **Under no circumstances should scholars be left unsupervised.** Middle school

scholars must have a hall pass to be unaccompanied in the hallway. Unaccompanied scholars will be returned to their classroom.

Hall Passes

Any scholar in the corridor without an adult **MUST** have a hall pass. Passes should be placed onto the door magnetically when scholars enter the bathroom. Scholars travelling from one floor to another should be sent with another scholar.

Entry to Office

Scholars should not be sent to the office for a break unless this is part of their formal behavior plan. If a scholar needs a break, you can send them on an errand with the intention of having them return to the classroom upon completion of the errand. If you feel a scholar needs to be removed from the classroom for behavioral reasons, please call the office or the social worker for support.

Caring For a Mildly Ill Scholar

If a scholar is sick and needs to see the nurse, call the extension 7402 or use the radio to inform the nurse or other office staff of the nature of the illness or injury. The nurse will inform you that they are coming to your classroom to evaluate the scholar or will ask you to send the scholar to the office for care. If multiple calls are received simultaneously, they will be triaged based on their level of urgency. You will be notified when the parent/guardian arrives and the scholar is to go home, if applicable. **Scholars are not to remain in the office during the interim unless they are contagious, or a serious illness is suspected (in which case they would be moved to an isolation room).** If a serious emergency arises, notify the office via phone immediately.

ACTION STEPS:

- If a child appears ill, the nurse shall be contacted to check on the scholar.
- If the temperature is 99.6 degrees or less and the scholar is not experiencing discomfort, the parent/guardian shall be notified and allowed to decide whether or not to pick-up the scholar.
- If the parent/guardian does not pick-up the scholar, staff will continue to monitor the scholar throughout the day for any worsening of their condition.
- If the temperature is higher than 100.4 degrees, the scholar shall be removed from the classroom and a parent/guardian or other emergency contact shall be notified to pick-up the scholar.
- A doctor's note shall be required for a scholar to return to school after suspicion of a contagious illness. Per the Christopher House Exclusion Policy.
- School administrators have the right to ask for a doctor's note for any scholar whose health is in question.
- Scholars with a temperature above 100.4 shall remain at home until after the fever is gone without taking fever-reducing medication.
- If a scholar is found to have a contagious illness, the condition shall be reported to the School Nurse and Associate Director of Operations. A notice will be prepared for other parents so they may check their scholar for symptoms.
- Certain contagious illnesses, as identified in the Illinois Department of Public Health Manual, must be reported to the Chicago Board of Health.

Washroom Use

Washroom expectations should be reviewed at the beginning of the school year. Washrooms are to be used under teacher supervision. **Teachers should check the washrooms before and after classroom use.** Scholars should not be allowed to use the washroom at other times unless it is urgent. Scholars must have a pass when going on their own. When at recess, breakfast, lunch, P.E., or the Music Studio, scholars should use the single

restrooms downstairs. Scholars should be monitored to ensure they return in a timely fashion when on their own. They must have a pass anytime they are sent to the restroom downstairs as well.

Middle School Lockers

Scholars will be assigned a locker each year. All lock combinations will be filed in the Main Office. Scholars must keep their lockers always locked. The locker is to be maintained by the scholar throughout the year, and they are responsible for any damages. Scholars should NOT share their locker or combination. Lockers are the property of Christopher House, and the contents of all lockers are subject to random searches at any time without regard to whether there is a reasonable suspicion that any locker, or its contents, contains evidence of a violation of a criminal statute or school rule.

SCHOLAR UNIFORM

At Christopher House Elementary School, scholars take pride in their appearance. Scholars are required to wear all components of the regulation school uniform each day. Uniforms are to be clean, well fitting, presentable, and in good condition (all buttons on shirts and pants are intact, zippers on skirts and pants are working, etc.). Scholars must arrive to school in uniform and remain in their uniforms throughout the school day. The required uniform for scholars in grades Kindergarten through eighth grade is as follows:

Shirts	<ul style="list-style-type: none"> • White or navy polo shirt (short or long sleeved). • All shirts must be tucked securely into pants or jumpers/skirts. • Note: Undershirts worn under uniform shirts/blouses may only be white, may not have any logos or designs that show through the shirt, and must be tucked in.
Vests	<ul style="list-style-type: none"> • A navy vest with the Christopher House logo may be worn by scholars over their short or long-sleeved white polo shirt.
Pants	<ul style="list-style-type: none"> • Black, khaki, or navy pants/slacks fitted and worn at the waist. • Black, khaki, or navy shorts fitted and worn at the waist.
Skirt or Skort (skirt with built in shorts)	<ul style="list-style-type: none"> • Scholars may opt to wear a navy or khaki skirt.
Belts	<ul style="list-style-type: none"> • Belts are recommended but are not required. If a belt is worn with pants, it must be black or brown and fastened securely around the waist.
Sweaters	<ul style="list-style-type: none"> • Solid navy sweaters or cardigans that are free of striping or other color designs may be worn. • Hoodies are prohibited. • Sweaters should be clearly labeled with the scholar's name on the inside tag.
Shoes	<ul style="list-style-type: none"> • Solid black or brown business-type shoes or solid black or white gym shoes (with little color) may be worn with matching shoestrings (black or white). • No sandals of any kind. • Shoes with laces must be tied securely. • Heels may not be above a half inch in height. • Boots of any kind may not be worn during the school day. Scholars must bring a pair of school shoes to change into.
Boots	<ul style="list-style-type: none"> • Cold-weather boots may be worn to and from school and during recess. • Scholars must bring their uniform shoes to wear during the school day when cold weather boots are worn to and from school.

Socks	<ul style="list-style-type: none"> • Solid white, black, brown, or navy socks or stockings may be worn. • Note: Socks or stockings must be worn every day irrespective of weather or fashion trends.
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Physical Education (PE) uniforms are required to be worn on the scholar's assigned PE day.

Shirts	• Physical education t-shirt provided or solid navy-blue t-shirts (long- or short sleeved)
Pants	• Solid navy sweatpants/shorts.
Sweatshirts	<ul style="list-style-type: none"> • Solid navy-blue sweatshirts. • <i>Note: Hooded sweatshirts/hoodies are expressly prohibited.</i>
Shoes	<ul style="list-style-type: none"> • Primarily all-black or all-white gym shoes may be worn, no wheels. • Laces must be secured. • Solid white or black shoestrings. • Scholars will be doing rigorous physical activity, so appropriate shoes should be provided.
Socks	• Solid white, black, brown, or navy socks.

The following dress code restrictions will also be enforced.

Jewelry	• Dangling earrings are prohibited for safety reasons.
Hats	<ul style="list-style-type: none"> • Hats must be removed before entering the school building. <i>Note: Accommodations will be made for head coverings worn for cultural, medical or religious reasons.</i>

Teachers are expected to send home uniform violation notices at each violation and inform the school's administration before 2:00 p.m. of all violations sent home. Teachers are expected to require scholars to always adhere to the policy.

CELL PHONE AND ELECTRONIC DEVICE POLICY

We believe that phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates.

Christopher House Elementary School is a phone-free, space. This also includes smart watches. To accomplish this, we use a program called Yondr.

The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student will secure their phone and smart watch in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

There will be a one-time fee of \$30 for your child's cell phone pouch. This is a requirement for every student who brings their cell phone to school.

If you need to contact your child during the school day, contact the Family Welcome Center at 773-922-7542

Students are in possession of their phone - in their Yondr pouch - for the entire school day. We will advise students to store the pouch in their backpacks where it is completely safe.

The Yondr pouch is the student's property. If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home:

- First occurrence, the device will be held at the welcoming center for students to pick it up at the end of the day. Students will be required to fill out a reflection form.
- Second occurrence, the parent picks it up from the welcoming center and the student receives an hour detention; before or after school.
- Third occurrence, Same as above with the addition of a meeting between the student, parents, and administrative team to discuss next steps.
- \$30 fee for a replacement pouch

Note: Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentional or unintentional, as determined by the school or Yondr staff

All other electronic devices are not to be brought to school. This includes gaming devices, iPads, etc.

GUIDANCE AND DISCIPLINE POLICY

Christopher House Elementary School has adopted an Approach to Guidance and Discipline Policy, which must be explained and distributed to every parent/guardian at the beginning of each school year on Orientation Night (as part of the Parent/Scholar Handbook), or within 1 week of Orientation Night. Staff must maintain a list of who received a handbook and turn the list into the office by the requested date. Teachers must ensure that scholars understand their responsibilities and the actions that will be taken when rules are not followed. Be familiar with all aspects of the code. No actions will be taken contrary to what is allowed in the code.

When experiencing a disciplinary problem, a staff member should first determine if the problem represents a dangerous situation (a fight, etc.) or non-dangerous situation (insubordination, rule breaking, etc.) If a dangerous situation exists, the staff member should take the appropriate actions to alleviate the danger. (Call the office in most cases). Once the immediate danger has been removed, the staff member can follow

disciplinary guidelines including, but not limited to, behavior think sheets and tier 1-6 behavior management systems as outlined in the Scholar Code of Conduct.

- Offending scholars should not be sent to the office unless they are accompanied by a staff member or written explanation.
- If you need assistance with a scholar, call the main office (27542) or school administration for support.

Resource teachers must also follow procedures and, when necessary, contact Parents/guardians/guardians, etc. However, all written records of these disciplinary actions should be given to the classroom teacher to file in the scholar's record. (The resource teacher should also keep copies for their own records and to document when appropriate.)

Scholars exhibiting behaviors that are pre-Category 1 should be directed to complete a Reflection Form. When a form is completed, the parent/guardian must be notified the same day. When possible, teachers should make a copy and request a parent/guardian signature. These forms should be maintained in the teacher's scholar files. When a more severe disciplinary problem occurs, the teacher should refer to the Approach to

Guidance and Discipline Policy. Please complete an incident report and submit a copy to the office immediately following completion, never later than 2:00 p.m. (for violations that occur after this time, submit before leaving for the day). In all cases, the staff member who most closely witnesses or is supervising the scholar must complete the form. Administration will return the form within 48 hours to the reporting party. These forms

should be maintained in a file in the teacher's classroom. All discipline infractions must be recorded by the teacher in a Discipline log on Google Drive.

Approach to Christopher House Guidance & Discipline Policy

Christopher House firmly believes that adults should handle the behavior of scholars based on their assessment of each situation of whether the scholar's behavior is appropriate in relation to the scholar's developmental level, as well as of a scholar's individual personality and needs. "Discipline," therefore, is handled based on each unique scholar and each unique situation.

Methods for preventing and coping with inappropriate or undesirable behavior in the classroom include:

- Recognizing positive behavior
- Redirecting a scholar to involvement in another area
- Offering choices
- Planned ignoring of negative behavior
- Offering help
- Limiting space and materials
- Losing privileges

CHES SCHOLAR CODE OF CONDUCT (SCC)

At Christopher House Elementary School our goal is to provide a learning environment that encourages scholars to be courteous with others, responsible for their actions, active participants in the learning process, and respectful to themselves and others. It is our intent to assist and teach each scholar to attempt all tasks to the best of their ability. In a positive and safe school environment scholars can learn about themselves and continue to develop those skills needed to be responsible citizens.

Christopher House has adopted the Chicago Public Schools Student Code of Conduct. For the full text of the code, please visit:

[Chicago Public Schools Student Code of Conduct](#)

Articles Not to Be Brought to School

Objects which create a safety hazard, or which interfere with school procedure should not be brought to school. Toys and/or objects from home that may not be conducive to the learning process are prohibited unless otherwise permitted by the teacher or principal for special school celebrations. Undesirable objects will be confiscated if brought to school without the teacher's permission. All money should be turned in to the office manager by the parent/guardian.

Christopher House has a zero-tolerance policy for any verbal or physical abuse *of any kind* by Staff, Parents/guardians, Volunteers, or any other adult working with scholars in our care

SUSPENSION AND EXPULSION GUIDELINES

When a scholar's misconduct results in the need to suspend or expel the scholar, the following procedure shall be followed:

Documentation is required on whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions

Re-engagement of scholars who are suspended will take place when the scholar returns from the suspension. A re-entry session and restorative conversation will be scheduled for the day that the scholar returns to school. All participants will be notified of the reintegration session date and time. Participants may include the scholar, parent/guardian, school leader, case manager, counselor, the scholar friend or mentor, and others as appropriate. Special attention should be given to the family of the scholar. The reintegration session process should be explained to the scholar and their family prior to holding the restorative circle and questions they have should be addressed. The family should be aware of possible attendees. A reintegration session allows the scholar and family to receive needed support to enable scholars to be successful in school. During a reintegration session, a plan is created which clarifies each participant's role and responsibilities in supporting scholar, and the scholar is supported and held accountable through a restorative justice lense to fulfill their plan.

School administration will make all reasonable efforts to resolve threats, address disruptions, and minimize length of scholar expulsions to the greatest extent possible. Suspensions and Expulsions are limited in number and duration to the greatest extent practicable and used only for legitimate educational purposes. Suspensions that exceed 4 days scholars will be provided with appropriate and available support services during the period of their suspension. Ongoing professional development is given to staff members on the adverse consequences of school exclusion and justice system involvement, classroom management, culturally responsive discipline, restorative practices and developmentally appropriate discipline methods that promote positive school culture. This takes place during the Friday early release sessions and during grade level meetings. Suspensions of 4 days or more will be noted in the suspension paperwork whether services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a scholar from their regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in community service opportunities and structured activities that develop academic, social, emotional, and/or behavioral skills.

Scholars may be assigned a skill-building in-school suspension if:

- Skill-building in-school suspension is listed as an available consequence for the behavior category
- The scholar was informed of their reported misbehavior, provided an opportunity to respond and reasonable efforts were made to contact the parent/guardian, and
- A copy of the incident was provided to the scholar's parent/guardian.

Out-of-School Suspension

An out-of-school suspension is the removal of the scholar from class attendance or school attendance. When a scholar is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension. A scholar may be assigned an out-of-school suspension if:

- Out-of-school suspension is listed as an available consequence for the behavior category, and
- The principal or designee determines that the scholar's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff and this threat is documented in the district scholar information system, or

- The principal or designee determines that the scholar's behavior has caused chronic or extreme interruption to other scholars' participation in school activities and prior interventions have been utilized and documented in the district scholar information system, and
- The scholar was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parent/guardian, and
- A copy of the incident report was provided to the scholar's parent/guardian.
- A scholar serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events.
- A scholar may be considered trespassing if he or she comes onto school grounds while suspended out of school.
- Out-of-school suspensions are excused absences. The principal must ensure that a scholar serving suspension is able to obtain homework, and upon the scholar's return, provided with the opportunity to make up any quizzes, tests, requirements and special projects, or final exams given during the period of suspension.
- A scholar serving suspension must be allowed to take state assessments at school and may participate in test preparation activities. The scholar's attendance will still be marked as suspended.
- If approved by the CEO's designee, a scholar suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

SUSPENSION PROCEDURES

- Suspensions are limited to 10 days.
- Administration will provide immediate notice to Parents/Guardians with full statement of specific misconduct, rationale for duration of suspension, and notice to Parents/Guardians of their right to review.
- The board will be given a summary of suspension notice.
- Upon request, review by board or hearing officer (with report to Board); parent/guardian may appear and discuss suspension.

SUSPENSION NOT EXCEEDING TEN SCHOOL DAYS

Scholars suspended for ten school days or fewer shall be afforded due process in the following manner:

- School staff will meet with the scholar to discuss, investigate, and assess the situation.
- If a scholar is found to have violated the Guidance and Discipline Code in a manner that warrants suspension, the scholar's infraction will be logged in PowerSchool or appropriate Scholar Information System. School administration determines the duration of the suspension and whether the suspension is served in school or out of school.
- School staff will notify the scholar's parent/guardian of the situation and the disciplinary action.
- School staff will be available for a follow-up conference with the family if requested.
- A behavioral contract containing specific behavior expectations may be drawn up and signed by the scholar, parent/guardian, and school principal.
- Scholars are allowed to make up work following their suspensions. Upon returning to school, it is the scholar's responsibility to make up work in a reasonable time proportional to the suspension.

If a scholar or parent/guardian is unsatisfied with the suspension, the scholar and parent/guardian may present their version of events to the Chief Executive Officer of Christopher House.

For suspensions of 4 or more days, it will be noted in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.

SUSPENSION IN EXCESS OF TEN DAYS:

Scholars can be suspended for a maximum of 10 days per school year. If the scholar has more than ten school, will be expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

- Christopher House will request that the scholar's parent/guardian appear before the Christopher House School Board or Chief Executive Officer. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting.
- In addition to advance written notice of the hearing, the scholar shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Christopher House Board of Directors or CEO, the hearing may be closed to those individuals deemed advisable, except the scholar, the scholar's parent/guardian, the scholar's attorney, at least one school official, and the board's attorney at all times.
- Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another scholar to act as a witness, signed written consent of that scholar's parent/guardian must be obtained prior to the meeting.

Scholars and their parent/guardian have the right to appeal any decision regarding consequences. An appeal can be placed by emailing the CEO or by calling 773.922.7500. Scholars displaying behaviors that appear in the Code of Conduct at a Category 2 or above on an ongoing basis will be placed in behavioral MTSS process, with cycles of data analyzed every six weeks and next steps for continued tiering and interventions reviewed at least every six weeks. Parents/Guardians will be informed of the process and kept updated of their scholar's progress.

Expulsion Hearing and Emergency Assignment Guidelines**REQUEST FOR EXPULSION HEARING**

Expulsion is the removal of a scholar from school for 11 or more consecutive days, up to a maximum of two calendar years. If a scholar's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an expulsion hearing for the scholar.

A school principal may also request assignment to an intervention program. Documentation is required on whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. If a scholar's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for Scholar Adjudication review for a scholar in 6th through 8th grade or for any scholar violating section 6.1; a school principal may request an expulsion hearing for a scholar committing any other Group 6 behavior.

The CEO's designee will review the expulsion hearing request and determine whether to refer the scholar to the Board of Directors for an expulsion hearing, assign the scholar to an intervention program, or refer the scholar back to the school for intervention/support.

EXPULSION HEARING PROCEDURES

CHES will schedule expulsion hearings and send Parents/Guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC Policy inappropriate behavior code(s), and the place, time, and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.

Before the hearing, school principals are responsible for assisting our CEO with case preparation by identifying witnesses and relevant documents and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.

The hearing will be conducted by the hearing officer who is the CEO before the Christopher House Board of Directors. The hearing officer duties include stating reason for expulsion and date it would be effective, provides a summary of evidence, states the expulsion details specific to why removing the scholar is in the best interest of the school, and states expulsion decision which includes the rationale for duration of expulsion.

The hearing officer does not make the final decision and will not be in the room for the final decision. The Chief Executive Officer's representative will call witnesses to testify and introduce documents regarding the incident. The scholar may also call witnesses to testify and introduce documents regarding the incident. A decision will be made regarding the scholar's impending expulsion.

If a scholar wishes to appeal their expulsion from Christopher House, there are two options. First, the parent/guardian and/or scholar may attend the next regularly scheduled meeting of the Christopher House Board of Directors and appeal the decision to the board members in attendance. Second, the parent/guardian and/or scholar may appeal in writing by sending a letter to the Board of Directors before the next regularly scheduled board meeting stating why the parent/guardian and/or scholar feels the expulsion decision should be overturned. The board will discuss the scholar and expulsion decision during executive session and will notify the parent/guardian/scholar in writing of its decision.

Expulsion Hearing Procedures

The school will present more than hearsay evidence to prove allegations. Parents/Guardians and scholars are allowed to cross-examine witnesses and present evidence. Separation between staff member prosecuting the expulsion, hearing officer, and decision-maker.

Procedural Guidelines for Discipline of Scholars with Disabilities

School officials may suspend scholars with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Parents/Guardians or guardians are notified immediately of their scholar's suspension with a full statement of the reasons for the suspension and a notice of their right to a review. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if scholars with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending scholars with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10-school day limit on out of school suspensions will continue to apply. When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian /surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:

- A. Determine whether the misconduct is related to the scholar's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP. The behavior is a manifestation of the scholar's disability if:
 - The conduct in question was caused by the scholar's disability or has a direct and substantial relationship to the scholar's disability; and/or
 - The conduct in question was the direct result of the school's failure to implement the scholar's IEP.
- B. Review, and revise, if necessary, the scholar's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the scholar is being disciplined.

If the scholar's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the scholar's special education and disciplinary records. In no event, however, may the scholar be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the scholar's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Scholars with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Discipline of Scholars with Disabilities

The school will comply with the Individuals with Disabilities Education Act (IDEA) and the Illinois State Board of Education's Special Education rules when disciplining scholars with disabilities. Behavioral interventions will be used with scholars with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. No special education scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is a manifestation of their disability as determined through a manifestation hearing. Any special education scholar whose gross disobedience or misconduct is not a manifestation of their disability may be expelled pursuant to the expulsion procedures.

