

**Zion Lutheran School
Lincoln, Illinois**

Parent/Guardian/Student Handbook



Revised June 2021

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Handbook Disclaimer

This handbook is intended to describe the working relationships within Zion Lutheran School, its practices, procedures, rules and regulations. The handbook may be supplemented as necessary. The handbook should serve as a code of conduct, but in no event is this handbook intended to constitute a contractual agreement and is not intended to be binding upon Zion Lutheran Church and School or the Zion Lutheran Parochial School Board. If you cannot find answers regarding who, what, when, where, or why in this handbook, you are strongly encouraged to ask for clarification.

ZION LUTHERAN SCHOOL – WHAT IS IT ALL ABOUT?

Our Mission Statement

Zion Lutheran School is a ministry of Zion Lutheran Church created to assist families in nurturing children through the power of the Gospel of Jesus Christ.

Our Philosophy of Education

The members of Zion Lutheran Church, as people brought to faith in Jesus Christ, have been commissioned as individuals and as a church to preserve and extend God's Kingdom. The life, death, and resurrection of Jesus Christ must be proclaimed to all. The Holy Spirit changes hearts and lives, and brings victory and comfort to people who are declared totally and unconditionally righteous through Christ's work. Changed hearts are rightly taught to apply God's Law and Gospel to all aspects of life and love and serve God while loving and serving others.

Christian education is one of the most effective means to proclaim the Gospel and teach children. Zion Lutheran School is a part of the total Christian education ministry of Zion Lutheran Church. The school's ministry centers on the following beliefs:

- All children are loved by God even though they are sinners. Through the work of God's Holy Spirit, they are brought to faith, believe in Christ, receive salvation, and live as sinners/saints.
- Each child is a unique creation of a loving God, and deserves the opportunity to develop through his/her personal learning style intellectually, socially, emotionally, physically, and spiritually.
- The home and family greatly influence a child's learning. Any Christian education ministry must work cooperatively with Christian parents and families in order to be effective.

Zion Lutheran Church exists to share Christ's love with every generation. Zion Lutheran School assists the church in its ministry within the school setting through Christian education, worship, evangelism, fellowship, and service.

CHRISTIAN EDUCATION prepares a child for life. Proverbs 22:6 says, "Train a child in the way he should go, and when he is old he will not turn from it." Parents are responsible for the Christian training of their children. Zion Lutheran School was created to assist families in nurturing their children's faith.

The truths of God's Word are woven into every subject area and classroom situation so that the Holy Spirit may nurture children's faith in Christ and so that children may see the world around them from a Christian viewpoint. Those children who are not Christians hear God's Word proclaimed so that the Holy Spirit might plant faith in their hearts. A staff-developed, up-to-date curriculum presents a challenging and comprehensive course of study.

Our goal is that children are taught the Biblical truths of Lutheran Christian doctrine expressed in the demands of God's law and in the comfort of the saving Gospel of Jesus Christ. They receive encouragement and instruction to live in service to Christ and others.

Our goal is that children are taught by Lutheran teachers who are academically prepared to teach a full academic curriculum from a distinctly Christian viewpoint. Children are taught how to develop and use their God-given abilities and how to strive for excellence in further schooling and adult life.

WORSHIP occurs throughout the day in classroom devotions or chapel, singing, and silent prayer. John 4:24 says, "God is spirit, and his worshipers must worship in spirit and in truth." Training and experiences in Christian worship are an integral part of every day at ZLS. Children are taught to develop a personal devotional and prayer life and to pray with others.

Teachers serve as models for the role of worship in the life of a Christian. Students become leaders in worship activities. They experience the richness of Lutheran worship tradition using hymns and liturgy, as well as more contemporary worship settings and music.

EVANGELISM focuses on children and their families. The great commission in Matthew 28:19 says, "Therefore go and make disciples of all nations . . ." Zion Lutheran School is one of the front-line evangelistic ministries of the church where the Holy Spirit works to make disciples.

Children hear the Word of God daily and see the witness of teachers in word and lifestyle. Using the witness of teachers as a model, children are trained to articulate the Gospel and effectively share it. They learn to lead Christian lives as a witness to their faith.