PHYSICAL RESTRAINT AND TIME OUT POLICY

Philosophy and Purpose

Christopher House Elementary School has the responsibility to implement policies designed to ensure school wellness through advisory supports in education, health, and social emotional well-being so our children have the opportunity to become whole, healthy, and educated adults. These supports, particularly in the area of social emotional well-being, provide a process for children to acquire the knowledge, attitudes, and skills they need to –

- recognize and manage their emotions.
- demonstrate caring and concern for others.
- establish positive relationships.
- make responsible decisions.
- handle challenging situations constructively.

Despite supports, problem behaviors can still occur, and the response of a teacher or an administrator to behavior that has the potential to threaten the well-being of a student, or an adult is of paramount importance. Physical restraints and time outs are interventions of the last resort and must be applied judiciously in the rarest of situations. Physically restraining or placing a student in time out can carry many risks to the student's physical well-being, emotional health, self-image, and reputation in the school community. Use of these interventions can also erode trust among stakeholders in the student's education and prevent the student from receiving a Free Appropriate Public Education (FAPE). There are, however, rare incidents in which it may be necessary to restrict a student's movements to ensure the safety of the student or others. State laws and federal guidance provide parameters for use of time out and physical restraints when circumstances warrant.

The Illinois Administrative Code (23 IAC 1.285) states the following:

"Isolated time out, time out, and physical restraint, as defined in this Section, shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others."

These regulations are the basis for this guidance document, which refers primarily to the use of time out, isolated time out, or physical restraint for the purposes of maintaining a safe environment for learning. For purposes of the ISBE regulations, time out, isolated time out, or physical restraint are interventions used in tandem with other positive intervention strategies.

When a student experiences three instances of nontherapeutic time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education eligibility, or, for a student already eligible for special education, change in program.

Nothing in the following guidelines precludes any teacher, administrator, employee, or agent of Christopher House from using reasonable force to protect students, other students, or themselves from assault or imminent, serious physical harm.

Training

Any adult who is supervising a student in time out or applying physical restraint shall be trained in de-escalation, restorative practices, and behavior management practices

Christopher House enroll staff members in SafetyCare training offered by Chicago Public Schools . It is imperative that staff members responsible for preventing and intervening in crisis situations are well trained. Training should emphasize proactive and early intervention strategies and skills so that the use of physical intervention is minimal. Training can only be facilitated by certified instructors.

SCHOOL-BASED SAFETYCARE TRAINED TEAM

When the school composition dictates the need for staff to utilize personal safety techniques and/or possible student restraints, then the Principal will ensure the establishment of a school-based SafetyCare team. Strategies for the early intervention and de-escalation of behaviors will be identified in a student's behavior management plan.

SafetyCare team members will successfully complete the initial SafetyCare 2-day training followed by a recertification course every 12 months. In order to use physical interventions school personnel must have been certified by a SafetyCare instructor and have completed the SafetyCare 2-day training. Therefore, personnel who have completed only a partial training are not qualified to use physical interventions..

School-based teams, in consultation with the Principal, will determine:

- How the team will be utilized.
- The protocol for deployment.
- Roles and responsibilities of team members.
- Documentation procedures.
- De-briefing procedures
- Supplemental training, resources or other needs as identified.

Crisis Response System

A team approach should be used to prevent and intervene in crisis situations as explained in the SafetyCare training. The Principal or their delegate will determine who will respond to requests for help when a situation is escalating. The alert to be used on the radio system will be, "Response Team report to room ____." At least two Crisis Team members should respond to each incident. The first staff member to respond or the staff member with the best rapport with the student will assume the responsibility of Team Leader.

Team Leader Responsibilities Include:

- Access the situation.
- Plan the intervention.
- Direct others.
- Communicate with the person in crisis.
- Determine circumstances when law enforcement should be contacted.
- Take responsibility for incident documentation and reestablishment of Therapeutic Rapport

Auxiliary Team Member Duties Include:

- Check the situation for signs of stress or safety hazards.
- Address safe use of all techniques.
- Recognize when more help is needed, or different strategies should be implemented.
- Engage in support of teammates or communication if delegated by the Team Leader.
- Use of Physical Interventions.

During each Crisis Response the safest possible use of physical restraint will be utilized.

- During the use of physical restraint, staff must closely monitor the well-being of the student.
- Staff members are not to use any physical restraint for which they have not been trained.
- Physical restraints which compromise safety or impair the individual's ability to breathe or speak should not be used.
- Whenever possible, foreshadow for a student what will happen if restraint is necessary.
- If a physical restraint requires two staff members to implement, radio for an additional Crisis Team Member to serve as auxiliary support.

Physical Restraint

CRITERIA FOR PHYSICAL RESTRAINT

Christopher House acknowledges that any physical intervention is potentially dangerous and should be looked at as an emergency response procedure. Therefore, physical restraint should be considered only as a last resort.

Pursuant to Illinois Administrative Code (23 IAC 1.285): **Physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.** Verbal de-escalation techniques should always be prioritized prior to using physical restraint as a behavior intervention. A verbal threat shall not be considered a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat.

Physical Restraint means holding a student or otherwise restricting the student's movement. Physical restraint as permitted pursuant to Emergency Rule 23 Ill. Adm. C. 1.285 includes only the use of specific, planned techniques (ex. "basket hold" and "team control"). A physical restraint shall not impair a student's ability to breath or speak normally. Prone or supine physical restraints are strictly prohibited.

STUDENTS WITH DISABILITIES

For students with disabilities, the use of a Physical Restraint must be authorized by, and included in, a student's IEP where deemed appropriate by the student's IEP team. A Physical Restraint shall be used in compliance with a student's IEP. Physical Restraints shall not be used as a means of punishment.

USE OF PHYSICAL RESTRAINT

The use of Physical Restraints is prohibited except when:

- Used by trained school staff
- A student poses a physical risk to himself, herself, staff, or others
- Use of the restraint is not known to be medically contraindicated

Only trained security personnel or other staff who have been appropriately trained in the safe application of Physical Restraints may employ a Physical Restraint with a student. All physical restraints must be attended by one adult witness who does not participate in the restraint.

If a student's primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have hands free of restraint for brief periods, unless doing so is likely to result in harm

DURATION OF PHYSICAL RESTRAINT

Physical restraint must end immediately when the threat of imminent danger of serious physical harm ends or when the student indicates an inability to breathe, or staff recognize the student is in respiratory distress. Staff must halt the restraint every 5 minutes to evaluate if the imminent danger of serious physical harm continues to exist.

If the physical restraint exceeds 10 minutes or repeated episodes occur within any 3-hour period, a licensed educator or clinician knowledgeable about the use of physical restraint must perform a Safety Check to evaluate the situation to determine the appropriateness of continuing the procedure, the student's physical needs, and the need for alternate strategies. This review must be documented.

DOCUMENTING A PHYSICAL RESTRAINT

All school staff are required to document any use of physical restraint using the form titled “Physical Restraint and Time-Out Form” available on SharePoint within 24 hours of the incident taking place. The following procedure should be followed to document a physical restraint

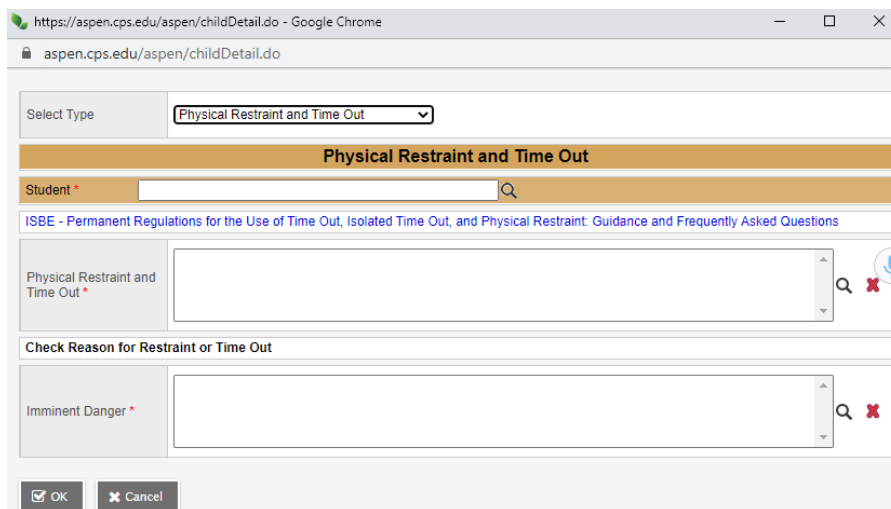
Complete the ISBE Physical Restraint and Time Out form.

- All staff/participants involved in the PRTTO must be noted in the report.
- Each event must have at least one Safety Check Participant for every 15 minutes if physical restraint is used and one every 30 minutes if time out is used.

Document the incident of physical restraint or time out in Aspen as soon as possible, but no later than the end of the school day that the event occurred. Upload the completed ISBE Physical Restraint and Time Out form to the Aspen ICT, as a supporting document.



And complete the Incident Details log for the incident:



If the student has an IEP or 504 Plan the completed ISBE Physical Restraint and Time Out form must also be uploaded to the student's profile in SSM.

Complete the [ISBE PRTTO Survey](#) within 24 hours of the documented incident.

Every attempt to notify the student's parents/guardians of the physical restraint or time out must be made by the end of the school day.

A copy of the completed ISBE Physical Restraint and Time Out form AND the Aspen ICT report must be provided to the parent/guardian within 24 hours of the physical restraint or time out occurring.

A hard copy of the completed ISBE Physical Restraint and Time Out form should be placed in the student's file.

The Principal or their designee shall maintain an ongoing record of all reported instances of physical restraint.

MOMENTARY PHYSICAL INTERVENTION

Nothing herein prevents school personnel from employing a momentary physical intervention in accordance with Christopher House's Policy on Momentary Physical Interventions with Students

Momentary physical intervention refers to the temporary physical restriction of a student using limited force by direct person-to-person contact or the temporary restriction of a student's movements, without the aid of material or mechanical devices.

Staff may employ a momentary physical intervention with any student (including students with disabilities) in the following circumstances:

- In emergency situations to prevent a student from completing an act that would result in potential physical harm to himself, herself, or others or damage to property.
- To remove a disruptive student who is unwilling to voluntarily leave an area.

Time Out

Time-out means a behavior management technique that involves the monitored separation of a student from classmates with a trained adult for part of the school day, usually for a brief time, in a non-locked setting. Time out does not include:

- Student initiated or student requested breaks
- A student initiated or teacher initiated sensory break (including sensory room to assist with de-escalation)
- In school suspension
- Detention
- Any other appropriate disciplinary measure, including brief removal to the hallway or similar environment

DOCUMENTING A TIME-OUT

All school staff are required to document any use of time-out using the using the form titled "Physical Restraint and Time-Out Form" available on SharePoint within 24 hours of the incident taking place. The following procedure should be followed to document a time out:

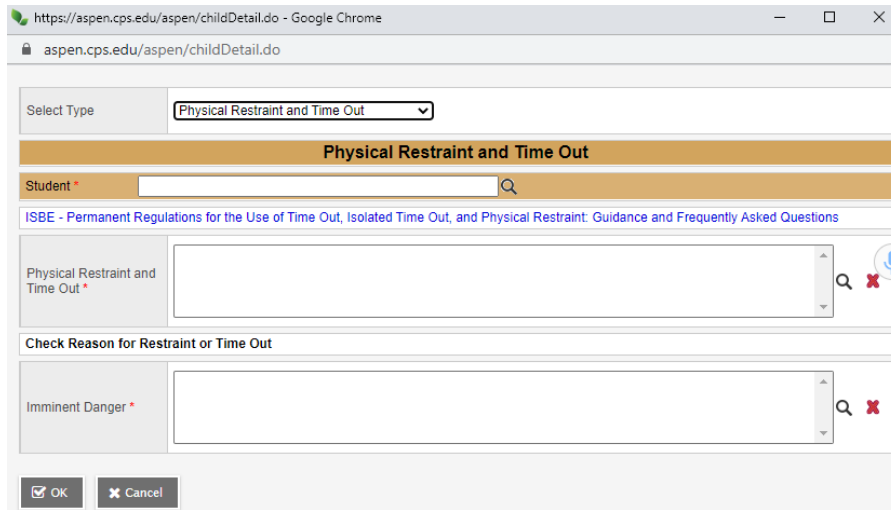
Complete the ISBE Physical Restraint and Time Out form.

- All staff/participants involved in the PRTD must be noted in the report.
- Each event must have at least one Safety Check Participant for every 15 minutes if physical restraint is used and one every 30 minutes if time out is used.

Document the incident of physical restraint or time out in Aspen within 24 hours, upload the completed ISBE Physical Restraint and Time Out form to the Aspen ICT, as a supporting document.

Related ICT ID	<input type="text"/>
 Supporting Document	

And complete the Incident Details log for the incident:



If the student has an IEP or 504 Plan the completed ISBE Physical Restraint and Time Out form must also be uploaded to the student's profile in SSM.

Complete the [ISBE PRTU Survey](#) within 24 hours of the documented incident.

Every attempt to notify the student's parents/guardians of the physical restraint or time out must be made by the end of the school day.

A copy of the completed ISBE Physical Restraint and Time Out form AND the Aspen ICT report must be provided to the parent/guardian within 24 hours of the physical restraint or time out occurring.

A hard copy of the completed ISBE Physical Restraint and Time Out form should be placed in the student's file.

USE OF TIME-OUT

A trained adult who is responsible for supervising the student must remain with the student at all times during the time out. A student shall not be kept in time out for longer than is therapeutically necessary. No less than once every 15 minutes, the trained adult must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.

ISOLATED TIME-OUTS

The use of isolated time-outs is prohibited.

Crisis Intervention Follow-Up and Accountability

DEBRIEFING

Following the use of physical intervention, the student should be assessed for injury or psychological distress and monitored for 24 hours after the incident.

The Crisis Response Team Leader will take responsibility for re-establishing Therapeutic Rapport with the student. This is a time for re-establishing communication and identifying alternative behaviors for the future. IEPs, and Behavior Management Plans may be reviewed and revised with input from the individual.

Therapeutic Rapport is a means of giving responsibility back to the individual in a way that communicates continued support and respect.

Following all incidents, within 48 hours, staff must debrief on the precipitating factors and the events that occurred leading up to and during the incident. This meeting should include administrative staff, team members of the IEP/support team and the staff members that were involved in the incident.

Debriefing may include:

- Exploring options for earlier detection and intervention
- Identifying ineffective patterns of intervention
- Reviewing and assessing policies and procedures by the use of a team approach, training needs, etc.
- Following up with bystanders that may need closure after witnessing the event.

A school-based review meeting is required by CPS and ISBE policy when a student experiences instances of PRTD on three (3) days within a 30 day period.

PARENT NOTIFICATION

Following an incident of isolated time out, time out, or physical restraint, but no later than two school days after the incident, the principal or another designated administrator must notify the student's parent/guardian that she/he may request a meeting, separate and apart from the IEP process, with appropriate school personnel to discuss the incident, including the student, staff involved in the incident, and an appropriate staff member not involved in the incident.

The school also must convene this meeting within two school days after the request and provide a written summary and any agreements/conclusions reached during the meeting to the parent and maintain a copy in the student's school records.

REVIEWING POLICIES AND PROCEDURES

Each year, by August 1, the Principal or designee must call a meeting of the Crisis Response team to monitor the execution of these policies and procedures, and to review:

- The number of incidents of time out and physical restraint in the previous year
- The total number of students involved in the incidents
- The total number of students with disabilities involved in the incidents
- Successes and growth areas in the execution of the Physical Restraint and Time Out Policies and Procedures
- Strategies for reducing and eventually *eliminating* the use of these interventions in accordance with the goals and benchmarks established by ISBE

Compliance

School staff shall employ physical restraints and time-outs in accordance with the requirements of this policy and the procedures and guidelines issued by the CEO or designee. These guidelines will include the process the Christopher House Elementary School will use to evaluate any incident that results in an injury to the affected student and an annual review of the use of time-out or physical restraint by Christopher House Elementary School Staff.

Employees that violate this Policy, or the procedures and guidelines issued by the CEO or designee, are subject to discipline in accordance with Christopher House's Prohibited Conduct and Formal Disciplinary Process.

Adapted from Chicago Public Schools Policy Manual, "Physical Restraints and Time-Out Policy"

ANTI-BULLYING POLICY

The Illinois General Assembly has found that a safe and civil school environment is necessary for scholars to learn and achieve and that bullying causes physical, psychological, and emotional harm to scholars and interferes with their ability to learn and participate in school activities. Bullying is linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping, and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Christopher House Elementary School to create a learning environment where all scholars feel safe and supported, are protected from bullying, and are able to succeed academically and develop socially and emotionally into responsible, caring individuals.

Christopher House Elementary School asks every scholar, with the support of their parent/guardian(s), guardian(s), and the adults at school, to commit to the following principles, which apply to everyone on school property and at school-related events:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include scholars who are left out.
- If someone is being bullied, I will tell an adult at school.

Bullying is contrary to State law and the policy of the non-sectarian nonpublic school and is consistent with subsection (a-5) of this Section [free exercise of religion]. Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution."

This policy is consistent with federal and State laws and rules governing student privacy rights, includes procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying and discussing, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures."

Definitions

BULLYING means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a scholar or scholars, and meets all of the following criteria:

An observed or perceived imbalance of power exists between the person(s) engaging in bullying behavior(s) and the targeted scholar (s); and/or scholar (s) were targeted based on prejudice or bias.

The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated act, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.

The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted scholar(s). The behavior has or can be reasonably predicted to have one or more of the following effects:

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

- Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidations, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative, not exhaustive.

CYBERBULLYING means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program. Retaliation means any form of intimidation, reprisal including but not limited to the submission of knowing false bullying allegations, or harassment directed against a scholar who reports bullying, provides information during an investigation, or witnessed or has reliable information about bullying.

PEER CONFLICT means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more scholars with relatively similar or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide scholars in developing new skills in social competency, learning personal boundaries, and peaceably resolving conflict, and to model appropriate social interactions.

PREJUDICE OR BIAS means motivation for bullying or harassment based in part or whole by actual or perceived race, color, religion, sex, national origin, or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group associated with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic.

RESTORATIVE PRACTICES means a continuum of school-based alternatives to exclusionary discipline that are:

- Adapted to the needs of the school and community
- Contribute to maintaining school safety
- Protect the integrity of a positive and productive learning climate
- Teach scholars the personal and interpersonal skills they will need to be successful in school and society
- Serve to build and restore relationships among scholars, families, school, and communities, and
- Reduce the likelihood of future disruption of balancing accountability with an understanding of scholars' behavioral health needs.

Preventing Bullying

The principal, associate directors, and all staff shall work to develop safe, supportive school environments that prevent bullying through:

- Developing supportive school climate strategies
- Teaching all scholars social and emotional skills through Responsive Classroom, Positive Discipline, the Second Step Curriculum, and other developmentally appropriate social emotional skill building
- Establish predictable responses and effective disciplinary practices (see code of conduct) that address root cause, teach skills, build empathy, and repair harm.
- Intervening to Address Bullying – all Christopher House employees, including security officers, lunchroom staff, and contractors who witness incidents of bullying or school violence or who possesses reliable information that would lead a reasonable person to suspect that a person is a target of bullying must intervene immediately in a manner appropriate to the context and ensure the safety of all people involved. They must also report the incident of bullying or retaliation to the principal or designee as soon as practicable but within 24 hours.

Reporting Bullying

Incidents of bullying may be reported to:

Michael Perez
Dean of Social Emotional Learning
mperez@christopherhouse.org
773-922-7500

Students are encouraged to report bullying to any Christopher House employee. Anonymous reports of bullying are accepted and may be submitted via Google Form however this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

[Anti-Bullying Report - Google Forms](#)

Addressing Reports of Bullying

Christopher House Elementary School staff will take the following steps when addressing reports of bullying:

- Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- Notifying the principal or school administrator or his or her designee of the report of the incident of bullying as soon as possible after the report is received.
- Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

If the report of bullying is determined to be founded interventions that can be taken to address bullying may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

Any scholar who is determined, after an investigation, to have engaged in bullying, intimidation, or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school discipline policy. Parents/Guardians of scholars who have engaged in the above behavior will be notified.

Any scholar making a knowingly false accusation regarding harassment may also be subject to disciplinary action.

Policy Evaluation

This policy contains a policy evaluation process to assess the outcomes and effectiveness of the policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The non-sectarian nonpublic school may use relevant data and information it already collects for other purposes in the policy evaluation. The information developed as a result of the policy evaluation must be made available on the Internet website of the school. If

an Internet website is not available, the information must be provided to school administrators, school board members, school personnel, parents, guardians, and students.

Adapted from Chicago Public Schools Anti-Bullying Policy. This policy is based on the engagement of a range of school stakeholders, including students and parents or guardians and is consistent with the policies of the school board, charter school, or non-public, non-sectarian elementary or secondary school.

SEXUAL HARASSMENT POLICY

We believe that our scholars should be able to be in an atmosphere free from all forms of harassment. Therefore, it is our policy to prohibit all types of harassment, including but not limited to harassment based on sex, race, color, religion, ancestry, national origin, sexual orientation, HIV or AIDS status, marital status, age or disability, or any other status protected by law. Accordingly - harassment, whether by anyone including an employee, a scholar or guest - will not be tolerated. Activities of this nature are unlawful and serve no legitimate purpose; they have a disruptive effect on our scholars' ability to perform and they undermine the integrity of the relationship. Harassment is verbal or physical conduct relating to an individual's status when this conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive academic environment
2. Has the purpose or effect of unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's academic opportunities

Some examples of conduct that may constitute prohibited harassment include slurs, jokes, cartoons, stereotypes, statements, etc. Specifically, examples of acts considered to constitute sexual harassment, include, but are not limited to the following: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: the purpose or the effect of such conduct is to substantially interfere with the affected individual's academic performance or to create an intimidating, hostile or offensive academic environment. Examples of unwelcome behavior that can be construed as sexual harassment include, but are not limited to: a) sexual advances; b) propositions; c) sexually suggestive gestures; d) sexual jokes; e) touching; f) physical assault; g) sexually explicit or suggestive objects or pictures; h) references to a person's body parts; requests for sexual activity; and/or i) sexually explicit conversation

Protection under Title IX, a federal law that requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

- Scholars are guaranteed freedom from sexual harassment and/or sexual violence.
- Scholars are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).
- If a scholar is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school and Office of Student Protections (OS) at 773-553-4400. If it is an emergency, call 911. Christopher House staff must take additional steps to report signs of scholar abuse including calling the Illinois Department of Student and Family Services and the Office of Inspector General.
- For scholars that are pregnant or parenting: They must be able to continue to attend classes and extracurricular activities while pregnant (without needing a doctor's note). They must receive an excused absence due to pregnancy or childbirth (with a doctor's note) Staff should not coerce scholars into attending another school due to pregnancy.

CONFLICT RESOLUTION

The Christopher House Elementary School principal is responsible for making decisions that are in the best interest of the school. Occasionally, a scholar may make a request and/or have an issue or grievance that he or she believes is not being addressed in a manner consistent with the philosophy of the school or its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

STEP ONE: The scholar presents their grievance or issue to the staff member with whom they have the conflict. The staff member should address the grievance, attempt to resolve it, and give the scholar a decision within a reasonable amount of time.

STEP TWO: If there is dissatisfaction with the decision or if it is not within the scope of the staff member's responsibilities to respond, the scholar should approach the principal. Following a review of the concern, the principal will confer and determine a response to the issue raised. The response is submitted in writing to the scholar with the explained decision.

STEP THREE: If the response given by the principal seems unreasonable to the scholar, they should then submit a written request for a hearing before the Chief Executive Officer. Following a review of the request and an investigation of the issue, the principal will schedule a meeting with the involved parties. After considering the contents of the written request for a hearing, information collected during the investigation, and information clarified during the hearing, the principal will communicate a decision in writing to all involved parties.

STEP FOUR: If the response given by the Chief Executive Officer seems unreasonable to the scholar, they should then submit a written request for a hearing before the Board. Following a review of the request and an investigation of the issue, the principal will schedule a meeting with the involved parties. After considering the contents of the written request for a hearing, information collected during the investigation, and information clarified during the hearing, the principal will communicate a decision in writing to all involved parties.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations:

- (1) to seek assistance with an emergency situation, or
- (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies. In an emergency situation, administrators must make reasonable efforts to notify parent/guardian immediately after contacting CPD.

Criminal Acts

When a scholar engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive scholar from the school in a non-emergency situation. In a non-emergency situation, administrators must make reasonable efforts to contact parent/guardian prior to contacting CPD.

School officials must assess the situation before determining whether to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the scholar distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD must be notified.
- Whether the scholar was in possession of a firearm. If so, CPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the scholar’s conduct,
- Whether the scholar presents an imminent danger to the health, safety, or welfare of others, and
- Once school staff members contact CPD, the responding police officers ultimately will determine whether to investigate, arrest, and/or take any other steps in response.
- School principals and staff do not have the authority to decide whether a scholar will be arrested. Moreover, responding police officers do not have the authority to decide whether a scholar will receive interventions or consequences at school.
- The school principal will use the SCC Policy to determine the appropriate intervention(s) and/or consequence(s) to address a scholar’s behavior.

GRADING POLICY

Grading Scale

A 100 – 90	Exceeds Standards
B 89 – 80	Above Standards
C 79 – 70	Meets Standards
D 69 – 60	Below Standards
F 59 or Below	Does Not Meet Standards

Teachers should go over grade reports with families at each report card conference and make sure that they are comfortable with the explanation of their scholar’s report.

Graded Work

Graded work should be returned to the scholar in a timely manner. We want to give Parents/Guardians the opportunity to monitor their scholar’s progress. Teachers should not hold graded work until report card distribution. Samples of work may be maintained in the scholar’s portfolio after copies are made by the teacher. The original work should always be sent home in the scholar’s folder.

Scholar Portfolio

Classroom teachers should create and maintain a portfolio for each scholar in their class. Portfolios should include artifacts from every subject area should reflect scholar growth throughout the year. Portfolios should be used to guide scholar lead conferences in all grades and may be sent home with scholars at the end of the year. Important documents such as end of year assessments should be photocopied and given to the next grade level at the end of the year.

Retention Letters

A retention letter must be completed at the end of the 2nd and/or 3rd quarters, as applicable, for all scholars who are receiving mostly Ds and Fs in literacy and/or math and/or have not made adequate progress on growth assessments. Parents/Guardians must sign the plan and a copy must be given to the principal by the second week of the next quarter.

Report Cards/Conferences

Report cards must be distributed every quarter on the designated days during Report Card Pick-Up. Grading systems must be approved by the principal at the beginning of the school year. Parents/Guardians should be notified prior to receiving report cards if a scholar is failing in core subject areas. (See Unsatisfactory Progress) Teachers must maintain a log of when all report-card conferences take place, with date and parent/guardian signature. Only one copy of each card will be printed. Teachers must try to schedule conferences with all Parents/Guardians at least once after conferences have ended and should note this communication on the log.

REPORT CARD PICK UP DAY IS ON THE SCHOOL CALENDAR AND ARE DETERMINED AT THE BEGINNING OF THE YEAR. ALL STAFF ARE EXPECTED TO BE PRESENT FOR REPORT CARD PICK UP DAYS.

Unsatisfactory Progress

If there is a possibility that the scholar will not be promoted, a notice letter (provided by the principal) must be sent home at the end of the 2nd and/or 3rd quarter (as applicable to progress). The principal must receive a copy of the letter prior to giving it to Parents/Guardians on Report Card Pick-Up. A signed copy must be on file and a conference must be held with the Parents/Guardians to discuss the next steps. **The scholar MUST have been in MTSS for no less than two months prior to the notice letter being delivered. The MTSS plan must be shared with the principal, case manager as applicable, and with parent/guardian before, during, and when any changes occur to the scholar's MTSS plan.**

Assessments

Assessments will take place throughout the school year.

- FastBridge Reading and Math 3x per year (Fall, Winter, and Spring) for scholars in grades 2nd-8th Grade
- IAR 1x per year (Spring) for scholars in grades 3rd to 8th grade.
- Formative and Summative assessments for each class as per teacher.

CHES SPECIAL EDUCATION RECORDS MAINTENANCE POLICY

Category of Records

PERMANENT STUDENT RECORDS

Permanent student records consist of the following, whether in paper or electronic form:

- Student Elementary School Transcript (including grades and attendance);
- Student High School Transcript (including grades and attendance);
- Student Health Record (consisting of health records required for enrollment and continuing enrollment, e.g. immunization, health exams, vision, and dental exam);
- Student Registration Card;
- Student test scores received on all state assessment tests administered at the high school level; and
- Copy of the original certified copy of the student's birth certificate

TEMPORARY STUDENT RECORDS

Temporary Student Records consist of any documents or data records, whether in paper or electronic form, directly related to a particular student and of clear relevance to the education of the student, that do not otherwise qualify as a Permanent Student Record. Temporary Student Records include, but are not limited to, a student's cumulative record card, enrollment records, elementary school state assessment scores, special education records (as defined below), bilingual education records, program participation records, records of serious disciplinary infractions, DCFS reports, reports of a serious injury, and other information and correspondence of clear relevance to the education of the student, including electronic correspondence (e.g. email). Temporary Student Records do not include: personal notes created by a teacher or other school personnel for their exclusive use unless, pursuant to state law, such notes are disclosed for purposes of serving the student's needs at school, (ii) information or records maintained by school law enforcement and safety personnel, and (iii) records maintained to manage school or District operations and otherwise subject to the Board's Records Management and Retention Policy.

TEMPORARY SPECIAL EDUCATION RECORDS

Temporary Special Education Records consist of any documents or data records, whether in paper or electronic form, related to the identification, evaluation or placement of a student's Individual Education Plan (IEP) or 504 Plan.

Student Record Retention Periods

To administer state requirements to retain Permanent and Temporary Student Records (as defined above) for specified minimum time periods, the following retention requirements, based on student's date of both, are in effect:

STUDENT GRADE LEVEL	RECORD CATEGORY	MINIMUM RECORD RETENTION PERIOD	DESTRUCTION AUTHORIZED WHEN
Elementary and High School	Permanent Student Records	82 years after the students' date of birth	Student Age- 83*
Elementary and High School	Temporary Special Education Records	27 years after the students' date of birth	Student Age-28*
High School	Temporary Students Records	27 years after the students' date of birth	Student Age-28*
Elementary	Temporary Students Records	20 years after the students' date of birth	Student Age-21*

*Computed by taking the highest student age (15 for elementary student, 22 for high school student) + 5 years for temporary records or 60 years for permanent records + one additional year as the Local Records Commission recognizes completed years only.

Additionally, “convenience copies” of IEPs are destroyed when they are outdated or no longer needed. They must be shredded when a teacher no longer has an educational interest in the student, when they are outdated, or at the end of the school year.

Records Maintenance During the Retention Period

Each District School Principal must designate a school records custodian or coordinator who is responsible for the maintenance, care, security, and proper disposal of Student Records, whether the records are in their personal custody or control. To facilitate retention for the required duration, the school records custodian should separate Permanent Student Records from Temporary Student Records for storage and maintenance purposes. The principal of each District School or designee must ensure that school staff are informed about this Policy and comply with its requirements.

Confidentiality

The district school, including all employees, must take appropriate measures to ensure the confidentiality of a student's temporary and permanent records to prevent the unauthorized access or release of Student Records.

- The school district must not disclose or release Student Records or information to any third party except as provided in the Board's Policy or Parent and Student Right of Access to and Confidentiality of Student Records, the Illinois School Records Act, the Family Educational Rights and Privacy Act (FERPA), and related regulations.
- The school district must maintain heightened security for any Student Records that contain highly confidential information, such as social security numbers, medical information, or clinical information. Student Records that contain social security numbers must be maintained separately in a secure manner in accordance with the Board's Social Security Number Protection Policy. Student Records created by school nurse, social worker, counselor, or psychologist that are governed by the Mental Health and Development Disabilities Confidentiality Act (“MHDDCA”) must be maintained separately with heightened security measures in accordance with established protocols and the release of such records is subject to the terms of the MHDDCA.

Student Transfers

District Schools must satisfy the following requirements when a student transfers to another school. Records for those students projected or planning to transfer may not be sent to the projected new school until the student's transfer has been verified or confirmed by the student's new school. Once a transfer has been verification/confirmation is received from the student's new school and records are sent, the District School sending records must log the transmittal of records in accordance with the guidelines issued by the District's Records Management Unit which are available on the District's Records Management Knowledge Center Page and follow the procedural notices for recording Student Record transfers in the District's student information system.

- In-District Transfer. District Schools must send the original Temporary Student Records and the student health record folder to the student's new District School.
- Out-of-District and Private School Transfers. District Schools must send an official copy of the student transcript as well as photocopies of the Temporary Student Records and student health records requested by the student's new out-of-district or private school and must maintain all original records for the duration of the required retention period. Original records must be retained by the sending District School and may not be sent to the out-of-district or private school. Non-CPS charter schools are considered out-of-district schools for purposes of this Policy.

- CPS Charter Transfers. District Schools must send an official copy of the student transcript as well as the original Temporary Student Records and the student health records requested by the student's new CPS charter school. District Schools must make copies of all existing Student Records prior to transmission to the CPS Charter School. District Schools must maintain these copies as original records for the duration of the retention period.
- Electronic Transfer and Release of Student Records. When a student transfers to another District School, the student's record that is available in the district's student information system will become accessible to the student's new District School.

Records of Release

The records custodian or coordinator at each District School must maintain a record request log which records each release of Student Record information to an authorized third-party.

Year-End Requirements

To ensure compliance with permanent record obligations, the district school must follow the year-end requirements issued each spring for generating record copies of student transcripts for students who graduate, withdraw, transfer to another school, or otherwise cease to be enrolled.

Long-Term Storage and Maintenance

To improve efficiencies and facilitate access to record for students with current enrollment in a District School, a District School should send the records for students who have transferred, graduated, or otherwise withdrawn from their school to the district's offsite storage facility for the remainder of the retention period.

Student Enrollment History

To help improve efficiency and to ensure that requests for student records can be completed, the electronic enrollment history for students who have an electronic enrollment history should be maintained.

Electronic Student Record Information

To ensure that Student Records remain accessible and usable during the retention period, the District School must follow the guidelines and requirements issued by the Chief Executive Officer or designee and the Records Management Unit, which may include the requirement to print Student Records from the District's student information system. In addition, email messages and attachments and other electronic communications that contain information about an individual student may meet the definition of a Student Record and those electronic communications must be printed out and retained in the appropriate Student Record.

Records Disposal

- Disposal Protocols. Before eligible records may be disposed of, the school district must request the District's Records Management Unit to authorize the disposal of eligible records and make all related filings with the Commission. The school district must not discard, delete, or otherwise destroy District Records. Including Permanent or Temporary Student Records, without proper approval and must follow established protocols for the appropriate method of destruction to ensure confidentiality is not breached.
- Unauthorized Destruction of Records. The district school, including administrative office employee, officer, temporary employee, intern, vendor, consultant, contractor, authorized agent, or volunteer must take appropriate measures to ensure District Records, including Student Records, are not mutilated, destroyed, transferred, removed, or otherwise damaged or disposed of, in whole or in part,

without proper approval and shall follow protocols established by the District's Records Management Unit for the appropriate method of destruction. Protocols for the retention and scheduled and/or automatic deletion of some records maintained electronically, including, but not limited to, email messages and attachments, chat and instant messages, calendars, and records maintained in licensed third-party applications and databases, on network servers, and in cloud storage may be implemented for the district in accordance with technology provisions, record retention requirements, and Commission approval. The accidental loss or destruction of District Records, including Student Records, must be reported and remediated in accordance with the Board's Records Management and Retention Policy.

- **Administrative Copies.** Additional copies of Permanent or Temporary Student Records that are kept for administrative convenience may be destroyed at any time without prior approval if the copy is shredded to ensure the confidentiality of the record information is protected.

Required Student Notifications

The District School must provide a Notice of Student Record Retention and Disposal to all graduation students and students who withdraw or transfer from their school during the school year. The Notice of Student Record Retention and Disposal is available on the District's Records Management Knowledge Center Page.

SOCIAL-EMOTIONAL LEARNING

Responsive Classroom

Responsive Classroom (K-8th): Our responsive classroom approach will help our scholars build academic and social-emotional competencies day in and day out. At the heart of the Responsive Classroom approach are ten classroom practices:

- **SEL Classroom time:** Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- **Rule Creation:** Helping scholars create classroom rules that allow all class members to meet their learning goals.
- **Interactive Modeling:** Teaching scholars to notice and internalize expected behaviors through a unique modeling technique.
- **Positive Teacher Language:** Using words and tone to promote scholars' active learning and self-discipline.
- **Logical Consequences:** Responding to misbehavior in a way that respects scholars, guides them to recognize the effects of their actions, and helps them develop internal controls.
- **Guided Discovery:** Introducing materials using a format that encourages creativity and responsibility.
- **Academic Choice:** Increasing scholar motivation and learning by allowing scholar /teacher-structured choices in their work.
- **Classroom Organization:** Setting up the physical room in ways that encourage independence, cooperation, and productivity.
- **Working with Families:** Inviting families' insights and helping them understand the school's teaching approaches.
- **Collaborative Problem Solving:** Using conferencing, role playing, and other strategies to resolve problems with scholars. This will be led by the CH SEL team.

Teachers and staff are trained to use creative instructional strategies to build community and teach behaviors consistent with our Christopher House core values and expectations including:

- Teach and practice each expectation -- what it looks and sounds like.
- Practice the expectations in the setting where the behaviors are expected to occur (i.e., cafeteria, hallway, office, classroom, etc.).
- Write songs, raps, and poems regarding school-wide expectations.
- Videotape scholars role-playing the school-wide expectations to share with other classes and new scholars.
- Review during daily community meetings.
- Video or conduct assemblies where teachers are role-playing school-wide expectations.
- Learn and use restorative justice practices to build community and resolve community conflict.

Second Step

The *Second Step* program is about building a strong foundation for a new generation of socially and emotionally savvy scholars. Through the program, our scholars will gain the skills and know-how to be kind, caring, and responsible members of society. With age-appropriate lessons, the Second Step Program for K–5 features catchy songs, fun games, and other engaging activities that develop social-emotional skills. Scholars learn how to make friends, manage their emotions, solve problems, and deal with peer pressure. Teachers are required to utilize this curriculum on a weekly basis in their classroom.

Positive Discipline

A discipline model used by schools, and in parenting, that focuses on the positive points of behavior, based on the idea that there are no bad scholars, just good and bad behaviors. You can teach and reinforce the good behaviors while weaning the bad behaviors without hurting the scholar verbally or physically. People engaging in positive discipline are not ignoring problems. Rather, they are actively involved in helping their scholar learn how to handle situations more appropriately while remaining calm, friendly, and respectful to the scholars themselves.

The Devereux Student Strengths Assessment (DESSA) Comprehensive System

The DESSA Comprehensive System is a two-part system designed to help school and after-school program staff promote the healthy social-emotional development of all scholars. First, use the universal screener, the DESSA-mini, to evaluate all scholars in your class. Then administer the DESSA to those scholars identified as at risk for social-emotional difficulties. The DESSA is a thorough assessment of social-emotional competencies that provides a variety of tools to chart and communicate results, monitor progress, and evaluate outcomes. Teachers are required to administer three assessments per scholar each school year.

Restorative Justice

Restorative Practices are ways of pro-actively developing relationships and community and repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems.

Peace Room

The Peace Rooms as a hub for restorative practices and interventions including restorative conversations, peace circles, and re-entry circles (i.e., circles for students returning from a suspension). Using a discipline referral process, staff members refer a student to the Peace Room for classroom disruptions, negative interactions, or physical or verbal altercations. Additionally, students may elect to go to the Peace Room for a variety of reasons, including to process grief over the loss of a family member; seek support on how to navigate difficult relationships with peers, teachers, or family members; or discuss personal problems. Increasingly,

schools are seeing the value in and using Peace Rooms for trauma-informed practices, including individual and group therapy or mindfulness activities such as yoga, drumming, and meditation

OBJECTIVE: A safe space for emotional well-being, conflict resolution, and personal growth.

- Emotional Regulation: calm down and regain balance.
- Conflict Resolution: Mediation and guided conversations.
- Skill Development: Learn coping strategies and communication skills.
- Quiet Time: Reflect and decompress.

Class Catalyst 3rd-8th

Class Catalyst offers an online tool for scholars and teachers to self-assess their readiness for instruction. Each participant receives suggested activities to regulate energy and increase preparedness.

Success Bound 6th-8th Grades

Success Bound is a program that provides teachers and scholars with resources to set scholars on a path for success for high school, college and beyond. It focuses on how attendance and grades are critical factors in preparing scholars for success along with development of important skills such as self-advocacy, time management, and vision setting.