FELLOWSHIP is shared by teachers, students, and families. 1 John 1:7b says, "we have fellowship with one another, and the blood of Jesus, his Son, purifies us from all sin. Zion Lutheran School provides a loving environment in which children may be themselves and express their Christian faith in an atmosphere of love and joy and grow in Christian fellowship.

The mix of Lutheran children, children of other Christian denominations, and the unchurched provides a unique opportunity for interaction, understanding, and witness. The use of God's Law and Gospel influences all relationships.

SERVICE is a natural part of school life at Zion. Galatians 5:13b says that we are to, "serve one another in love." Many opportunities for Christian service are available at Zion Lutheran School. Children are encouraged to seek opportunities to help others in the school, in the community, and in the world. Compassion and love for all people are modeled, encouraged, and practiced.

By proclaiming the Gospel to children and by training children in Christian living, Zion Lutheran School serves children and assists parents so that God's Kingdom may be enlarged and so that our world may be blessed by the influence of our students.

WHAT IS A LUTHERAN SCHOOL?

Many think of education in America solely in terms of the system of public education. Private and parochial schools, however, have played a dynamic role in shaping education in the nation and continue to do so.

Congregations of the Lutheran Church – Missouri Synod have a long and impressive history of providing quality education in this country. Beginning in the 1830's, Lutheran immigrants began establishing grade schools, high schools, colleges, and seminaries to provide Christian education for their children. Many Lutheran schools predate the public schools in their community and it was not unusual for a new congregation to build a school building before building a church. Today, the Lutheran Church – Missouri Synod operates the largest Protestant school system in the nation. Zion Lutheran School has been serving the Lincoln community since 1973.

Why Lutheran Schools?

The reason Lutheran schools exist is to provide quality education while sharing the good news of the Gospel of Jesus Christ with young hearts and minds. This purpose goes well beyond the daily instruction in God's Word, for it influences and permeates every activity from history class to recess, from recognizing achievement to disciplinary measures.

Without the Gospel of salvation there would be no reason for Lutheran schools. With it, there are as many reasons as there are children who need to learn of Jesus Christ, have their faith in Him nurtured, and be motivated to do their best.

WHO ADMINISTERS ZION LUTHERAN SCHOOL?

Zion Lutheran School is one of many ministries of Zion Lutheran Church. Final authority in all decisions, including policy, staffing, building and grounds, curriculum, and all other areas relevant to the maintaining of a Christian school rest with the Voters' Assembly of Zion Lutheran Church. The Voters' Assembly is bound to abide by the Constitution of Zion Lutheran Church.

The Parochial School Board

Governance of the school is delegated by the Voters' Assembly to the Parochial School Board. This board consists of the Parochial School Board Chairman, six Zion Lutheran Church members elected by the Voters' Assembly, the school principal, the Pastor, the Chairman of the Congregation, and one member of Faith Lutheran Church who serves as an ex-officio member.

Parochial School Board meetings are normally held on the second Monday each month. Guests are welcome and are encouraged to contact the principal or Parochial School Board chairperson to make arrangements to speak at the meeting. Guests wishing to share concerns will be expected to follow Christian methods of problem resolution (Matthew 18:15-17).

The Principal and Assistant Principal

The principal and assistant principal, with the assistance of the school staff, serve as the agents of the Parochial School Board in carrying out policies and in administering and supervising the school.

Concerns relative to school policy or procedures should be directed to the principal. Questions about individual classroom procedures should initially be directed to the teacher. If the problem is not resolved, the principal may be contacted.

The State of Illinois

Zion Lutheran School conforms to the applicable regulations of the Illinois State Board of Education, making it a state-recognized school. Zion Lutheran School is visited on a regular basis by representatives of the State of Illinois as the school's recognition is renewed.

Although not required by the State, all full-time teachers at Zion Lutheran School hold State Teaching Certificates or comparable credentials.

The Lutheran Church – Missouri Synod

Zion Lutheran Church is an autonomous body not under the governance of any national church group. The church, however, is pleased to be associated with the Lutheran Church – Missouri Synod.