VIDEO POLICY

Watching movies should not be a regular classroom practice and movies used solely for entertainment purposes are not permitted during regular school hours. If a teacher wants to incorporate the use of a movie that uses real-life images (not cartoons) and it is developmentally appropriate for the scholars, they must have approval from the principal in advance. Parents/Guardians will be notified in advance of the title of the movie and of the rating. Any approved movie should be pre-screened by staff before showing it to scholars. If any parent/guardian has any concerns of the movie that is being viewed an activity will be scheduled in another classroom during that time.

SCHOLAR TECHNOLOGY POLICY

At the beginning of the school year, Christopher House will assign a Chromebook to each scholar grades 1st-8th. Scholars will have access to device during the school day only. Each Chromebook will remain the property of the school and is for use by the scholar until the end of the current school year, at which time the Chromebook will be returned in working condition to the school.

This acceptable use policy for scholars sets forth the governing standards of the school for authorized users to access local, state, national, and international sources of information through the following:

- Internet
- The Christopher House network.
- Computer and electronic mail (e-mail)
- Christopher House issued computers

This policy sets forth the rules under which scholars may continue their access to and use of these resources. It promotes the ethical, legal, and school-related use of the Internet, Christopher House network, electronic mail, and computer access, and is in compliance with the Scholar's Internet Protection Act.

Access to the Internet, Christopher House network, and computer and electronic mail is a privilege that is provided to scholars for educational purposes. These resources provide scholars with effective means of communication and research and should be used in a manner that does not violate the Christopher House school policy and regulations established by the Christopher House Board of Directors.

General Provisions

AUTHORIZED USERS

Christopher House provides computers and network capabilities to scholars for the purpose of enhancing instruction through technological resources. Christopher House uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. Christopher House may make Internet access to e-mail available to scholars on the Christopher House network as an educational resource. It is a general policy of Christopher House to promote the use of computers in a manner that is responsible, legal, and appropriate. Scholar use of the Christopher House network is a privilege. A scholar's failure to adhere to the policy will result in the revocation of the scholar's access privileges. Should a scholar's access privilege be revoked, there shall be no obligation on the part of Christopher House to provide a subsequent opportunity for access to the Christopher House network.

Christopher House uses filtering software to screen Internet sites for materials that are obscene, pornographic, or harmful to minors. The Internet is a collection of thousands of worldwide networks and organizations that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk, and Christopher House, and the Chicago Public Schools (CPS), and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a scholar gains access to inappropriate, obscene, pornographic, and/or harmful material, Christopher House, CPS, and the City of Chicago will not be held liable. To minimize these risks, your use of the Internet, the Christopher House network, and computer and electronic mail is governed by this policy.

USE OF INTERNET, COMPUTER ACCESS AND ELECTRONIC MAIL

Improper use of the Internet, computer access, and electronic mail is prohibited. Uses of the Internet computer access and electronic mail that are prohibited include the following:

- Use of the Christopher House network for, or in support of, any illegal purposes.
- Use of the Christopher House network for, or in support of, any obscene or pornographic purposes; this includes the retrieving or viewing of any sexually explicit materials, failing to use the Internet, computer access, and email in a manner consistent with this policy.
- Violation of any provisions of Illinois School Scholar Records Act, which governs scholars' right to privacy and the confidential maintenance of certain information including, but not limited to, a scholar's grades and test scores.
- Use of profanity, obscenity, or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities.
- "Reposting" or forwarding personal communications without the author's prior consent.
- Copying commercial software in violation of state, federal, or international copyright laws.
- Using the Christopher House network for financial gain or for the transaction of any business or commercial activities.

- Plagiarizing (claiming another person's writing as your own) any information gained on or through the Christopher House network or any other network provider.
- Using the Christopher House network for political lobbying.
- Intentionally disrupting the use of the Christopher House network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in "hacking" of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information.
- Providing access to the Christopher House network to violate any provisions of the Christopher House Approach to Guidance and Discipline.
- Using a modem to dial into any online service provider or Internet Service Provider (ISP) or connect through a Digital Subscriber Line (DSL) while connected to the Christopher House network, as this poses a security risk to the Christopher House network.

General Information

All scholars and parent/guardian must sign a Technology and Internet Policy before scholars are permitted to use any school technology equipment. The privilege of using the Christopher House network is that it is free to scholars of Christopher House. The scholar to whom an account on the Christopher House network is issued is responsible, at all times, for its proper use. A responsible scholar of the Christopher House network:

- May keep a free account on the Christopher House network as long as he or she is a scholar in Christopher House.
- May use the Internet to research assigned classroom projects.
- May use the Internet to send e-mail to other users of the Christopher House network and to people around the globe, so long as it relates to projects assigned to the scholar by school staff.
- May use the Internet to explore other computer systems, so long as it relates to projects assigned to scholars by school staff.
- Does not give their password to another person.
- Understands that none of their communications and information accessible through the Christopher House network is considered private or confidential, and Christopher House reserves the right to access all user accounts, at any time, including scholar e-mail.
- Understands the policy before logging on.
- Understands that if the policy is violated, the scholar's account on the Christopher House network will be revoked.
- Understands that if he or she is removed from Christopher House network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the principal of the school; the principal's decision shall be final.
- Understands that if he or she is removed from the Christopher House network, there shall be no obligation to provide a subsequent opportunity to access the Christopher House network.

Waiver of Privacy, Monitoring, Enforcement

Users do not have a personal privacy interest in anything created, received, or stored on the Internet, Christopher House network, or electronic mail systems, as these systems are neither secure nor private. Users expressly waive any right to privacy in anything created, stored, and/or received while using Christopher House computer equipment or Internet access. Users consent to allow Christopher House personnel to access and review all materials created, stored, sent, or received by the scholar through any of the Christopher House network or Internet connections. Christopher House has the right to monitor and log any and all aspects of its computer system including, but not limited to, monitoring Internet, Christopher House network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes consistent with this policy.

Damaged Chromebooks

REPAIRS

Scholars with damaged or malfunctioning Chromebooks must report the damage to their classroom teacher. This includes, but is not limited to: Chrome OS, battery issues, loss of internet connectivity, failure of apps to launch, etc. Christopher House staff will document the problem, and the Operations department will collect the device for repair. If deemed necessary, a loaner device will be issued if one is available. The loaner device will be the scholar's responsibility while in their possession, with the same guidelines listed for the device checked out to them.

A committee will determine whether the damage was intentional or accidental. If the computer is determined to have physical damage beyond normal wear and tear, families will be given one replacement free of charge. If a second repair is required due to abuse or neglect of the device, the scholar's family will incur a fee for any necessary repairs, not to exceed the cost of the Chromebook per incident. The school may also refuse to provide a loaner or reissue a Chromebook in certain circumstances.

Examples of damage beyond normal wear and tear include but are not limited to:

- Cracked or broken screen
- Keys missing from computer
- Charger with broken wire
- Evidence of a computer being dropped
- Cameras damaged or removed

FEES/FINES

The original manufacturer warranty will cover any hardware/software repairs, not due to misuse or intentional damage (1 year from District purchase date). However, any deliberate damage to the device may incur a fee. Fines may be imposed as the circumstances may warrant at the discretion of the Christopher House. Multiple incidents of accidental damage may cause the scholars to lose the privilege of using a device and may also result in disciplinary action. Intentional or malicious damage to any Chromebook will result in the scholar losing the privilege of being issued a machine in addition to disciplinary action as determined by building or district administration. Intentional or malicious damage may also result in the scholar being held responsible for the cost of the repair not to exceed the replacement cost of the Chromebook per incident. All damage to screens and detached keys will be considered intentional damage due to failure to follow proper care guidelines as addressed above.

If there is a second instance of a scholar's Chromebook being damaged intentionally or accidentally, misused, or lost, the scholar's family will be subject to the estimated repair/replacement fees listed below:

Item	Replacement/Repair Cost
Full Replacement	\$350
Screen	\$95
Charger	\$40
Bezel	\$20
Keyboard	\$48
Camera	\$50

Remote Learning Technology Policy

In the event of remote instruction, every scholar will be able to take their assigned Chromebook and charger home with them. The Parent/guardian of each scholar will sign a Technology Agreement. Upon return to in-person instruction, teachers will be responsible for ensuring that all devices and chargers are returned to the classroom and reaching out to the Parent/guardian of any scholar who does not return their device.

DEVICE TROUBLESHOOTING DURING REMOTE INSTRUCTION

If the scholar has an issue with the device the Parent/guardian must follow this protocol:

- Contact their assigned family advocate to schedule a time for them to call the Impact Helpdesk with the parent/guardian on a 3-way call.
- Make sure to have the computer tag number available
- Make sure the parent/guardian can describe the issue
- The Impact Helpdesk will either help solve the problem or direct the parent/guardian to ask for a replacement.
- If the parent/guardian needs a replacement, the family advocate will contact the Associate Director of School Operations to arrange an exchange. (Please Note: no computers will be exchanged without an appointment previously set up)

CLASSROOM ENVIRONMENT GUIDELINES

Core Values

The Core Values are to be posted in every room and taught explicitly during the Opening Weeks of School, during morning and sunset meetings, and throughout the course of the school day. Use the language of the values with scholar often. Scholars should be able to talk about the values in an age-appropriate manner from August on.

The Christopher House Core Values are:

- Commitment to Excellence
- Achievement and Perseverance
- Respect and Compassion
- Equity

Scholar of the Month

To promote and celebrate choices that align with the CHES Core Values, Christopher House Elementary School will explicitly teach the values daily and celebrate scholars who demonstrate them. In the elementary school each month, each classroom must choose one Scholar of the month. The Scholar of the month should wear the medal except when doing physical activities. A Scholar of the month chart must be posted in each classroom and list the name of the scholar and the core value they were chosen for demonstrating. Teachers should preserve these posters until the conclusion of the school year for reference.

Classroom Organization

Classrooms should be attractive, motivating and stimulating to promote scholar learning. Classroom environments should be representative of the interesting educational activities that are taking place. All classrooms are to have learning centers, including classroom libraries, media centers, writing centers, math

centers, and where appropriate, centers for science, and social science. Scholars are to actively engage in these areas throughout the school day.

Each classroom should have an *area in which authentic work is displayed*. Posted scholar papers should be changed frequently to reflect current work to give every scholar an opportunity to have their best work displayed.

Classrooms should offer flexible seating to accommodate a variety of scholar needs. This may look different in the lower grades than the upper grades, but all scholars should be given the opportunity to choose their preferred seating in their classrooms. Teachers should provide scaffolding and support to scholars who may need extra guidance surrounding flexible seating arrangements. While a scholar may need an assigned seat at times, teachers should not permanently assign a seat to a scholar unless it is documented in their behavior plan.

Bulletin Boards

Bulletin boards are to be high-quality displays of scholar work and reflect the instruction taking place in the classroom and the school. Hallway boards are to be labeled with classroom name, grade level, and include the Unit Big Idea or Question. Bulletin boards should be grade/age appropriate and spotlight current scholar work. They should also be attractive, stimulating learning centers, not mere decoration. Boards should showcase the process of learning, be current, appropriate, and showcase scholar authentic work only. A cross-section of all scholars should be represented, and all hallway boards must be changed monthly. The Christopher House Bulletin Board Guidelines must be adhered to.

Classroom Libraries

The classroom library should be easily identified and contain a variety of books. The classroom library must be a functional-working lending library. There should be a system in place to monitor the use of the books and to record the books that scholars have read with writing activities. Books **MUST** go home with scholars on a regular basis from the classroom library.

Animals on School Property

To ensure scholar health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a scholar or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for scholars, provided that:

- Healthy household pets that present no danger to scholars are permitted on the premises unless prohibited by local health regulations.
- A licensed veterinarian shall certify that dogs and cats have been inoculated against rabies. This certification shall be obtained when the animal is acquired (if four months of age or older) as required by 8 Ill. Adm. Code 30, Animal Control Act.
- Gerbils, hamsters, and guinea pigs which appear healthy are permitted on the premises.
- All animals shall be physically separated from scholars both indoors and outdoors except as a portion of a specifically planned program activity under the direct supervision of a staff member.
- Immediate treatment shall be obtained for any scholar who sustains a bite or scratch from an animal, and the scholar's parent/guardian shall be notified. In addition, the school shall notify the county animal control administrator or designated agent and follow the provisions of the Illinois Animal Control Act [520 ILCS 5].
- Animals and/or pets shall be properly housed, fed, and maintained in a safe, clean, and sanitary condition at all times.

- Domestic animals, birds or fowl shall not be permitted at any time in areas where foods are prepared or maintained.
- A responsible staff person shall be assigned to the care of any animal or pet on the premises.
- The school shall be free of stray animals which may cause injury and/or disease to scholars.
- Staff must ensure that any scholar who is allergic to a type of animal is not exposed to that animal.
- The presence of monkeys, ferrets, turtles, iguanas, psittacine birds (birds of the parrot family) or any wild or dangerous animal is prohibited in the school.
- Small mammals that require daily care (including gerbils, hamsters, guinea pigs, etc.) may not be left unattended over weekends, holidays, or school breaks.
- Classroom fish tanks that are left unattended for longer than a weekend must be fitted with a vacation feeder. Fish tanks should not be left unattended for periods exceeding one week.

Birthdays, Invitations, and Gifts

Party invitations or gifts for classmates should not be distributed unless there is one for EVERY scholar in the classroom. Items such as these are of a personal nature and should be given to the parent/guardian of the scholar directly.

OUTDOOR ACTIVITY POLICY

Scholars of all ages enjoy and benefit from playing outdoors in all except the most extreme weather. Although “extreme” weather varies according to what most people are accustomed to, general standards set the parameters for outdoor safety in warm and cold weather. It is Christopher House Policy that all scholars will participate in some outdoor activity unless there is inclement weather or a medical condition that prevents the scholar from outdoor activity. Staff and scholars alike will feel refreshed when fresh air is part of their daily routine.

Cold Weather

Scholars of all ages enjoy and benefit from playing outdoors in all except the most extreme weather. The following are CHES parameters for scholars to have outdoor recess.

- Above 32° F with or without wind chill: Recess should be held outdoors.
- Between 31° F and 150 F with or without wind chill: Principal discretion.
- Below 15° F with or without wind chill: Recess should be held indoors.

All scholars should have warm coats, caps, scarves and gloves or mittens.

Warm Weather

Warm weather presents different concerns for outdoor play. Scholars are easily burned by the hot sun or contact with hot surfaces such as sand, asphalt, and playground equipment. Dehydration and related illnesses can occur. There are also harmful effects from air pollution, which can cause illness. The following are CHES parameters for scholars to have outdoor recess.

- Heat index of 90° F or below: Recess should be held outdoors.
- Heat index between 91° F and 94° F: Principal discretion.
- Heat index above 95° F: Recess should be held in a cool location.

Recess Best Practices

- Recess is free time with a purpose.
- Establish recess goals and behavior expectations.
- Recess is a seamless part of the school day.
- Establish recess routines and procedures that are clear and communicated.
- Recess is organized.
- Establish activity zones in the play space.

Outdoor recess (rooftop/parking lot)

- Recess monitors should report to their posts in a timely manner.
- Recess monitors should ensure that one staff member has radio access at all times.
- Recess monitors should ensure all materials for recess are sanitized and readily available for scholars to use.
- Recess monitors should ensure that first aid supplies are readily available
- Recess monitors should create activity zones for scholars to engage in.
- Recess monitors should review recess behavior expectations with the scholars.
- Recess monitors should move around the recess area to ensure scholars are safe.
- Recess monitors should complete incident/accident reports when needed and inform admin/teacher regarding any behavior challenges during recess.
- Recess monitors should use a bathroom pass system for allowing scholars to use the restrooms (when possible, classroom teachers should ensure that scholars use the restrooms prior to recess).
- At the end of recess, monitors should have scholars line up to wait for their teacher to pick up the class.
- Classroom teachers should pick up their classroom after recess in a timely manner and ensure that the transition back to the classroom is smooth and orderly.
- Recess monitors should sanitize shared equipment prior to the next recess period.

Inclement weather recess (in-classroom)

- Recess monitors should report to their posts in a timely manner.
- Recess monitors should use the materials provided in their “classroom recess” bags.
- Recess monitors should review recess behavior expectations with the scholars.
- Recess monitors should complete incident/accident reports when needed and inform admin/teacher regarding any behavior challenges during recess.
- At the end of the recess period, monitors should sanitize and put away all materials back into their “classroom recess” bags.

FIELD TRIP POLICY

Cultural and educational field trips are scheduled throughout the school year. Field trips are planned to enhance scholars’ educational process and must be relevant to what is being studied at the time the field trip is planned. Field trips are scheduled on school days and are, therefore, not optional. Scholar activity fees will cover the cost of two field trips. If additional field trips are scheduled, fees may apply. If a scholar is not in good standing (see Approach to Guidance and Discipline section), they will not be permitted to attend the field trip. Instead, the scholar will remain back at school to do work.

All standards of behavior that apply to scholars when they are in school apply when they are on field trips. All parent/guardian volunteers who attend trips should be treated with the same courtesy and respect as

teachers. If a scholar does not uphold our core values, he or she may not be permitted to attend a field trip. If a field trip is scheduled while school is in session, the scholar is still required to attend school. Failure to come to school will result in the loss of the privilege to attend the next field trip and a mandatory parent/guardian conference. Permission slips from parents/guardians must be signed and returned to the classroom teacher before a scholar may participate in the field trip.

Field Trip Procedures

The purpose of these procedures is to help ensure the safety of all scholars, staff and volunteers by effectively eliminating and/or reducing loss exposures and risks. Christopher House Elementary School teachers and staff organizing, and supervising field trips must refer to and comply with all procedures. A “field trip” occurs when scholars leave school grounds for an educational purpose. It is a trip for the purpose of:

- curriculum-related study (part of the classroom educational experience)
- extracurricular athletic activities
- part of a school-sponsored club
- recreational school-sponsored activities

A field trip is school sponsored if school funds pay for the activity, it is part of the educational process, or it is supervised or staffed by Christopher House employees.

Types of field trips include the following:

- Day field trips
- Walking field trips around the neighborhood or to a local park
- Recurring field trips (same activity on a regular basis, such as sports games)

Description of Proposed Field Trip Activities

When planning a field trip, Christopher House Elementary teachers and staff should submit a full description of the proposed field trip activity to the principal for approval. A full description of the proposed field trip activity includes the following:

1. Sponsoring staff member(s)
2. The educational purpose/benefit of the activity
3. Detailed information on the activities in which the scholars will be participating
4. The date and time of the trip
5. Field trip destination
6. Estimated number of scholars and chaperones to attend field trip
7. Means of transportation identified (school bus preferred)
8. Means of providing food to scholars
9. Estimated costs and funding sources
10. Provided alternative to field trip for scholars not attending the field trip
11. Student health related information and medication requirements and any other special scholar needs

Activities to Avoid

Some activities provide unusual risk to staff and scholars involved. When planning a field trip, teachers and staff should consider if the curriculum objectives are worth the potential risk involved. Potential activities to avoid include:

- Air or flight activities, including airplane flying, hang gliding, helicopters, hot air ballooning, parasailing, skydiving, and parachuting
- Motorized races and contests, including auto racing, and go-cart racing.
- Water activities: jet skis, canoeing, kayaking, wind surfing, power boat racing, private swimming pools, swimming in lakes and rivers, scuba diving, snorkeling, surfing, water slides, water parks or other similar activities (except a properly insured commercial passenger boat).
- Amusement Park activities: amusement or carnival rides, bungee jumping, dunk tanks, fairground activities, food eating contests, moonwalks, mud wrestling, Wild West shows, mechanical bull riding.
- Animal activities: horse riding, pack animal trips, saddle animals, snake handling, un-caged wild animals, petting zoos.
- high-impact aerobics, archery, martial arts, boxing, rugby, snow skiing, snowboarding.
- Wilderness activities: mountain climbing, rock climbing, spelunking (cave exploring), rappelling, wilderness survival, orienteering and search and rescue
- Other high-risk activities include bonfires, fireworks, glassblowing, haunted houses, unicycles/scooters, violent arcade games, trampolines, using firearms of any type including air guns and paintballing, and student cooking.

Chaperones

Always ensure supervision of scholars by an adult. The ratio of chaperone to scholars is:

- Kindergarten-4th Grade: 1 chaperone for every 4 scholars.
- 5th-8th Grade: 1 chaperone for every 6 scholars.

Each chaperone is directly responsible for their group of scholars. Parents/Guardians who volunteer as chaperones for field trips will be asked to arrive at school 30 minutes before the bus is scheduled to leave so that they can meet with an administrator to review rules and procedures. Each group will follow the direction and guidelines set forth by the school and classroom teacher on the trip.

Chaperone Background Checks

Prior to being able to volunteer as a chaperone for a field trip, parents/guardians must fill out and sign a Fingerprinting Background Investigation Authorization & Release Form and have their fingerprints taken at an approved location. Instructions will be provided by CHES administration. Parents/guardians can only count towards the chaperone ratio and be approved to supervise scholars on their own if Christopher House receives a CLEARED background check for the individual. Parents/guardians who do not obtain a background check or whose background check is NOT CLEARED will still be able to attend field trips but will not be allowed to be unsupervised around scholars.

Scholar Safety and Supervision During Field Trips

Field trips, excursions, and outdoor activities are a part of the educational experience of scholars. As these events are out of the ordinary, and off-site locations expose scholars to potential hazards that are not present in the usual school environment, additional safeguards must be used for the protection of scholars.

Christopher House Elementary School teachers and staff have the following duties to help ensure the safety of all scholars, staff, and volunteers:

- Provide proper supervision
- Ensure access to safe facilities and equipment
- Provide prompt and appropriate care in the event of injuries or incidents during a field trip
- Establish a process for regular accounting for all scholars periodically and when activities change (gathering for lunch, before and after bathroom trips, before boarding the bus to return).

- Establish a meeting point for the groups to gather at the end of the field trip before boarding the bus to return, or for scholars to return to in the event they are separated from the group.
- For supervision purposes, each bus should have at least one staff member or chaperone other than the driver.
- At least one chaperone on the field trip should be First Aid/CPR certified.
- Staff and chaperones should be familiar with field trip specific emergency procedures, how to get assistance, and who to contact in the event of an emergency.
- The classroom's first aid kit and a copy of each scholar's emergency contact card must be in the possession of staff during the field trip.
- Staff must coordinate with the school nurse to ensure they bring scholars' medication, inhalers, EpiPens, etc. during the field trip and that they are returned to the nurse's office after the field trip.
- An excursion sheet should be filled out with the names of the scholars attending the field trip, name of supervising staff, the destination of the field trip, departure and expected return time to school, and a phone number where the supervising staff can be reached during the field trip. The excursion sheet should be left at the main office prior to the group leaving on the field trip.

Transportation

SCHOOL BUS

Scholars who are transported on a school bus should be supervised by at least one staff member or chaperone. Staff can request bus transportation support from the CHES office manager or an administrator.

WALKING

For walking field trips around the neighborhood or to local parks, staff must identify the safest route to/from the school. When determining a safe route, staff must consider the time of day, lighting, sidewalks, weather conditions, intersections, traffic, and any other factors that could affect scholar safety. Increased supervision may need to be provided to keep all scholars in sight of a staff member or chaperone.

Please see below for Christopher House COVID-19 Field Trip Policy during the COVID-19 pandemic

- All field trip participants must remain masked at all times, and social distancing should be practiced.
- Classroom pods should remain intact and when transportation on buses is necessary, each pod must travel on a separate bus.
- Parents/guardians volunteering as chaperones for a field trip must provide the following:
 - Proof of COVID Vaccination and/or Medical Exemption
 - Proof of negative COVID-19 test taken within 48 hours of the field trip.

Meals During Field Trips

Meals and snacks during field trips can be provided in the following ways:

MEALS BROUGHT FROM HOME

Students may bring bag lunches that do not require refrigeration. These lunches need to be safely stored during transport. Most field trip locations have specific areas for large groups to eat lunch, and many have special rules for this area. These rules should be identified and communicated with parents/guardians.

MEALS PROVIDED BY THE SCHOOL

Make arrangements with the office manager or a school administrator to ensure that boxed meals are provided for scholars on the day of the field trip. Safely store food during transport. Be aware of scholars with food allergies and special dietary requirements.

MEALS PURCHASED DURING THE FIELD TRIP

Scholars must be supervised while purchasing meals at restaurants/food stands during field trips. Scholars are responsible for keeping their own money to purchase food during the field trip. Staff should be aware of scholars with food allergies and special dietary requirements.

Parent/Guardian Information

Teachers should inform parents/guardians about planned field trip activities. Parents/Guardians should have the opportunity to ask questions about the trip and should receive the following information regarding the field trip:

- Purpose of the trip and relation to the curriculum
- Field trip fees (if applicable)
- Field trip itinerary
- Information about meals for scholars
- Rules of conduct for scholars
- Spending money information and expectations for scholars
- Things for scholars to bring and not bring on the trip, including type of clothing needed (if applicable)

FOOD AND NUTRITION PROCEDURES

Christopher House has a nutrition program designed to meet the nutritional needs and feeding requirements of each scholar, including those with special dietary needs and scholars with disabilities. Also, our program serves a variety of foods which consider cultural and ethnic preferences, and which broaden the scholar's food experience.

General Nutrition Guidelines

- Our meal program meets NSLP and ISBE guidelines
- Scholars should be given sufficient time to eat
- Christopher House will provide appropriate food substitutions for all scholars with documented allergies upon request of the parent/guardian/guardian.
- Christopher House Elementary is a CANDY, GUM, and PEANUT FREE Environment.
- Eating is permitted in designated areas during designated times. These areas include the teachers' lounge/resource room, the gym during mealtimes, and classrooms when scholars are not present. The only possible exceptions to this will be for specific meetings as designated by the principal.

Food Safety and Sanitation:

When providing drinks, meals, and snacks to scholars, staff must follow the CDC's "Four Steps to Food Safety":

1. Clean: Wash your hands and surfaces often.
 - Wash hands for 20 seconds with soap and water before, during, and after preparing food and before eating.
 - Wash countertops used to serve food with hot, soapy water.
 - Rinse fresh fruits and vegetables under running water.
2. Separate: Do not cross-contaminate.
 - Sinks used for food preparation will not be used for any other purposes.
3. Cook: To the right temperature.

- All food received from the catering company must be immediately measured for temperature and held at a safe temperature prior to serving.
- Never use plastic or polystyrene (Styrofoam) containers, plates, bags, or wraps when microwaving scholars' food or beverages.
- 4. Chill: Refrigerate promptly.
 - Refrigerate perishable food within 2 hours.
 - Unsafe food (expired food, or food that reaches unsafe temperatures) should be immediately discarded.

A certified Food Manager must be on site during meal service and recognized food safety practices should always be followed.

School Celebrations

Two school-wide “fun food” celebrations are permitted per year. These celebrations must occur at the same time throughout the entire school and will be planned as a staff and pre-approved by the administration. In order maintain our “Healthy Schools Certification,” no exceptions to this rule will be made. Food must always be store-brought when being provided during school hours.

Birthday Treats

Parents/Guardians are encouraged to focus on fun rather than food for birthday celebrations. Sugar sweetened beverages, cakes, cookies, ice cream, and similar treats may not be served as part of class birthday parties. Parent/guardian and teachers should use non-food treats like stickers and pencils or allow scholars special birthday privileges instead of serving foods and beverages high in sugar, sodium, and fat.

Classroom Snack and Beverage Guidelines

All foods and beverages provided, but not sold to scholars must meet the following guidelines:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least $\frac{1}{4}$ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).

Foods must also meet several nutrient requirements:

- Less than 200 calories
- Less than 230 mg of sodium
- Fat limits:
 - Total fat: $\leq 35\%$ of calories
 - Saturated fat: $< 10\%$ of calories
 - Trans fat: zero grams
- Less than 35% of weight from total sugars in foods

Share Tables

If excess food remains after the conclusion of meal services, teachers may place individually wrapped or sealed, non-perishable food items on a “Share Table” where scholars can elect to eat or take home additional food at no cost. Unclaimed contents of the Share Table should be disposed of daily.

UNIVERSAL PRECAUTIONS

In accordance with current Centers for Disease Control Guidelines and Commonly Practiced Procedures by Public and Private Agencies for Prevention of Communicable Diseases, Christopher House has developed the following Universal Precautions which must be implemented by staff at all facilities. In order to make certain that all staff are familiar with the Universal Precautions, the administration will organize and conduct training for all personnel.

- Sinks, water fountains, doorknobs and door handles, floors, phones, toilets, face bowls, tables, counters, and waste cans will be sanitized with a bleach solution (1/4 cup bleach to one gallon water) on a daily basis.
- Cubbies, refrigerators, toys, custodial equipment, such as mop heads, dust ware etc. will be sanitized on a weekly basis.
- Walls and carpets are sanitized on a monthly basis. Carpets are cleaned every month and steam cleaned every 6 months.
- Hand washing procedures should be followed at all times. All Staff and Volunteers are required to wash their hands:
 - Upon daily arrival
 - Before preparing and serving food
 - After toilet usage
 - After coming in contact with any body fluids, and after wiping any noses, mouths, etc.
 - After wearing disposable gloves
 - Before and after giving medication
 - After cleaning any equipment, sink, tables, etc.
 - After handling pets or animals

Scholars are required to wash their hands:

- Before and after eating
- After using the bathroom
- After blowing their nose, coughing, sneezing, etc.
- After handling pets or animals

Disposable gloves will be on hand and available for use when needed.

All surface areas contaminated by blood, diarrhea, vomit, or other bodily fluids or excretion will be cleaned immediately following the Handling of Soiled Clothes, Linens, and Furniture Procedures. When cleaning, staff and volunteers will be required to wear latex gloves.

HAND WASHING PROCEDURE

The school follows these practices regarding hand washing:

- Staff members and those scholars who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and scholars when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff will assist scholars with hand washing as needed to successfully complete the task. Scholars wash either independently or with staff assistance.

Scholars and adults wash their hands:

- After using the toilet
- After handling body fluids (ex: blowing or wiping nose, coughing on a hand, or touching any mucus, blood, or vomit)
- Before and after administering First Aid (ex: treating a cut or wound)
- Before meals and snacks, preparing or serving food, or after handling any raw food that requires cooking (ex: meat, eggs, poultry)
- Before and after playing in water
- After handling pets or other animals or other materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- When hands are visibly soiled

Adults also wash their hands:

- Before and after feeding a scholar
- Before and after administering medication
- After assisting a scholar with toileting
- After handling garbage or cleaning

Proper hand washing procedures are followed by adults and scholars and include:

- Wet your hand with clean running water first, then apply soap. Use warm water if it is available.
- Rub hands together to make lather and scrub all surfaces.
- Continue rubbing hands for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails
- Rinse hands well under running water
- Dry hands with a paper towel or dryer. Use your paper towel to turn off the faucet and to open the door to exit (if in an adult restroom).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand washing situation listed above.

- Staff wear gloves when contamination with blood may occur
- Staff do not use hand washing sinks for bathing scholars or removing fecal material
- In situations where sinks are used both for food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

FACILITIES POLICY

In order to ensure the health and safety of scholars and staff, all rooms used for Christopher House programs shall be well maintained—clean, neat, and sanitized. Each site shall have sufficient staff, appropriate equipment, and adequate supplies to maintain the center in good repair and free from the following:

- Cracks in the floors, walls, or ceilings
- Peeling wallpaper or paint
- Warped or loose boards
- Warped, broken, loose, or cracked floor covering such as tile or linoleum
- Loose or broken windowpanes and other similar hazards

If any of these conditions are noticed, immediate action by the Facilities Manager shall be taken to rectify the situation.

In addition, all electrical, water supply, heating, and sewage disposal systems shall be maintained in a safe, clean, functioning condition. All interior finishes of the center will be maintained (washed, painted, etc.) as needed in order to keep them attractive and clean. All furniture and furnishings shall be kept in good repair, safe, clean, and in proper condition to be used. All classrooms will be free of electrical extension cords and all outlets will be properly covered.

All garbage shall be kept in plastic liners inserted in COVERED metal or plastic containers. Garbage is to be removed from the premises as frequently as necessary to prevent nuisance and unsightliness and containers are to be cleaned and sanitized in accordance with the agency's Universal Precautions Policy.

All cleaning compounds, pesticides, fertilizers, and all other potentially hazardous flammable, corrosive, or explosive compounds or agents shall be stored in original containers, with legible labels in a locked room/closet. Housekeeping/Janitor closets and storage space shall be provided which includes a janitor's sink, storage shelves for cleaning supplies, and hooks for storage of mops, brooms, etc. This closet shall be kept locked. In addition, items not for scholars' use should be locked away, including lotions, toothpaste, electronics, and personal items.

The building and grounds shall be kept free of any possible infestations of insects and rodents. In facilities where infestations have occurred the following shall be abided by:

- Commercial structural pesticide shall be applied by a LICENSED pesticide applier
- Scholars shall never be present during pesticide applications
- If approved over-the-counter pesticides are ever used; instructions shall be strictly adhered to
- No non-over-the-counter pesticide shall be stored at the center
- If used, over-the-counter pesticides shall be stored in their original containers

The grounds and outdoor play area that falls under Christopher House jurisdiction shall be maintained in a safe, clean, and presentable condition, free of any potential hazards.

No Smoking, Alcohol, or Drugs in Facilities

Christopher House is committed to maintaining a safe, productive, smoke-free environment for scholars and for our staff. It is for this reason that the distribution, dispensation, possession, or use of alcohol, drugs, or other controlled substances on Christopher House premises is prohibited.

In addition, all programs are completely SMOKE FREE. No employee, volunteer, parent/guardian, or guest shall be allowed to smoke cigarettes on Christopher House premises at any time. The age, defenselessness, and lack of discretion of the scholars under our care make this prohibition an absolute requirement.

Appropriate action will take place against employees who violate these rules in accordance with the Christopher House Employee Handbook's policy on drugs and alcohol.

****UNIVERSAL PRECAUTIONS ARE A VITAL COMPONENT OF OUR MAINTENANCE POLICY AND SHALL BE ABIDED BY ALL STAFF. SEE UNIVERSAL PRECAUTIONS POLICY AND COVID-19 HEALTH AND SAFETY GUIDELINES FOR FURTHER SPECIFICATIONS AND TIME FRAMES****

CHRISTOPHER HOUSE PEST MANAGEMENT POLICY

Structural and landscape pests, as well as the pesticides used to control them, can pose significant hazards to people, property, and the environment. It is known that scholars have a relatively higher risk of exposure to pesticides than adults exposed at the same levels. Proportionally, they have a higher respiratory rate and eat/drink more than adults. In addition, scholars have a natural tendency to put objects in their mouth and spend more time on or near the ground than adults. A scholar's neurological system is still developing and is more susceptible to chemicals in their environment compared to adults. With these cultural and biological differences, scholars have a higher potential for pesticide poisoning than adults. Christopher House is implementing this IPM program to effectively manage pests, while reducing the chance of accidental exposure of pesticides to scholars and staff. Over time, this proactive approach will control pests more effectively than just using pesticides alone. It is, therefore, the policy of Christopher House to utilize Integrated Pest Management (IPM) procedures for control of structural and landscape pests.

As defined by the Structural Pest Control Act (225 ILCS 235/3.24), IPM is a pest management system that includes the following elements whenever possible: identifying pests and their natural enemies; establishing an ongoing monitoring and record keeping system for regular sampling and assessment of pest and natural enemy populations; determining the pest population levels that can be tolerated based on aesthetic, economic and health concerns, and setting action thresholds where pest populations or environmental conditions warrant remedial action; preventing pest problems through improved sanitation, management of waste, addition of physical barriers, and the modification of habitats that attract or harbor pests; relying to the greatest extent possible on nontoxic, biological, cultural or mechanical pest management methods, or on the use of natural control agents; when necessary, using chemical pesticides, with preference for products that are the least harmful to human health and the environment; and record keeping and reporting of pest populations, surveillance techniques and remedial actions taken.

Pests

Pests include arthropods (insects, spiders, mites, ticks, and related pests), wood- infesting organisms such as fungi, rats, mice, nuisance birds and any other undesirable organisms in, on or under structures, excluding bacteria and other microorganisms on or in humans or other living animals.

IPM Coordinator

The Christopher House shall appoint an IPM coordinator who shall have primary responsibility for ensuring that this IPM policy is carried out.

Roles and Responsibilities

Specific roles and responsibilities for the development, implementation, and maintenance of the IPM program will be established, communicated, and enforced by Christopher House to ensure the proper implementation of the IPM program.

Pest Management Objectives

The objectives of the IPM program are:

- Manage pests found on school sites to prevent interference with the learning environment.
- Prevent injury to scholars, staff, and other occupants.
- Preserve the integrity of school buildings or structures.

- Prevent pests from spreading in the community or to plant and animal populations beyond the site; and
- Enhance the quality of life for scholars, staff, and others.

Integrated Pest Management Procedures

Integrated Pest Management is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interactions with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property and the environment. IPM programs take advantage of all pest management options available, including the judicious use of pesticides.

Understanding pest survival needs is essential to implementing IPM effectively. Pests seek habitats that provide basic needs such as air, water, food, and shelter. Pest populations can be prevented or controlled by creating conditions that are not conducive to their survival. This can be accomplished through the removal of pests' basic needs or by simply blocking their access into buildings. Pests also may be managed by using a variety of non-chemical, as well as chemical methods, as needed, to reduce infestations to acceptable levels and minimize scholars' exposure to pesticides.

IPM procedures will determine when to actively control pests and whether to use mechanical, physical, chemical, cultural and/or biological means. IPM coordinators depend on current, comprehensive information on the pest and its environment and the best available pest control methods. Applying IPM strategies prevents unacceptable levels of pest activity and damage by the most economical means and with the least possible hazard to people, property, and the environment.

The choice of using a pesticide will be based on a review of all available options and a determination that these options alone are not acceptable, feasible or adequate. Selected non-chemical pest management methods will be implemented whenever possible. It is the policy of Christopher House to utilize IPM strategies and IPM pest outlines as a guide to manage pest populations adequately.

When it is determined that a pesticide must be used to meet the IPM objectives, the least harmful to human health and the environment will be used judiciously. The application of pesticides is subject to the Federal Insecticide, Fungicide and Rodenticide Act (7 USC 136 et seq.), school district policies and procedures, U.S. Environmental Protection Agency (U.S. EPA) regulations in 40 CFR, Occupational Safety and Health Administration regulations, and state and local regulations.

CHRISTOPHER HOUSE RECOGNIZES AND ADHERES TO THE FOLLOWING PROCEDURES:

Integrated Pest Management programs are designed to prevent pest problems whenever possible. This is done through monitoring, regular inspections, high standards of sanitation and pest-proofing measures, and modification of environmental conditions conducive to pest problems.

Christopher House will establish periodic inspection, monitoring, and reporting procedures. All personnel involved in these activities will be informed and trained to perform specific roles within the IPM program. Forms will be provided by Christopher House to aid staff and pest professionals in performing and recording actions. Christopher House will establish pest tolerance thresholds and response times for common pests. These thresholds will serve as indicators for the implementation of active control measures. Control measures will not be undertaken if pest damage or populations are below threshold levels unless special circumstances necessitate reduction of a pest population. In such cases a review of the tolerance thresholds will be conducted.

When pests exceed tolerance thresholds, non-chemical pest control measures and IPM strategies as described in the IPM pest outlines will be practiced and action will occur within the specified response time. Pesticides will be used when appropriate, along with other management practices, when other pest prevention and non-chemical control measures have failed to reduce pests below tolerance thresholds. When a pesticide must be used, products that are the least harmful to human health and the environment will be used. Pesticides will be used only in containerized baits, or for spot treatments targeting insect infestations or problem areas where a minimal amount of material can be used. Routine spraying for pests is prohibited. Rodent baits shall not be used unless in tamper-resistant bait boxes. Bait boxes shall be inaccessible to scholars and secured when appropriate. Routine general spraying of non-target pests is prohibited. All pesticide applications must be approved by the IPM coordinator prior to application. All notification requirements will be met before the pesticide application. Christopher House will follow all applicable regulations requiring applicator licensing and all personnel will be licensed appropriately before being required to administer a pesticide. Pesticides shall be applied in minimum amounts and shall not be used when scholars and staff are present in the treatment area. Toys and other items mouthed or handled by scholars must be removed from the area before pesticides are applied. No one will return to the treated area within two hours after a pesticide application or as specified on the pesticide label, whichever time is greater. The application of pesticides is subject to the Federal Insecticide, Fungicide, and Rodenticide Act (7 USC 136 et seq.), U.S. EPA regulations, Occupational Safety and Health Administration regulations, and state and local regulations.

Follow-up inspections and monitoring will be performed to determine the effectiveness of the IPM strategies applied. The IPM coordinator will continually update the IPM plan with the knowledge gained from the follow-up inspections.

The IPM plan will be reviewed annually to ensure all activities that take place in the facility are addressed and that current IPM strategies are included.