Zion Lutheran School receives guidance and advice from the educational offices of the Synod, the Lutheran Education Association, the Lutheran teacher-training universities, and the Central Illinois District of the Lutheran Church – Missouri Synod. Annual visits by the District Education Executive assist the school staff and the Parochial School Board in improving Zion Lutheran School.

WHO WILL TEACH MY CHILD?

Zion Lutheran School is staffed with professional educators who have dedicated their lives to the service of children in a Christian setting. The faculty of Zion Lutheran School is both experienced and enthusiastic.

Any concerns or questions relative to a teacher or classroom should first be brought directly to the teacher before contacting the principal. Only if the situation cannot be resolved should the principal be contacted so that parent(s), teacher, and principal may work the situation out together.

The teaching staff should be viewed as partners in the child's upbringing. They should be treated as you would like to be treated yourself. Please refer to Matthew 18:15-20.

Zion is also blessed with support staff serving as administrative assistant, custodial/maintenance supervisor, classroom aides, and hot lunch coordinators. Volunteers complete the picture and enrich Zion Lutheran School and its students.

WHAT WILL MY CHILD LEARN?

The Scriptures teach that “the fear of the Lord is the beginning of wisdom.” Proverbs 1:7. Therefore, all curriculums are developed and taught in the light of God’s revelation to us in the Bible.

Central to the program of instruction at Zion Lutheran School is the study of God’s Word and its application to life today. Our teaching is based on the scriptures and their explanations in the confessional writings of the Lutheran Church. Each student will participate in the formal Lutheran religion program of instruction.

The scriptures permeate and give perspective to all other subjects. Only through the application and integration of God’s revealed truth can subjects such as history, science, or literature be taught and understood fully.

Curriculum Development

Curriculum is developed and adopted by the Parochial School Board upon the recommendation of the school staff and other advisors. Each year a portion of the curriculum is reviewed and improved and new textbooks adopted. Textbooks are recommended by the faculty and approved by the Parochial School Board. Materials from both Christian and secular publishers are used.

Every effort is made to provide a complete curriculum as defined by the State of Illinois and the Lutheran Church – Missouri Synod.

Subjects

<i>Bible</i>	Bible study and life application, doctrine, church history, worship, missions, stewardship, Bible memorization
<i>Language Arts</i>	Reading, literature, English grammar and composition, spelling, vocabulary, handwriting
<i>Mathematics</i>	Arithmetic, problem-solving, algebra, geometry
<i>Social Studies</i>	History, geography, U.S. and Illinois constitutions
<i>Science</i>	Life, physical, and earth science
<i>Music</i>	Choral music (grades 5-8), instrumental music (grades 4-8), classroom music (grades PreK-4)
<i>Physical Education</i>	Physical fitness, gross motor development, team and individual sports, health, safety,
<i>Art</i>	Variety of mediums of art, study of artists, and creative expression
<i>Computer Education</i>	Keyboarding, word processing, literacy, internet use
<i>Health</i>	Body systems, nutrition, changes in the growth of a human

HOW IS A STUDENT ENROLLED AT ZION LUTHERAN SCHOOL?

Zion Lutheran School welcomes the opportunity to provide a quality academic education and share the Good News of Jesus Christ with the children of Zion Lutheran Church and the community.

Families wishing to enroll a new student in the Kindergarten through 8th grade need to meet with the principal for an interview before the child may be enrolled. Children may be enrolled in our Preschool and Pre-Kindergarten through the school office.

Children whose parents are members of Zion Lutheran Church are given priority in enrollment. We also welcome other children as space, facilities, and staff allow. The order in which enrollments will be prioritized are as follows:

1. Children whose parents are members of sister congregations in the Lutheran Church – Missouri Synod.
2. Children whose parents have no church affiliation.
3. Children whose parents are members of other denominations.

The Parochial School Board reserves the right to deny enrollment based on the recommendations of the professional staff and the student's academic and behavioral needs. The motivating factors in any such decision are in the best interests of the child and the class.