Education

Staff, scholars, IPM coordinator, contractors, and the public will be informed about potential school pest problems and the IPM policies and procedures set in place to achieve the desired pest management objectives.

Parent/guardian will be informed annually about the IPM policy.

Staff will receive information and/or training on their role in the IPM plan.

IPM Plan Updates and Review

The IPM coordinator will continually update the IPM plan with knowledge gained from the implementation of IPM strategies. The IPM plan will be reviewed annually to ensure Christopher House activities are included in the plan and the plan contains the most current IPM strategies.

Record Keeping

A complete and accurate pest management log will be maintained for each property and kept with the IPM plan. Pesticide use records also will be maintained to keep a historical account of pesticide use. Christopher House will keep a logbook containing the following: inspection sheets; pest surveillance data sheets that record in a systematic fashion the type and number of pests or other indicators of pest population levels revealed by the monitoring program. Examples include: date, number, location and rodent species trapped or carcasses removed; and date, number and location of new rat burrows observed; pest sighting forms and action taken; a diagram noting the location of pest activity including the location of all trapping devices and bait stations in or around the site; and a copy of the current EPA-registered label and Material Safety Data

Sheet (MSDS) for each pesticide product used on the site, records of where each was used, and the amount applied.

Notification

Christopher House takes the responsibility to notify scholars' parent/guardian and school staff upcoming pesticide treatments. Notification of antimicrobial agents such as disinfectants, sanitizers, deodorizers, or pesticides in bait form is not required. The Illinois Structural Pest Control Act, the Illinois Scholar Care Act, and the Illinois Lawn Care Products Application and Notice Act require prior notification to occupants when pesticides are used. All applicable rules and regulations regarding notification will be adhered to.

Pesticide Storage and Purchase

Pesticide purchases will be limited to the amount authorized for use and safe storage during the year. Pesticides will be stored and disposed of in accordance with the US EPA-registered label directions and state regulations. Pesticides must be stored in an appropriate, secure site with proper ventilation and not accessible to scholars or unauthorized personnel.

Pesticide Applicators

Pesticide applicators must be trained in the principles and practices of IPM, and the use of pesticides approved by Christopher House and must follow all regulations and label directions. Christopher House will follow all applicable regulations requiring applicator licensing and all personnel will be licensed appropriately before being required to administer a pesticide.

*Precautionary statements are required on all pesticide labels. Signal words on each label indicate the level of acute toxicity of the pesticide product (see below). The chronic toxicity is not indicated on the label. Every label bears the scholar hazard warning: "Keep Out of Reach of Scholars."

DANGER - A taste to a teaspoonful taken by mouth could kill an average-sized adult.

WARNING - A teaspoonful to an ounce taken by mouth could kill an average-sized adult.

CAUTION - An ounce to more than a pint taken by mouth could kill an average-sized adult.

Policy adapted from Illinois Department of Public Health Integrated Pest Management Guideline for Public Schools and Licensed Day Care Centers.

TOXIC ART SUPPLIES POLICY

Art supplies that contain toxic substances or that are potential human carcinogens pose a significant danger to the health and safety of school scholars. Elementary school scholars should be protected by prohibiting the sale of art supplies containing toxic substances to schools and school districts for use in kindergarten and grades one through 6. In accordance with the Toxic Art Supplies in Schools Act (105 ILCS 135/1 et seq.), art supplies containing toxic substances must be properly labeled if they are purchased by Christopher House for use by scholars in grades 7 and 8.

Purchasing and Using Art Supplies

Grades Kindergarten through 6 may not have access to art supplies containing toxic substances at any time.

- A list of approved nontoxic arts and crafts materials may be found in the Illinois Administrative Code, Title 77: Public Health, Chapter I: Department of Public Health, Subchapter p: Hazardous and Poisonous Substances, Part 848 Toxic Art Supplies Code, APPENDIX A: California List.

Grades 7 and 8 may use art supplies containing toxic substances under the following conditions:

- The teacher ordering art supplies must be aware of the statutory requirements for use of toxic art supplies.
- The supplies meet the labelling requirements established by Section 5 of the Toxic Art Supplies in Schools Act, as outlined below.

Labeling Requirements

Warning labels for art or craft materials containing toxic substances shall meet all of the following standards:

- The warning label shall be affixed in a conspicuous place and shall contain the signal word "WARNING" to alert users of potential adverse health effects.
- The warning label shall contain information on the health-related dangers of the art or craft material, as follows:
 - If the product contains a human carcinogen, the warning shall contain the statement: "CANCER HAZARD! Overexposure may create cancer risk."
 - If the product contains a potential human carcinogen, and does not contain a human carcinogen, the warning shall contain the statement: "POSSIBLE CANCER HAZARD! Overexposure might create cancer risk."
 - The warning shall contain all of the following statements which apply:
 - May cause sterility or damage to reproductive organs.
 - May cause birth defects or harm to developing fetus.
 - May be excreted in human milk causing harm to nursing infant.
 - May cause central nervous system depression or injury.
 - May cause numbness or weakness in the extremities.
 - Overexposure may cause damage to (specify organ).
 - Heating above (specify degrees) may cause hazardous decomposition products.
 - If a product contains more than one toxic substance, or if a single substance can cause more than one health effect, the required statements may be combined into one warning statement.
- The warning label shall contain a list of ingredients which are toxic substances.
- The warning label shall contain a statement of safe use and storage instructions, conforming to the following. The label shall contain as many of the following risk statements as applicable:
 - Keep out of reach of scholars.
 - When using, do not eat, drink, or smoke.
 - Wash hands after use and before eating, drinking, or smoking.
 - Keep the container tightly closed.
 - Store in well-ventilated area.
 - Avoid contact with skin.
 - Wear protective clothing (specify type).
 - Wear NIOSH certified masks for dust, mists, or fumes.
 - Wear NIOSH certified respirator with an appropriate cartridge for (specify type).
 - Wear NIOSH certified supplied-air respirator.
 - Use window exhaust fan to remove vapors and assure adequate ventilation (specify explosion-proof if necessary).
 - Use local exhaust hood (specify type).
 - Do not heat above (specify degrees) without adequate ventilation.

- Do not use/mix with (specify material).
- The warning label shall contain a statement on where to obtain more information, such as: "Call your local poison control center for more health information."
- The warning label, or any other label on the substance, shall contain the name and address of the manufacturer or repackager.
- If all of the above information cannot fit on the package label, a package insert shall be required to convey all the necessary information to the consumer. In this event, the label shall contain a statement to refer to the package insert, such as "CAUTION: See package insert before use.". The language of the insert shall be nontechnical and nonpromotional in tone and content.
- Art or craft material offered for sale in containers which contain less than one fluid ounce, or one-ounce net weight shall be deemed to comply with this Section if there is affixed thereon a precautionary label that includes the words "USE WITH CAUTION: Contains Toxic Substances", and a list of potentially harmful or sensitizing ingredients.
- An art or craft material shall be considered to be in compliance with the labeling requirements of this Act if the art or craft material complies with labeling standard D 4236 of the American Society for Testing and Materials (ASTM), or latest revision thereof unless the Department determines that the label on an art or craft material does not satisfy the purposes of this Act.

EMERGENCY MANAGEMENT

In the event of uncontrollable circumstances arising at Christopher House the designated emergency plan will be carried out in cooperation with program staff and clients present at the time of the incident.

In all cases, the principal is responsible for the safety of all staff and scholars.

The Fire Evacuation Procedure will be used for clearing the building for the following emergencies:

- Fire - the fire alarm will be sounded
- Fire Drill- the fire alarm will sound
- Bomb threat - the fire alarm will sound

The principal will announce when there is a need to proceed immediately to the center of the building, clear all doorways and windows, for the following emergencies:

- Tornado Watch
- Tornado Warning
- Heating Failure
- Severe Storm Warning
- Severe Rainstorm

The principal will announce when there is a need for a lockdown drill where scholars and staff are required to remain in their classrooms with the lights off and door locked from the inside.

The principal or designee will announce if all staff and scholars are to move outside the building in case of flooding.

The principal and/or Facilities Manager will notify the Power Company in case of a partial or total power failure. The principal or designee will confer with the Chief Executive Officer or Chief Operations Officer to make the determination for keeping the school open for the rest of the day.

When the school is closed before arrival of the scholars (blizzard, unsafe building conditions) the principal will inform staff of school closure. Families will be informed of cancellation of classes for the day via the Remind app.

When school is closed with scholars present (the building is safe and no immediate danger is present, i.e., blizzard, safety issue, broken/frozen plumbing) Parents/Guardians will be contacted via the Remind app and be told the reason for the early dismissal.

For a detailed description of emergency response policies and procedures please consult the Christopher House Elementary School Emergency Management Plan.

CRISIS MANAGEMENT

Christopher House Elementary School has adopted the Chicago Public Schools Crisis Management Manual for guidance on managing student and staff crises.

For a detailed description of crisis response policies and procedures, please consult the Chicago Public Schools Crisis Management Manual.

MANAGEMENT OF OTHER RISKS AND SITUATIONS

In the event of other uncontrollable circumstances arising at Christopher House each plan will be carried out in cooperation with program staff and clients present at the time of the incident.

Abduction or Attempted Abduction

The primary objective is to ensure the safety of scholars and staff. Staff can be prepared for these situations by keeping Emergency Cards updated and within reach at all times. Staff must be firm in refusing to allow scholars to be dismissed to any unknown person until their authorization is verified. All staff must be familiar with the school's policies and should remind parents/guardians of the guidelines in place as needed.

ACTION STEPS - ON-GROUNDS SITUATION

- Verify the authorization of any unknown person attempting to pick-up a scholar. If a person is unauthorized, staff shall refer person to a school administrator or the CHES main office. Do NOT release scholars to unauthorized persons.
- If an unauthorized person reports to the office, office personnel may not give out any information regarding the scholar's location in the building.
- Office personnel shall inform the person of the Christopher House policy. If the person is persistent, office personnel will ask the individual to leave the grounds. If the person refuses to leave, the police will be called.
- Office personnel will stay with the person until they leave the building.
- If the person refuses to comply or there is a clear physical danger, a school administrator should call the police and inform police of the incident, including a description of the person, car, and auto license plate (if possible). Staff should not confront person if there is danger.
- If the unauthorized person is the scholar's mother or father (must be able to prove with legal documentation) we cannot legally deny pick-up, unless a legal decree of custody is in the scholar's file.

- Office personnel will not release the scholar but will notify the parent/guardian of the attempted unauthorized pick-up, clarify the Christopher House policy, and ensure that an authorized person is coming to pick-up the scholar.
- If attempts to intervene in an unauthorized pick-up are unsuccessful, the parent/guardian will be notified immediately after the police are notified.

ACTION STEPS - OFF-GROUNDS SITUATION

If a scholar is taken away from the group by an abductor, the staff should:

- Ensure the safety of the remaining scholars.
- Enlist the aid of bystanders to call the police if no other staff member is present.
- If another staff member is present, one staff member should stay with the scholars while another staff member calls the police, finds additional help, and calls Christopher House.
- Find a safe place for all scholars while waiting for the police and other help to arrive.
- An incident report must be completed immediately.

Irate or Intoxicated Individuals

It is important to always be aware of the physical signs and behavioral characteristics of all who are entering the Christopher House premises. If it is suspected that a parent/guardian or individual picking up a scholar is intoxicated, under the influence of drugs or angry, staff should refer that person to the principal. The Site Principal will make the determination of whether it is safe to release the scholar to that parent/guardian or individual picking them up. The primary objective is to ensure the safety of the scholar.

LIMITING RISK - IRATE INDIVIDUAL

- Explain our policies and procedures very clearly, verbally and in writing.
- Keep communication lines open. Communicate the policy frequently.
- Be proactive; the principal should call or write to the parent/guardian before seeing them in person if there is a known issue.
- This policy should be written in the Parent Scholar Handbook and reiterated in the school newsletter regularly.

LIMITING RISK - INTOXICATED INDIVIDUAL

- Scholars will not be released to an intoxicated individual. If the individual becomes irate, contact the principal, and follow the Action Steps.

ACTION STEPS - IRATE INDIVIDUAL

- Allow the individual to vent and explain their position and their feelings. Do not argue with the individual and listen to their feelings.
- Remain calm and think about what you are going to say.
- Reassure the individual that the school is working with them for the scholar's best interest.
- If the individual seems violent, ask them to leave the premises. If necessary, call the police if physical danger seems possible.
- An incident report must be completed within 24 hours.

ACTION STEPS - INTOXICATED INDIVIDUAL

- If the individual appears intoxicated, tell them that you will not release the scholar to them and ask them if they would like you to call someone else on the emergency list to pick up the scholar.
- The next person in the Pickup List will be contacted, in order to take the scholar home.
- If the individual becomes violent while at the school, immediately call the police and give an accurate description of the person's appearance and the vehicle, if applicable.
- An Incident Report must be completed within 24 hours.

Missing Scholar

There are many things to take into consideration with a missing scholar. We need to think of the potential dangers particular to the setting where the scholar is missing (lake, busy street, etc.). We also need to consider whether the scholar has ever done anything like this before. The most important thing we can do is to remain calm and stay focused. When dealing with scholars, consistency reduces confusion and makes the scholars feel more secure. Using the same commands for all situations regardless of the type of emergency can accomplish this.

LIMITING RISK:

- Accurate documentation on daily Sign-In Sheet.
- Close and proper supervision of scholars at all times including completing frequent and complete head counts.
- Take a copy of the Sign-In Sheet for that day whenever leaving the premises and an Excursion List should be left with the main office to document that the scholars have left the building.
- On field trips, remind scholars to stay where they are if they get separated from the group. The group will retrace its steps.

ACTION STEPS - INSIDE THE BUILDING:

- When a scholar is identified as missing, the building is to be searched by all available personnel.
- The principal or designee will assign each person a specific area to search, with priorities as to where to search first set by the person in charge.
- The outside of the building is to be searched and the person in charge is to stand by the outer door during the search. The search inside is to begin where the scholar was last seen and to expand from there.
- If, after 15 minutes of searching, the scholar is not found, the person in charge will discuss the situation with the principal to decide a course of action. Action steps will include calling the police or other appropriate authority as well as calling the parent/guardian.
- The search will continue until authorities arrive; all staff must assist the authorities by following their directions as soon as they are given.
- An Incident Report must be completed immediately.

ACTION STEPS - OUTSIDE THE BUILDING:

- If the group is outside when a scholar is discovered missing, the staff must first make a visual check of the area from their current location.
- If the scholar is not seen, the staff must coordinate to ensure the safety of the remaining scholars and to make the search more efficient. The person in charge must assign all staff person's responsibility. The required minimum of staff must be left with remaining scholars and additional staff will begin to search, starting from where the scholar was last seen.
- Entrance/Exit doors and gates are to be covered by staff if applicable.

- If, after 15 minutes of searching, the scholar is not found, the person in charge will discuss the situation with the principal to decide a course of action. Action steps will include calling the police or other appropriate authority as well as calling the parent/guardian.
- The search will continue until authorities arrive; all staff must assist the authorities by following their directions as soon as they are given.
- An Incident Report must be completed immediately.

FIELD TRIPS

- If the group is on a field trip when a scholar is discovered missing, the staff must first make a visual check of the area from their current location. It is important to remain calm.
- Use walkie-talkies or cell phones to communicate to other staff members that a scholar is missing, so that they may assist in the search. Share information of the last location you were at and what the scholar was wearing.
- The person in charge must be notified that a scholar is missing. The principal/CEO must also be notified.
- If after 15 minutes, the scholar is not found, contact the security, or help desk at the field trip location in order to mobilize their resources.

When the scholar is located notify all appropriate parties.

Neighborhood Violence

The primary objective is to ensure the safety of scholars and staff.

LIMITING RISK:

- Staff should stay updated with current neighborhood news and situations; if there is a current emergency situation or crime in progress in the neighborhood, staff and scholars should remain in the building for safety.
- Report community concerns to the police online (<https://portal.chicagopolice.org/>)
- When leaving the building for walks or field trips, ensure that at least one staff member has a cell phone or a way to contact the site in the event of an emergency.
- Excursion Sheets which include the location, people present on the trip, and expected return time should be left at the front desk any time staff members leave Christopher House grounds with scholars.
- Staff should stay alert and tuned into their surroundings.
- Staff should trust their instincts; if something or someone makes staff feel uneasy, they should leave the area as quickly and calmly as possible.

ACTION STEPS:

- If there is a known emergency situation or crime in progress in the neighborhood, staff and scholars should remain in the building for safety.
- Crimes in progress and emergency situations should be immediately reported to the police by calling 911.
- Always follow the directions given by the police.
- If staff and scholars are away from the site during neighborhood crimes or emergency situations in progress, contact the site as soon as possible to notify the principal of your location; a safe location for the group will be determined.
- Gang Crimes can be reported to the Gang Crime Hotline at 773-533-GANG

FOOD ALLERGY GUIDELINES

Scope

This policy covers all life-threatening food allergies as well as life threatening allergies to insect venom/stings, medications, latex. For purposes of this policy, references to food allergies also include food intolerances that may affect a scholar's ability to participate in school or school activities.

Identifying Scholars with Food Allergies

REQUEST FOR ALLERGY INFORMATION

In order to effectively plan for and manage scholar allergy risks at school, parent/guardian are asked to promptly notify the school upon their scholar being diagnosed with a food allergy or of their suspicions of a food allergy or other life-threatening allergy. At least annually at the beginning of each school year, Principals shall request parent/guardian to report information about their scholar's known or suspected food allergies.

PARENT/GUARDIAN SUBMISSIONS

When a parent/guardian reports that their scholar has a diagnosed food allergy or other life-threatening allergy, the school shall request the parent/guardian to provide the following:

- Written authorization to obtain detailed medical information on the scholar's condition from the physician.
- Written consent to share diagnosis and other information with school personnel.
- Written consent to administer or self-administer medications during the school day.
- An Emergency Action Plan and Treatment Authorization ("Emergency Action Plan") completed and signed by their scholar's licensed health care provider and signed by the parent/guardian.
- Any medications necessary to prevent or treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration.
- A description of the scholar's past allergic reactions, including triggers and warning signs.
- Current emergency contact information and prompt notice of any updates.
- A description of the scholar's emotional response to the condition and the need for intervention; and
- Recommendations on age-appropriate ways to include the scholar in planning or care and implementing their 504 Plan.

SUSPECTED ALLERGIES

In the event the school Nurse or other principal-designated school personnel suspect that a scholar has a food allergy or other life-threatening allergy, the school shall provide the parent/guardian with written notification and request for the scholar to be evaluated by a physician.

NON-COOPERATION

If the parent/guardian of a scholar with a known or suspected food allergy or other life-threatening allergy fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate 504 Plan or any documentation required to offer a 504 Plan, the school shall implement a simple Emergency Action Plan (EAP) stating to call 911 immediately upon recognition of symptoms along with sending written notification to the parent/guardian of the scholar's EAP.

DISTRICT-ISSUED EPINEPHRINE (DI EPIPEN)

CPS-issued (DI) EpiPens are available in case of severe allergic reaction among any afflicted scholar or staff member -- even if the sufferer's own stock medication has not been made available or was not previously prescribed. DI EpiPens are not intended to replace previously prescribed medications. EpiPens can be located within the school at the following locations:

- CHES Main Office (nurse's area medication drawer)
- Lunchroom/Cafeteria (inside the middle school warming kitchen)

504 Plan / IEP

PLAN ESTABLISHMENT

Every scholar with a documented allergy that may affect the scholar's ability to participate in school or school activities must be offered a 504 Plan to address the prevention and management of allergic reactions while in school and at school events. In the event the scholar has an Individualized Education Program (IEP), the IEP shall address the prevention and management of allergic reactions while in school and at school events. The 504 Plan, or IEP (collectively referred to herein as the "plan"), shall include an Individual Health Care Plan that will identify what the school will do to accommodate the individual needs of the scholar with the food allergy or other life-threatening allergy. The plan should include, but not be limited to, allergen exposure risk reduction, emergency response during the school day, while traveling to and from school, during school funded events and while on field trips.

An identification of which school personnel are trained in administering the epinephrine auto-injector or other emergency medication, where the emergency medication is stored who is monitoring medications for expiration shall be attached to the 504 Plan or IEP.

PLAN UPDATES

504 Plans and IEPs are updated annually in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act of 2004. Notwithstanding the annual update requirement, in the event the parent/guardian furnishes information on a newly diagnosed allergen or new medical response instructions for known allergens, the 504 Plan or IEP will be promptly updated to address the new information in accordance with the CPS Food Allergy Guidelines.