Reenrollment in future years will be dependent upon space and staff availability, although every effort will be made to serve all children previously enrolled. A student's reenrollment may be given a probationary status as a result of homework or behavior issues.

Tuition Payments

Zion Lutheran Church members generously subsidize tuition payments for each K-8 student. It is the responsibility of each ZLS family to pay their tuition amounts in a timely manner. (ZLS will adopt the following protocol in past due tuition collection: If tuition is past due for one month, the Principal/ZLS representative will call/email the parent(s)/guardian(s) regarding their past due tuition. If no response to this request, upon the second month of past due tuition, a letter stating that if payment of past due amount is not made, their dependent(s) enrollment at ZLS will be suspended unless payment in full is paid by the first of the following month. If payment is still not received after enrollment suspension, further collection action will be taken.)

ZLS families will enroll in the FACTS tuition payment service found on our ZLS website. Families who are more than 60 days late in tuition payments may have an additional fee of 1 ½% per month added to their balance due. Families that are three months late will be asked not to send their child to school till at least one month's payment is made.

ZLS families who owe tuition from the previous year(s) may not register at final registration in August until they pay the balance in arrears. (Exceptions for special circumstances will be determined by the Parochial School Board.)

Needs-based tuition support is available for registered K-8 families that apply for support and meet the requirements.

ZLS Scrip

All families are encouraged to use ZLS Scrip. Rebates from Scrip purchases can be used for tuition, school lunches, early arrival accounts, etc., and Zion Lutheran School.

Non-discriminatory Policy

Zion Lutheran School does not discriminate on the basis of race, color, biological sex, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. If anyone feels Zion Lutheran School has discriminated against them they are to contact the principal, assistant principal, or the school board president (who will fill out an incident report). The matter then will be brought before the school board (PSB) who will discuss the issue and notify the complainant about its decision. If the complainant prefers to be present at the PSB meeting to personally express their concerns they are to notify the school board president.

Age Requirements

In compliance with state regulations, September 1st is the cut-off date for enrollment in our early childhood programs. Children must have reached the following age by this date to be enrolled in the respective programs:

Kindergarten	5 years old
Pre-Kindergarten	4 years old
Preschool	3 years old

Physical, Eye, and Dental Exams, Birth Certificates and Immunizations

Illinois State Laws mandate that:

- All new ZLS students, students entering Kindergarten or First Grade, and 6th graders show proof of a current physical examination before Oct. 15 with proof of the below listed immunizations.
- All Kindergarten students and students entering school in Illinois for the first time are required to have an eye examination before Oct. 15.
- A certified birth certificate, displaying a county seal, and current immunization records showing proof of immunization against: Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Rubella, Mumps, Haemophilus influenzae type b, Hepatitis B, and Varicella must be on file for all students by Oct. 15.
- All students entering, transferring, or advancing into 6th, 7th, 8th grades will be required to show proof of receipt of one dose of Tdap vaccine (containing tetanus, diphtheria, acellular pertussis) by Oct. 15.
- Students entering Kindergarten, Second Grade, and Sixth Grade must present proof of an oral health examination before May 15. School dental examinations must have been completed within the 18 months prior to the May 15 deadline.

WHAT GOES ON AT ZION LUTHERAN SCHOOL?

The School Day

Grades 1 – 8	8:15 a.m. to 3:00 p.m.
Kindergarten	8:15 a.m. to 2:55 p.m.
Pre-Kindergarten	8:15 a.m. to 2:50 p.m.
Preschool AM	8:15 a.m. to 11:00 a.m.

Daily attendance is expected. Students not ready to begin at the starting time are considered tardy. Parents are responsible for training children in promptness. Tardy children disrupt the rest of the class. Notifying the school that a student will be late does not nullify the fact that the student is tardy.

Doors to the school open for grade school students at 8:00 a.m. Arrangements may be made for participation in the Early Arrivers Program by contacting the school office.

Early Dismissals

Zion Lutheran School dismisses students at 11:30 or 1:45 on days indicated on each yearly calendar.