PLAN DISSEMINATION

Those portions of the scholar's plan relevant to allergy management, including the Individual Health Care Plan, Emergency Action Plan and emergency medication identification, shall be disseminated to all school staff who supervise the scholar during the school day and at school sponsored activities (e.g. extra-curricular activities, field trips, sports, after school programs) or are responsible for the provision of food to the scholar. Plan distribution includes, but is not limited to, the scholar's teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, scholar aides and the parent/guardian(s)/guardian(s) of the scholar with a food allergy.

The plan will be distributed at the beginning of each school year for continuing scholars or upon enrollment for new scholars.

Emergency Response

In the event emergency response measures outlined in a scholar's plan is undertaken but not effective, 911 will be called. If epinephrine is injected in response to an allergic reaction, 911 will be called.

Training

At a minimum, at least once every year school personnel who work with pupils shall complete an in-service training program on the management and prevention of allergic reactions by scholars including training related to the administration of medication with an auto-injector. This training will be conducted by persons with expertise in anaphylactic reactions and management.

MEDICAL EMERGENCIES, ACCIDENTS, AND INCIDENTS

In the event of a medical emergency, we will immediately contact the parent/guardian. If unavailable, the persons listed on the emergency release form will be contacted. If a scholar requires immediate emergency medical care, paramedics will be called to provide transportation to the nearest hospital. In case of an injury, Parents/Guardians will be given an insurance form, which must be completed by the parent/guardian and the physician and returned to the principal.

The safety and well-being of each scholar is a Christopher House priority, but scholars sometimes do have falls, scrapes, etc. An Accident Report will be filled out for all injuries needing first aid. Parents/Guardians will receive the original version of this report and a copy will be kept in the scholar's health file.

Accident Procedure

- Accidents that require first aid are documented on a Christopher House Accident/Injury Report when they occur.
- Accident reports must be completed by the staff member who was supervising at the time of the accident and submit the report to the Nurse ASAP but no later than by the end of the school day.
- If the accident occurred outside of the classroom/homeroom, the supervising staff/teacher should inform the classroom/homeroom teacher about the accident.
- If the accident was severe or involved a head injury, an available staff member should call or radio for the nurse to come evaluate the scholar where the accident occurred.
- Head injuries must involve nurse consultation and a call home to the parent/guardian as a precaution.
- Parents/Guardians should receive a call for injuries that the Nurse deems significant. In most cases, the nurse or office staff will make these phone calls. If they are not able to make the call, they will communicate with the principal about the matter.
- A School Administrator should sign the Accident/Injury Report and give it to the School Secretary who will make a copy and route the form back to the classroom to be sent home with the scholar.
- The parent/guardian will receive the original copy of the accident report and a copy will be placed in the scholar's health file.

Steps for Medical Emergencies Requiring Outside Medical Care

IF THE PARENT/GUARDIAN(S) OR EMERGENCY CONTACTS CAN BE REACHED:

- Explain what happened without placing blame for incident.
- Tell the parent/guardian or contact that the scholar needs emergency treatment.
- If possible, ask parent/guardian or contact to come to Christopher House to accompany the scholar and staff person to the medical facility.
- If time does not permit the parent/guardian or contact to come to the center, ask the parent/guardian or contact to meet you at the designated medical facility.

- Bring the entire Health folder, including the signed Consent for Emergency Medical/Dental Care form, to the designated facility. Proof of insurance will also be needed.
- A Christopher House staff person should remain with the scholar and parent/guardian until the scholar is discharged from the emergency care or admitted to the hospital.

IF THE PARENT/GUARDIAN(S) OR EMERGENCY CONTACTS CANNOT BE REACHED:

- A Designated staff member should pull the scholar's Health folder and review the health folder to ensure that the Consent for Emergency Medical/Dental Care is signed and included in the folder. Proof of insurance will also be needed.
- The staff should take the entire Health folder with the scholar to the nearest medical facility, as determined by the Emergency Medical Services.
- A Christopher House staff person should remain with the scholar until the parent/guardian arrives at the medical facility.

TRANSPORTATION

In case of an accident or illness requiring urgent medical attention, an ambulance will take scholars to the nearest hospital. Personal vehicles or the Christopher House van can never be used to transport sick or injured participants.

WHEN RETURNING FROM THE MEDICAL FACILITY TO THE CENTER:

- Accident Report should be completed by the designated staff person and placed in the scholar's Health folder.
- If the scholar did not have medical insurance or there are excess charges not covered by insurance, an itemized copy of the bill will be needed. The principal will work with the parent/guardian to complete the secondary insurance form and submit needed forms to the fiscal department.
- If the parent/guardian(s) was not located prior to discharge from the medical facility, continue to try to locate them and inform them of the accident and the results of the treatment.

Medical Emergency - Foreign object swallowed

If a foreign object is swallowed, it will usually pass through the digestive system uneventfully. In some cases, objects can lodge in the esophagus, the tube that connects the throat and stomach. If an object is stuck in the esophagus, it may need to be removed, especially if it is:

- A pointed object, which should be removed as quickly as possible to avoid further injury to the esophageal lining
- A tiny watch- or calculator-type button battery, which can rapidly cause nearby tissue injury and should be removed from the esophagus without delay

Partially Obstructed Airway

If a swallowed object partially blocks the airway, the person will likely be coughing forcefully. If the person is coughing, they are still getting oxygen, so the best intervention is to stay with the person and encourage them to keep coughing.

If the person is unable to dislodge the object and they are unable to cough, speak or breathe, follow the steps for a completely obstructed airway.

Completely Obstructed Airway (conscious person)

If a swallowed object completely blocks the airway, the American Red Cross recommends the "five-and-five" approach to clear the airway*:

FOR ADULTS AND SCHOLARS

- First, deliver five back blows between the victim's shoulder blades with the heel of your hand
- Next, perform five abdominal thrusts
- Alternate between five back blows and five abdominal thrusts until the blockage is dislodged*
- **Call 911 for help**

Completely Obstructed Airway (unconscious person)

If a swallowed object completely blocks the airway and the person loses consciousness, the American Red Cross recommends using a modified CPR technique to clear the airway:

- First, deliver 30 chest compressions, using a modified CPR technique
- Next, look in the mouth to see if the obstruction is visible. If an object is visible, attempt to scoop the object out with a finger.
- After attempting to remove an object, attempt rescue breaths and continue CPR as needed*
- **Call 911 for assistance.**

Swallowing Poisons or Toxic Materials

If a scholar swallows or becomes exposed to poisons or other toxins, the following steps should be followed:

- If life-threatening conditions are present (ex: unconsciousness, no breathing, etc.): Call 911 immediately
- If no life-threatening conditions are present: Call the poison control number (1-800-222-1222)

*Note: At Christopher House, only CPR/First Aid trained staff should administer these steps.

Follow-up steps for incidents that involve swallowing a foreign object/substance

- **Principal notification:** The Principal must be notified immediately if a scholar in program swallows a foreign object
- **Parent/guardian notification:** In cases involving swallowing of foreign objects, Parents/Guardians should be called and notified about the incident. The time and method of parent/guardian notification should be documented on the incident report. The parent/guardian must sign the incident report as well.
- **An incident report should be completed and signed by the principal or designee and the parent/guardian.**

This policy is written in accordance with the American Red Cross Guidelines.

Emergency Medical Procedure

If a scholar is seriously injured in any Christopher House program and needs immediate medical attention, the principal or designee will implement the following procedures:

- Check the scene to ensure that it is safe.

- Call 911. Contact the Poison Control Center (1-800-222-1222) if poisoning is suspected.
- The staff person certified in CPR/First Aid will care for the scholar.
- People should follow instruction booklets located in all first aid kits or on first aid charts located in each classroom.

The First Aid Kit will be kept in a visible, accessible location:

- School Office
- Each Classroom
- Gym
- Cafeteria
- Kitchen
- Nurse's Office

Parent/Guardian Notification Procedure

- Try to locate the scholar's parent/guardian(s).
- Parent/guardian(s) information - work and home telephone numbers - can be found in the emergency contact folders in the office and classroom.
- Alternative emergency contact can also be found in the emergency contact folder in the office and classroom. These contacts should help in locating the Parents/guardians.
- Emergency Contacts, copies of Consent for emergency Medical/Dental Care, and portable first aid kits will be taken on all excursions and field trips.
- Emergency contact information will be updated quarterly.
- All scholars will have signed Consent for emergency Medical/Dental Care forms located in their Health folders.

Incident Procedure

There are incidents that require mandatory completion of an Incident Report form and must be sent directly to the principal or other school administrator. Examples of events requiring an incident report are listed below.

- Assault
- Bullying
- Severe behavioral concerns
- Drugs/Alcohol
- Intentional unnecessary activation of the fire alarm
- Police related incidents
- Theft
- Threats
- Trespass
- Vandalism
- Weapons
- Arson
- Building damage

Please note that this list is not exhaustive. For additional guidance on whether an incident report should be completed please contact the principal or a school administrator.

Use of the Automatic External Defibrillator

NOTE: If AED is not immediately available, perform CPR until AED arrives on the scene.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

The AED is for use by individuals trained in CPR/AED. One is located outside the Elementary School Gym and another is located outside of the Early Childhood Gross Motor Room.

Christopher House has at least one full-time staff member certified in Automated External Defibrillator and Cardiopulmonary Resuscitation (AED/CPR). Certification must be renewed every two years. Furthermore, anyone administering District-Issued Epinephrine (DI EpiPen) must be AED/CPR certified according to Illinois Public Act 098-0795.

GENERAL AED STEPS:

- Assess the scene for safety. Ensure that the scene or environment around a victim has been made safe prior to attempts to assist.
- Confirm unresponsiveness.
- Activate EMS system:
 - At any public phone or cellular phone Dial 9-1-1 or local emergency number.
 - Call the main office and alert them to emergency and location of unconscious person.
 - Main office staff will assign someone to retrieve AED and meet responder at the emergency scene.
 - The office staff will assign someone to wait at facility entry to direct Emergency Medical Services (EMS) to the victim's location.

CPR/AED PROCEDURE

- CPR-trained individuals will assess the emergency:
 - Open airway
 - Check for breathing — if not breathing normally, give two breaths. Observe universal precautions using gloves and ventilation mask, if available. If breathing normally, place in the recovery position and monitor breathing closely.
 - If not breathing normally, apply AED immediately. If AED is not immediately available, begin chest compressions and breathing (CPR) until AED arrives.
- Turn ON AED.
- Apply electrode pads (according to diagram on back of electrode pads) to victim's bare chest:
 - Peel electrode pads, one at a time, from the backing or liner.
 - Wipe chest clean and dry if victim's chest is dirty or wet.
 - Press the appropriate electrode pads firmly to skin.
- Follow AED visual and voice prompts.
- Refrain from using portable radios or cell phones within four feet of victim while AED is evaluating heart rhythm.

- If patient recovers consciousness or starts moving, place the patient in the recovery position and leave the AED attached.

INCLUSION / EXCLUSION POLICY

In order to ensure that health and safety of scholars enrolled in the school, the following policy has been developed to determine when a scholar must be excluded from school due to illness and when they may safely return.

Mild illness is common among scholars, and most scholars will not need to be excluded from school for mild respiratory tract illness, because transmission is likely to have occurred before symptoms develop in the scholar or is a result of contact with scholars with asymptomatic infection. The risk of illness can be reduced by following standards and hygienic practices.

Exclusion of sick scholars and adults from school is recommended if the exclusion could reduce the likelihood of spread of illness. Parents/Guardians should be encouraged to disclose all symptoms and illnesses that their scholar may have. The final decision regarding exclusion lies with the school nurse in collaboration with the Associate Director of Operations and the Principal and in consultation with the scholar's medical provider and the Chicago Department of Public Health (CDPH). Reporting of certain diseases and conditions, as well as any unusual outbreaks of other illness involving scholars or adults in a program is mandated by CDPH. Necessary diseases/conditions should be reported to CDPH by the Associate Director of Operations.

Scholars should be excluded for the following symptoms or illnesses:

- Illness that prevents the scholar from participating comfortably in school activities.
- Illness that results in a greater need for care than the staff can provide without compromising the health and safety of other scholars.
- Unusual irritability, unusually persistent distress not explained by other causes and/or other manifestations of possible severe illness.
- Fever greater than 100.4° F before fever-reducing medicine is given. Scholar should be excused and possibly seek medical attention if symptoms include lethargy, weakness, confusion, irritability, or signs of dehydration. Please add 1° when taking axillary temperature. For a fever greater than 105° F, scholar must seek emergency medical attention. Fever is usually a sign that the body is fighting a bacterial or viral infection. (Please add 1° when taking axillary temperature.)
- Diarrhea or stools that contain blood or mucus or are tarry/black, unless a medical examination indicates that the diarrhea is not infectious.
- Persistent diarrhea including abnormally loose, watery, or explosive stools.
- Urine that is pink, tea-colored, or red – this may be associated with burning frequency, or inability to urinate. Other symptoms may include fever or lower back pain, abdominal pain, or side pain.
- Vomiting two or more times in the 24 hours unless the vomiting is determined to be caused by non-communicable condition and the scholar is not in danger of dehydration.
- Vomiting blood or bile (yellow or green not associated with color of food previously eaten).
- Difficulty breathing, which includes flaring of the nostrils, grunting, wheezing, retractions (rib and abdominal breathing), bluish lips and nail beds, or inability to speak/cry related to breathing difficulties.
- Excessive drowsiness, lethargy, or difficulty to arouse.
- Abdominal pain that causes a scholar to be bent over or unable to walk, Tenderness or pain on lower right side of abdomen (rule out appendicitis)
- Rash with fever, unless a medical examination indicates that the condition is not infectious. If rash is purple or blood colored, skin is peeling, red streaks extend from rash, very painful, or scholar is acting

ill, medical attention should be sought out immediately. This does not include scholars who have a documented history of skin related problems (i.e., eczema).

- Purulent conjunctivitis “pink eye” or “red eye” defined as pink or red conjunctive with white or yellow discharge, often with matted eyelids after sleep and eye pain or redness of the eye lids or skin surrounding the eye. Eye may also be swollen shut. Scholar needs to be examined by a physician and approved for readmission with treatment.
- Red eye without above drainage or discharged, but it is associated with blurred vision, constant tearing and/or blinking, and eye pain.
- Tuberculosis (active) until the scholar’s physician or local CDPH authority states that the scholar is noninfectious.
- For mild impetigo (1-2 sores), scholar can attend school as long as sores are covered. For more serious cases, scholar must be taking oral antibiotics for at least 24 hours before returning to school.
- Streptococcal pharyngitis (sore throat) until 24 hours after treatment has been initiated, and until scholar has been afebrile (no fever) for 24 hours.
- Sore throat associated with one of the following: fever, rash on chest or abdomen, foul smelling breath, white patches in the back of the throat or white coated tongue.
- Lice should be addressed on a case-by-case basis. A scholar with head lice should be removed from class immediately and should not return until after the first treatment is received and no more living lice are present. A “No nit” policy is not required after the first treatment. Parents/Guardians should be properly educated on how to use special shampoo and when to repeat treatment. They should also be instructed about washing clothing, lines, and toys in the family home.
- Scabies, until after treatment has been completed.
- Scholars generally do not have to be excluded immediately for ringworm; however, lesions should be covered, and scholar’s hands should be washed well, especially if they have been scratching. Treatment should be initiated by the next school day and a physician’s note stating when the scholar may return to school is required. If a scholar has several lesions on skin or lesions on the scalp, they should be excluded that school day. Ringworm is no longer contagious 48 hours (about 2 days) after initiation of treatment.
- Varicella (chicken pox) until the sixth day after onset of rash or sooner if all lesions have dried and crusted.
- Pertussis (Whooping Cough) until 5 days of the appropriate antibiotic therapy (which is to be given for a total of 14 days (about 2 weeks)) has been completed.
- Measles, until 6 days after onset of rash.
- Hepatitis A virus infection until 1 week after onset illness or jaundice (if symptoms are mild).
- Mumps, until 9 days after onset of parotid gland swelling.

Most infections do not constitute a reason for excluding a scholar from school. Examples that do not necessitate exclusion include:

- Rash without fever and without behavior change
- Hepatitis B virus carrier (with possible exceptions)
- HIV infection (with possible exceptions)
- Positive TB skin test with a negative chest X-ray and no active disease

Readmission to School

During the case of an identified outbreak of any communicable illness in the school, a scholar determined to be contributing to the transmission of the illness at school may be excluded. The scholar may be readmitted when the risk of transmission is determined to no longer be present (a physician’s note is required).

A note from a medical provider is required for re-admittance following all absences of three days or more. The school nurse, Associate Director of Operations, the School Principal, or designee has the option to require a note from a medical provider for any scholar whose health or disease communicability is in question.

THE SCHOOL NURSE, ASSOCIATE DIRECTOR OF OPERATIONS AND SCHOOL PRINCIPAL HAVE THE DISCRETION TO REQUIRE A DOCTOR'S NOTE FOR ANY SCHOLAR WHOSE HEALTH IS IN QUESTION.

CHRISTOPHER HOUSE RESPIRATORY ILLNESS MITIGATION STRATEGIES

In accordance and collaboration with guidelines set forth by the Centers for Disease Control (CDC), Head Start, Early Head Start, the Chicago Department of Public Health (CDPH), and the Illinois Department of Public Health (IDPH), Christopher House has put together a plan to mitigate the risks caused by respiratory illnesses including, COVID-19, Influenza, and RSV.

These guidelines have been established to ensure our facilities are clean and equipped to maintain safe conditions, and that a safe work environment that protects all employees and scholars alike from risks connected to respiratory illnesses,

Christopher House Policies and Procedures to Mitigate the Risk of Respiratory Illness

HYGIENE PRACTICES

- All individuals will practice frequent hand washing with soap and water for at least 20 seconds.
- Handwashing is encouraged before meals or snacks, after outside time, after going to the bathroom, and prior to leaving for home.
- When soap and water are not readily available, we will use an alcohol-based hand sanitizer with at least 60% alcohol. Hand sanitizer dispensers are mounted at all entry points, stairwells, and outside of all classrooms and offices. Pump sanitizer bottles are available in all classrooms and offices.
- We will encourage staff and scholars to avoid touching their eyes, nose, and mouth.
- We commit to providing adequate supplies for good hygiene, including clean and functional handwashing stations, soap, paper towels and alcohol-based hand sanitizer.

IMPORTANT DEFINITIONS:

ISOLATION refers to the time period that a person with a positive test must remain at home.

EXPOSURE occurs when there has been close contact with a positive case.

CLOSE CONTACT occurs when an individual has come within 6 feet for longer than 15 minutes within a 24-hour period, with or without wearing a mask, to a person who is a positive case.

FEVER-REDUCING MEDICATIONS are medications such as ibuprofen (Advil, Motrin), acetaminophen (Tylenol), and naproxen (Aleve) which reduce fever and relieve pain.

FOR SCHOLARS OR STAFF WITH SYMPTOMS SUGGESTIVE OF RESPIRATORY ILLNESS:

Christopher House retains the right to send home any scholar or staff member whose health may be putting the rest of the Christopher House community at risk of contracting a serious respiratory illness.

If a scholar develops symptoms of respiratory illness, we will call their parent, guardian, or emergency contact for pick-up. If a staff member develops symptoms of respiratory illness, they should notify their supervisor and return home.

Symptoms of respiratory illness include but are not limited to chest discomfort, chills, cough, decrease in appetite, diarrhea, fatigue (tiredness), fever or feeling feverish, headache, muscle or body aches, new loss of taste or smell, runny or stuffy nose, sneezing, sore throat, vomiting, weakness, and wheezing.

This list does not include all possible symptoms and people infected with a respiratory illness may experience any, all, or none of these symptoms.

It is recommended that staff and scholars with new onset of respiratory symptoms test themselves for COVID-19. Christopher House may provide a COVID-19 Rapid Test, subject to availability.

EXCLUSION FROM SCHOOL/WORK

Staff and scholars who test positive for COVID-19, Influenza, or RSV should be excluded from school/work until, for at least 24 hours, both are true:

- Fever-free without using fever-reducing medications AND
- Symptoms are improving overall.

Upon return and for the next 5 days, CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distancing from others when indoors as much as possible.

If the staff or scholar develops a fever or starts to feel worse after returning to normal activities, they should return home and away from others again until, for at least 24 hours, both are true:

- Fever-free without using fever reducing medications AND
- Symptoms are improving overall.

Upon return and for the next 5 days, CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distancing from others when indoors as much as possible.

Staff and scholars who have symptoms of respiratory illness caused by viruses other than COVID-19, Influenza, or RSV may attend school/work as long as they are:

- Fever-free and have not used fever reducing medications in the last 24 hours AND
- Symptoms are mild or improving AND
- Symptoms do not interfere with comfortable participation in typical work or school activities.