School Closings and Emergency Dismissals

Zion Lutheran School typically follows the lead of District 27 and/or Lincoln Community High School in determining the need for early closing or school closings due to extreme temperatures or weather. Late starts could also be an option depending on the circumstances. Classes will start at 7:30 a.m. and dismiss at 12:30 p.m. on days when the heat index is forecasted to reach or exceed 97 degrees. ZLS may dismiss early or close due to extreme weather conditions during the winter. Parents will be notified in the case of a schedule change.

Please establish a plan for your children to follow in the case of an early closing. Every effort will be made to ensure that each child gets home safely.

Homework

Homework is an important part of the educational process. Therefore, Zion students are expected to complete homework on a regular basis.

In the primary and middle grades, homework is typically work that has not been completed in class. In grades 5 - 8 an increased amount of work is assigned that needs to be done at home.

In all situations, parents are to encourage the completion of homework and monitor television viewing and other activities which would distract from completing school work. It is best to have a designated time and place for homework completion.

When a student is absent from school due to illness, he or she will have one day for every day of absence to make up class work.

Parents are strongly discouraged from taking family trips during the school year which require missing days of school. If a student is absent from school due to vacation, all class work is due the day the student returns from the vacation if provided before and missed tests must be taken that day.

Students in grades 3 - 8 are required to use an assignment book. Parents will be notified of missing work.

Honor Roll

Students in grades 3-8 are eligible for Zion Lutheran School Honor Roll recognition.

Letter Grade Scale For Tests And Homework

A+	100	B+	90-91	C+	81-82	D+	72-73
A	94-99	B	85-89	C	76-80	D	67-71
A-	92-93	B-	83-84	C-	74-75	D-	65-66

Honor Roll Point Value For Report Card Grades

A+	12	B+	9	C+	6	D+	3
A	11	B	8	C	5	D	2
A-	10	B-	7	C-	4	D-	1

Honor Roll Subject Point Values

The following five subjects are worth one point for students in grades 3-8: Math, Science, Social Studies, English/Language Arts, and Literature/Reading.

Religion, Bible Memory and Spelling each earn a ½ point value for grades 3-8.

Physical Education has a ½ point value for students in grades 5-8.

Subjects that are not included in the honor roll computation are: Art, Handwriting, Band, and Choir.

Honor Roll Categories

High Honor Roll(A)	All scores must be 10 or higher (All A's)
Honor Roll(A/B)	Average of 9.5 or higher
Honorable Mention(B)	Average between 8.0 and 9.49
B.U.G. Award	Bring Up Grades (B.U.G.) Awards are earned by students who bring up at least one grade, with no grades lower than the previous quarter.

Academic Honesty Policy

All ZLS students are expected to adhere to a high degree of academic honesty. Forms of academic dishonesty include, but are not limited to, plagiarizing (purposely offering the words or ideas of another person as one's own), copying homework, using another student's paper, copying answers during a test, and engaging in any other action that would be considered inappropriate in terms of academic honesty. The consequences for such conduct will be severe. They will include one or more of the following: (1) contacting parent/guardian, (2) a zero for the particular piece of work, (3) detention(s), (4) redo the original work or do similar assignment, (5) exclusion from extra-curricular activities. Other consequences may apply. The teacher and principal will determine the penalty(ies).

Special Services

Zion Lutheran School works in cooperation with West Lincoln – Broadwell School to provide speech and learning assistance services to qualified Zion students. Educational and psychological testing may be requested by parents and teachers in an attempt to aid students with learning problems.

Health Services

Zion students will annually receive hearing and vision screening from School Health & Consulting. Students in Preschool, Pre-K, 2nd, and 8th will have a vision screening and students in Preschool through 3rd will have a hearing screening.

Chapel

Weekly chapel services are conducted at Zion Lutheran School, typically on Wednesday mornings at 8:20.

Chapel services integrate worship into the school routine and bring students closer to their Lord. Chapel families consisting of students from several grades develop a sense of family in school that crosses age and grade lines. Chapel also provides student leaders with opportunities to share their faith boldly before their peers.

Offerings are collected each week. Charitable organization recipients are designated by the faculty or students. Guests are encouraged to attend and participate in chapel services whenever possible.

Library

The library at Zion Lutheran School is available for student use on a regular basis. Students may check out books for one week at a time. Children are encouraged to read on a regular basis and to treat the books with care. A fee will be charged for damaged or lost books.

Extracurricular Opportunities

Zion Lutheran School offers extracurricular athletics to all interested students in 5th-8th grade. Students in 4th grade may be given the opportunity to participate.

- Zion students may compete in softball and wrestling through our co-op with the Jr. High.
- Girls' and boys' basketball, girls' volleyball, girls' cheerleading, and boys' baseball will compete through our co-op with Carroll Catholic School.
- Cross-country, track and field will compete through Zion. Pep Squad for girls in grades 5-8 is also provided and coached by a Zion representative. Students also may participate in speech, scholastic bowl, and chess when available.

Teams compete in games and tournaments with public, parochial, and other Lutheran schools. Fourth graders may be allowed to participate in some sports.

A grade point average of 4.0 (C-), without an "F", must be maintained for continued participation in all extracurricular activities. Please refer to the Athletic Handbook for more information regarding eligibility.

The athletic program is carried out under the guidelines established in the Athletic Policy Handbook (available on the ZLS website) and is administered by the athletic director.

Sports physicals (valid for one year) must be on file in the school office prior to beginning practice or play.

No student may participate in more than 2 hours of coached practice sessions per day. Special concessions may be given one month in advance of tournament play.

ZLS coaches will conduct a Parent and Player Meeting prior to the playing of games, with written expectations/rules that have been approved by the Athletic Director(s) to be handed out, reviewed, and signed by player and parent/guardian.

No ZLS extracurricular activities are to be scheduled on Wednesdays.

Please see the ZLS Athletic Handbook for additional information.

Music Program

Zion offers an instrumental music program in addition to classroom music and Christmas and spring music programs.

The band program allows students in grades 4 – 8 the opportunity to become familiar with a musical instrument and play it as part of a group. Small group lessons and advanced band are offered.

Students in grades 5–8 participate in the school choir.

Academic Competitions

Zion students in grades 5-8 participate in a school Science Fair and History Fair in alternating years. Eligible history projects from grades 6-8 progress on to the regional and state history fairs.

Upper grade students may also have the opportunity to participate in the Geography Bee, Spelling Bee, Math Bowl, Bible Bowl, and Scholastic Bowl.

Field Trips

Field trips are provided to broaden the classroom learning with first-hand experience and observation. Children must have a signed permission slip to participate in any field trip.

School Pictures

School pictures are taken in the fall. Information regarding packages available will be sent home. Whether or not pictures are purchased, every child will be photographed.

Lunch

A refrigerator is available for lunches. Please mark lunch boxes or sacks with the student's name. Fast food lunches, food needing heating, glass containers, and soda pop should not be brought to school by students. Drinks containing high levels of caffeine and/or sugar are prohibited.

An optional hot lunch program, with food prepared by District 27, is available. Prices are available at registration. Individual lunches may be purchased daily, weekly, or monthly.

Zion Lutheran School participates in the National School Lunch program, offering free and reduced price lunch benefits to qualifying low-income families. Families interested in applying for these benefits are encouraged to pick up an application in the school office. Applications are held in strict confidence and no differentiation among students is made in serving lunches or receiving payments.

Milk

Milk may be purchased at registration or in the school office. The cost of milk is determined at the beginning of the school year and is announced at the time of final registration.

HOW WILL MY CHILD BE DISCIPLINED?

Discipline Philosophy of Law and Gospel

Discipline is crucial to the mission of Zion Lutheran School. It is part of the process of assisting parents in the development of their children to become productive, cooperative, self-controlled, and responsible citizens and Christian witnesses.

Discipline also allows Zion Lutheran School to carry out its mission in an environment which is safe and conducive to learning.

Discipline is not just the enforcing of rules and the assigning of consequences (Law). Rules and consequences (Law) can change behavior but cannot change a child's heart. Proper and effective discipline uses both the Law and the Gospel of the Holy Scriptures. When used correctly, the Law leads a person to recognize his/her misbehavior (sin) and to realize he/she needs God's forgiveness. The Gospel promises forgiveness as a free gift through faith in the work of Jesus Christ. As a result of being forgiven, a person then desires to please God through his/her thoughts, words, and actions. The results of discipline are described in Hebrews 12:11: "No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."