While experiencing symptoms of respiratory illness, CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distancing from others when indoors as much as possible.

Early Childhood scholars who have been out sick for three (3) days or more must provide a doctor's note before being allowed to return to the program.

NOTIFICATION

All parents and guardians will be required to immediately notify Christopher House if someone in the household tests positive for COVID-19, Influenza, or RSV.

If a scholar or employee tests positive for COVID-19, Influenza, or RSV, we will identify all those who have had close contact with the individual and notify them. We will maintain the confidentiality of all staff, scholars, and families.

Christopher House will report unusual illness, clusters of cases above baseline for group and time of year or increased/unusual severity of illness to CDPH.

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

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

- Entering Kindergarten or the first grade.
- Entering the sixth grade.
- Enrolling in an Illinois school for the first time, regardless of the scholar's grade.

The required health examinations must include a diabetes screening (diabetes testing is not required) and a statement from a physician assuring the scholar has been "risk-assessed" or screened for lead poisoning. Failure to comply with the above requirements by October 15 of the current school year will result in the scholar's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. If a medical reason prevents a scholar from receiving a required immunization by October 15, the scholar must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. An appropriate medical professional must sign the schedule and statement of medical reasons.

Eye Examination

All scholars entering Kindergarten or the school for the first time must present proof before October 15 of the current school year of an eye examination performed within one year prior to entry of kindergarten or the school. Failure to present proof by October 15 allows the school to hold the scholar's report card until the scholar presents:

- (1) documentation of a completed eye examination, or
- (2) documentation that an eye examination will take place within 60 days after October 15.

Dental Examination

All scholars entering Kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year. Failure to present proof allows the school to hold the scholar's report card until the scholar presents:

- (1) documentation of a completed dental examination, or
- (2) documentation that a dental examination will take place within 60 days after May 15.

Exemptions

A scholar will be exempted from the above requirements for:

- Religious or medical reasons if the scholar's parent/guardian presents to the school principal a signed statement explaining the objection.
- Health examination or immunization requirements on medical grounds if a physician provides written verification.

- Eye examination requirement if the scholar's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
- Dental examination requirement if the scholar's parent/guardian shows an undue burden or a lack of access to a dentist.

Head Lice

If your scholar has head lice, the school will observe recommendations of the Illinois Department of Public Health regarding head lice.

- Parents/Guardians are required to notify the school nurse if they suspect their scholar has head lice.
- Infested scholars' parent/guardian or guardian will be notified and asked to pick up their scholar.
- The school will provide written instructions to parent/guardian or guardian regarding appropriate treatment for the infestation.
- A scholar excluded because of head lice will be permitted to return to school only when the parent/guardian or guardian brings the scholar to school to be checked by the school nurse or school principal and the scholar is determined to be free of the head lice.

MEDICATION ADMINISTRATION POLICY

Medication may be administered to a scholar at school when the following criteria are met:

Reasons for administration of medication include:

- When the medication schedule cannot be adjusted to exclude hours when the scholar is in the center.
- When a scholar has a chronic medical problem (e.g., asthma) that may require urgent administration of medication.
- When refusal to administer medication in the center would pose a significant hardship or require absence of a scholar in the recovery phase of an illness that is otherwise well enough to attend the center (e.g., ear infection after one or two days of treatment).
- When those in the home environment cannot administer the medication because of time restraints, lack of skill, or stress.

Medications which can be safely given include:

- Medication prescribed by a licensed health professional, such as those available over the counter, for which written instructions are given to the program by a licensed health provider.
- Medications which staff who are responsible have been trained to administer, including oral, topical, nasal, and eye medications.
- Medications which bear their original prescription label or a manufacturer's label, and which are provided in safety-lock containers, transported safely with regard to temperature, light, and other physical storage requirements.
- Medications for which all the criteria on the program's consent form have been met.

Procedures which will be used when administering medications include:

- Designation of time(s) at which medication can be given.
- Completion of the parent/guardian consent form. (See Appendix)

- Storage of the medication in the designated locations.
- Administration using the prescribed measuring device and technique.
- Recording of each dose given by date, time, and amount on the medication administration log maintained by staff and available to Parents/guardians. (See Appendix)
- Physicians letter on file that includes a statement regarding the side effects of the prescribed medication.

The person(s) responsible for administering medication will be the person who:

- Has the designated time for medication administration.
- Has been trained to administer the type of medication by the route as required.
- Will assure safe storage and disposal of medication.
- Has access to locations where medication is stored and medication administration records are kept.
- It is designated on the program's consent form.
- Knows the scholar(ren) to whom the medication is to be given.
- Knows about the potential reactions to the medications to be administered and how to respond to such reactions.
- Knows when and how to contact parents/guardians, pharmacists, or health providers to clarify the need and instructions for administration of medication.

Medications will be stored:

- Under lock and key, out of reach of scholars.
- In a refrigerator separate from food by being enclosed in a covered container if refrigeration is required.
- In a cool, dry, dark, locked enclosure that is inaccessible to scholars.
- In an area separated from center activities, but accessible to the person who administers the medication at the site.
- Example: All medications that require refrigeration will be kept in a sealed plastic container in the refrigerator. Any medications which should not be refrigerated will be kept locked in the Medication box.

Medication will be administered:

- In a location where the scholar will have relative privacy, if this is not possible, the other scholars will be reminded that medications are only taken when the care giving adult administers them.
- Where hand-washing facilities are available.

NOTE: The Associate Director of Operations must be notified when scholars are administered medication at school and will make a site visit to ensure that procedures have been adhered to and that the person(s) responsible for administration of the medication had/have been sufficiently oriented to the medication.

The parent/guardian is also responsible for picking up their scholar's medication if it is discontinued. If the medication is not picked up in a timely manner, the medication will be disposed of. All medications that have not been picked up at the end of the school year will be disposed of.

Scholars cannot carry any type of medicines, pills, or inhalers unless the nurse has a note from the physician to carry these items during the school day. The prescription for the medicine(s) must be on file with the nurse's office stating that the scholar needs to keep the medicine with them during the school day.

Mutual Responsibility

In order to empower scholars who take medication to become an active participant in the management of their health, scholars in 5th – 8th grade are encouraged to take part in a mutual responsibility partnership with the School Nurse to ensure that their medication is taken at the correct time daily. The School Nurse, Teacher, and Scholar will establish a plan for medication administration during the school day. Scholars should come to the office at the agreed upon time for their medication. If the scholar has not arrived within the expected window of time the Nurse will call the classroom to have the student sent to the office for their medication.

FAMILY SUPPORT SERVICES

The Family Support Services department at Christopher House works in collaboration with the elementary school to provide support and services to each Christopher House family. Their services include:

Family Advocates

There are three family advocates designated specifically to the elementary school. Some families who also have scholars in the early childhood program will be assigned a different family advocate as a shared case. Teachers and staff are expected to collaborate with family advocates on providing support to each family. Teachers and advocates should create and track family goals together however, it is the classroom teacher's responsibility to ensure all families have 3 formal goals with 3 ratings throughout the year.

Social Work Services

Christopher House recognizes that occasionally some scholars may need services in the area of mental health; classroom observations, staffing, trainings for Parents/Guardians and staff, individual services, as well as family or group services, these services will be addressed through our Social Work Department. Parents/Guardians are encouraged to participate and follow through with recommendations. Parent/guardian participation is required because, without the assistance of Parents/guardians, the behavior will not improve, and the scholar will not get the help he or she needs.

Mental Health Services

The objectives of mental health services are:

- To assist scholars in their emotional, social, and cognitive development.
- Provide Parents/Guardians with an understanding of scholar development.
- Provide early identification and intervention in problems that might interfere with a scholar's development.
- Develop a positive attitude toward mental health services

These objectives (as identified by Chicago Department of Human Services in the Mental Health Scope of Services) are accomplished through on-site counseling, referrals, individual observations of scholars and individualized educational plans designed in consultation with teachers, Parents/guardians, directors, social service workers and mental health professionals.

Teachers, social workers, and the director will work directly with Parents/Guardians of scholars as well as with the scholars who are exhibiting inappropriate behaviors in the programs. Parent/guardian participation is required because without parent/guardian assistance, the behaviors will not improve. Staff at Christopher

House values the parent/guardian ideas and suggestions for appropriate guidance for their scholars to ensure the goal of safety for all scholars in the programs.

SUSPECTED CHILD ABUSE AND NEGLECT POLICY

All staff personnel are mandated reporters of suspected child abuse and/or neglect under the State of Illinois Abused and Neglected Child Report Act. As mandated under the law, we are required to report to the state all cases of suspected abuse and/or neglect to a child.

The mandated reporter status means that I am required to report or cause a report to be made to the Child Abuse Hotline number (1-800-25A-BUSE) whenever I have reasonable cause to believe that a child known to me in my professional or official capacity may be abused or neglected. I understand that there is no charge when calling the Hotline number and that the Hotline operates 24-hours per day, 7 days per week, 365 days per year.

Please refer to the CPS Crisis Management Manual for a detailed Suspected Child Abuse and Neglect procedure.

CONFIDENTIALITY POLICY

All scholars' records are organized in a filing system that maintains confidentiality. Scholars' files are the property of Christopher House. Parents/Guardians are welcome to review the contents of their scholar's file with proper notice. When information from the file is needed for a service provider of scholar or by other entities or professionals, such as schools, therapist, local, and state, and federal authority, Parents/Guardians must sign a Consent of Release of Confidential Information form. A copy of the information from the file will be made available for the person who requires the information. Department of Children and Family Services, Chicago Public Schools and authorized Program Personnel have access to scholars' information for monitoring purposes and do not require a release of information consent from the parent/guardian.

Christopher House abides by the regulations implementing the Illinois Student School Records Act (105 ILCS 10/1) which governs the contents of school scholar records and prescribes appropriate procedures and forms for all administrative proceedings, notices and consents that are required or permitted by statute. All information relating to the maintenance, access, and dissemination of or challenge to school scholar records is available to the public. Christopher House will collect, retain, and use information about individual scholars related to their educational pursuits. Christopher House recognizes the rights of privacy of the scholars and therefore, will maintain careful custodianship and will limit access to scholar records. Scholar records shall be available only to scholars, their parents/guardians, and designated school officials and personnel who have a legitimate educational interest in the information or as otherwise permitted by law. Both Parents/Guardians shall have equal access to scholar records unless stipulated otherwise by court order or law.

The principal, or any employee specifically designated by the Principal, may forward education records upon request to a school in which a scholar of Christopher House seeks or intends to enroll (upon request of the scholar or school) and provide information related to scholar identity to appropriate parties in connection with an emergency if such information is necessary to protect the health and safety of the scholar or other individuals.

Pursuant to applicable law, Christopher House will comply with legitimate requests for access to a scholar's records within a reasonable time frame. A record may be reproduced unless the record is copyrighted, or otherwise restricted. The principal or their designee shall maintain a log of those people to whom information about a scholar has been disclosed.

Record Keeping/Documents Considered Confidential

- Health Record for each enrolled scholar, including:
- Parent/guardian Consent/Release of Information
- Health History
- Medical Exam Report
- Screening and Test Results
- Illness/Accident Reports
- Record of Immunizations
- Doctor's statements regarding health concerns
- Dental exam report
- Referrals and follow up on suspected scholar abuse neglect, exploitation, abductions.
- Any medical or dental or psychosocial information pertaining to the status of a scholar or adult who is HIV positive or who has been diagnosed with an illness.
- Enrollment forms, referrals, and follow-up reports of contracts with other agencies and reports of contracts with families.

COMMUNICATION

Communication with Families

Home communication is an essential practice at CHES. We encourage teachers to use a variety of ways to communicate to Parents/guardians- email, text, face to face, Remind etc. Parent/guardian communication must be documented in a log.

Positive messages should be a common practice, as well as communicating concerns and challenges. In addition, each grade-level and department must send home a newsletter monthly in both English and Spanish (ELL/FSS can assist with translation) on the last Friday in each month (at least).

Administration will provide monthly home communications on the last Friday of every month. Teachers must ensure these packets are placed in scholars' home folders. Administration may provide communication at any time, however; if this occurs, teachers must be diligent in ensuring documents are placed in folders. Anything sent home on paper should also be sent home electronically through the Remind App. Any other home communication must be approved by the principal.

Email

CH provides an email address for each staff member. This email address will be used for communications from CH and school administration as well as to enhance communications between staff and Parents/guardians. We are encouraging Parents/Guardians to use your email as a form of communication; teachers and staff are expected to check their CH email daily and respond to parent/guardian requests or concerns in a timely manner. **All professional communications between teachers, scholars and Parents/Guardians MUST be via this email account only.**

ILLINOIS DEPARTMENT OF HUMAN AND FAMILY SERVICES ACKNOWLEDGEMENT OF MANDATED REPORTER STATUS

Each employee has an obligation to report all instances of suspected scholar abuse or neglect immediately to the appropriate state department, and to their supervisor, or to cause such a report to be made. If the employee's supervisor is not available to discuss the instance of abuse, the employee must make a report and the employee shall later confer with the supervisor to discuss the incident and the report that was filed.

Reports and investigations of suspected scholar abuse shall be kept strictly confidential. Failure to comply with this confidentiality policy shall be grounds for immediate termination.

I, _____, understand that when I am employed as a
(Employee Name)

_____, I will become a mandated reporter under the Abused
(Position)

and Neglected Scholar Reporting Act [325 ILCS 5/4]. This means that I am required to report or cause a report to be made to the scholar abuse Hotline number (1-800-25A-BUSE) whenever I have reasonable cause to believe that a scholar known to me in my professional or official capacity may be abused or neglected. I understand that there is no charge when calling the Hotline number and that the Hotline operates 24 hours per day, 7 days per week, 365 days per year.

I further understand that the privileged quality of communication between me and my patient or client is not grounds for failure to report suspected scholar abuse or neglect; I know that if I willfully fail to report suspected scholar abuse or neglect, I may be found guilty of a Class A misdemeanor. This does not apply to physicians who will be referred to the Illinois State Medical Disciplinary Board for action.

I also understand that if I am subject to licensing under the Illinois Nursing Act of 1987, the Medical Practice Act of 1987, the Illinois Dental Practice Act, the School Code, the Acupuncture Practice Act, the Illinois Optometric Practice Act of 1987, the Illinois Physical Therapy Act, the Physician Assistants Practice Act of 1987, the Podiatric Medical Practice Act of 1987, the Clinical Psychologist Licensing Act, the Clinical Social Work and Social Work Practice Act, the Illinois Athletic Trainers Practice Act, the Dietetic and Nutrition Services Practice Act, the Marriage and Family Therapy Act, the Naprapathic Practice Act, the Respiratory Care Practice Act, the Professional Counselor and Clinical Professional Counselor Licensing Act, the Illinois Speech-Language Pathology and Audiology Practice Act, I may be subject to license suspension or revocation if I willfully fail to report suspected scholar abuse or neglect.

I affirm that I have read this statement and have knowledge and understanding of the reporting requirements, which apply to me under the Abused and Neglected Scholar Reporting Act

MEDICATION CONSENT FORM

(ONE MEDICATION PER CONSENT FORM)

Date: _____

Scholar's Name: _____ Date of Birth: _____

Classroom Teacher(s): _____ Classroom: _____

Name of medication: _____

Date prescribed: _____ Date/Time Last Dose is Due: _____

The parent/guardian should complete the following section:

I, _____ give permission for
trained Christopher House staff members to administer: _____
(Prescribed Dosage)

of _____
(Name of prescribed medication)

to my scholar, _____

at approximately _____ on _____
(Time medication should be given) (days and dates)

for _____

Possible side effects to watch for with this medication include:

Print name of Prescribing Physician: _____ Phone: _____

Parent/guardian Signature: _____ Date: _____

Print name: _____

MEDICATION ADMINISTRATION LOG

(ONE MEDICATION PER LOG)

Scholar's Name: _____ Date of Birth: _____

Classroom Teacher(s): _____ Classroom: _____

Name of medication: _____

Date prescribed: _____ Date/Time Last Dose is Due: _____

Date	Dosage Given	Staff Signature

AUTHORIZATION TO RELEASE A SCHOLAR TO A MINOR

Christopher House Elementary School's release of scholars policy requires all scholars to be picked-up by an adult, 18 years or older. We do, however, understand that families have different circumstances that may prevent that from happening. Please fill out the form below to give consent for individuals under the age of 18 years old to pick up your scholar. You must ensure that the names of these individuals appear on your child's emergency pick up list and that you return this form to the Christopher House Elementary School main office. All individuals under the age of 18 years old picking up a scholar will be required to show a Photo ID to pick up a scholar (unless they also attend Christopher House Elementary School).

Please note this authorization form only applies to pick up for Christopher House Elementary School and is not valid for pick-up at Christopher House's Early Childhood and Youth Development programs

Scholar's Name: _____

I _____, authorize _____, who is _____ years old to pick-up
 (Parent/Guardian name) (Person picking up)

my scholar from dismissal.

☐ Please check this box if the minor picking up your scholar also attends Christopher House Elementary

School and write their classroom and grade below:

 Classroom/Grade of sibling picking up

 Parent/Guardian Signature

 Date

Parent/Guardian phone number: _____

SCHOLAR WALK-HOME AUTHORIZATION FORM

Christopher House Elementary School recommends that all scholars should be dropped off and picked up from school daily by an adult, 18 years or older. We do, however, understand that families may have different circumstances that may prevent that from happening. Please fill out the form below and return it to the CHES main office to allow your scholar to be dismissed on their own to walk home.

Please note this authorization form only applies to dismissal from Christopher House Elementary School and it is not valid for dismissal from Christopher House's Early Childhood and Youth Development programs

I, _____, authorize Christopher House Elementary School to dismiss
(Parent/Guardian name)

_____ in _____ to walk home on their own after school.
(Scholar Name) (Grade)

Parent/Guardian Signature

Date

Scholar Address: _____

Parent/Guardian Phone Number: _____

FIELD TRIP PLANNING FORM

Teacher/Classroom: _____

Field Trip Destination: _____

Date of trip: _____

Time of school departure: _____

Time of return to school: _____

Number of scholars: _____

Number of chaperones: _____

DESCRIPTION OF ACTIVITIES: _____

TRANSPORTATION: _____

PLAN FOR SCHOLAR MEALS: _____

SCHOLAR "WHAT TO BRING" LIST: _____

SUPPLIES AND EQUIPMENT FOR STAFF TO BRING:

- ☐ Cell Phone
- ☐ Class Roster
- ☐ Scholar Emergency contact forms
- ☐ First- Aid Kit
- ☐ Scholar medication (in first-aid kit)
- ☐ Admission tickets, confirmation information, etc.
- ☐ Chaperone contact information
- ☐ Bus company phone number

STUDENTS NOT ATTENDING THE FIELD TRIP AND ALTERNATIVE PLAN: _____

EMERGENCY CONTACT PERSON DURING FIELD TRIP:

Name: _____

Phone #: _____

*** Please submit this form to the principal for field trip approval***

EXCURSION SHEET

DATE OF TRIP: _____

LOCATION: _____

CLASSROOM: _____

TIME OF DEPARTURE: _____

TIME OF RETURN: _____

- | | |
|-----------|-----------|
| 1. _____ | 17. _____ |
| 2. _____ | 18. _____ |
| 3. _____ | 19. _____ |
| 4. _____ | 20. _____ |
| 5. _____ | 21. _____ |
| 6. _____ | 22. _____ |
| 7. _____ | 23. _____ |
| 8. _____ | 24. _____ |
| 9. _____ | 25. _____ |
| 10. _____ | 26. _____ |
| 11. _____ | 27. _____ |
| 12. _____ | 28. _____ |
| 13. _____ | 30. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |
| 16. _____ | 31. _____ |

Emergency Contact Person During Field Trip:

Name: _____

Phone #: _____

* Please leave a copy of this sheet with main office staff*

FIELD TRIP PERMISSION SLIP

Dear Parent/Guardian,

An educational field trip has been scheduled for your scholar's class. Please complete this permission slip and return it to school immediately. Scholars who do not have a signed permission slip will not be able to participate in the field trip.

Class: _____ Date of field trip: _____

Destination: _____

Departure Time: _____ Arrival Time: _____

Your scholar will need: _____

Mode of transportation: ☐ School Bus ☐ Walking

Please select one of the following:

☐ I have read the information above and give my permission for _____
to attend the field trip. Scholar's Name

☐ I do **NOT** give my permission for _____
Scholar's Name

to attend the field trip. I understand that an alternate learning experience will be provided for my scholar on that day.

Signature of Parent/Guardian

Date