Everyone benefits when policies and procedures are spelled out clearly. Teachers, students, parents, and school staff are able to work within a common framework of expectations and consequences. Our school-wide policy assures uniformity in the way discipline is carried out. It also protects the rightful interests of students, teachers, parents, and school staff and encourages the proper use of Law and Gospel.

School rules for student behavior, dress, attendance, playground use, and other related issues are established by the school faculty and the Parochial School Board. When appropriate, specific consequences for breaking rules are established as well. A summary of school rules is located in this Parent Handbook under the heading, "What is expected of students?" These rules may be amended at the discretion of the school faculty and the Parochial School Board. Students are reminded regularly of the most commonly applied school rules through classroom signs and verbal reminders.

Individual teachers, in consultation with the principal, establish rules and standards for children within their classroom. These rules take into consideration the developmental level of the students, the teachers' style, and the goals of the particular class. Appropriate consequences are attached to these rules. It is the responsibility of the teacher to regularly communicate these rules and their consequences to the students and, when appropriate, to the students' parents.

Consequences

Consequences are crucial to the effective enforcement of rules. Whenever possible, consequences are a logical result of the rule broken and the severity of the offense. They are carried out as soon after the offense as possible. Consequences are assigned in a fair and consistent manner, considering the student's needs.

Inappropriate consequences include assigning extra school work, meaningless repetition, and physical tasks without purpose, inflicting embarrassment, and anything potentially physically harmful to the child. No corporal punishment in any form is used at Zion Lutheran School.

Appropriate consequences that may be assigned by a teacher or staff person include, but are not limited to:

1. Student will be separated from the group.
2. Student may lose the following privileges including, but not limited to, classroom privileges, recess, eating with the class, participation in group break times, and field trips.
3. Parents will be notified.
4. Verbal reprimands may lead to a lunch detention. Three lunch detentions per ½ quarter may result in an after-school detention. Three after-school detentions could result in a one-day suspension.
5. Student participation in extracurricular activities may be limited.
6. Detentions or other forms of staying after school, or required early arrival may be assigned.

Handling of discipline situations may include the following steps:

1. The teacher or staff person determines the student(s) responsible for the rule infraction.
2. The teacher or staff member confronts the student(s) with a clear explanation of the offense and the consequences.
3. The teacher or staff member allows the student to respond to the allegations.
4. The student is encouraged to admit responsibility and exhibit a repentant heart.
5. Appropriate consequences are carried out (minor infractions lead to minor consequences, major infractions lead to major consequences).
6. The teacher or staff member shares and models God's forgiveness through Jesus Christ.
7. In response to God's grace, the student expresses a desire to avoid repeating the same offense.

Certain severe infractions require an immediate and powerful response. Zion Lutheran School reserves the right to suspend or expel students who commit such severe infractions. In some cases the infraction may not have occurred on school property or during a school activity, and yet the nature of the infraction makes such consequences necessary.

A suspension is a removal of the student from the classroom or building for a period of at least one school day. The principal, in consultation with a teacher or staff member, may assign a student a suspension.

Typical offenses leading to a suspension including the following:

1. Possession of a weapon
2. Possession of alcohol, illegal drugs, or tobacco products
3. Fighting
4. Gross or repeated disrespect to a teacher or staff member
5. Gross or repeated disobedience
6. Theft
7. Gross harassment, sexual or otherwise, of another student
8. Vandalism
9. Three detentions in a quarter

The student and the parent(s) will be notified of the suspension and the reason for it within 24 hours. Such notification will be oral and followed by a written notice.

An In-School Suspension is for a maximum of three school days. All school work must be completed as assigned. No late work will be accepted. The student will be separated from the other students in the school for the entire day. The student will be under the supervision of a staff member.

An Out-Of-School Suspension is for a maximum of ten days. All school work must be completed as assigned. No late work will be accepted. The student must be under parental or other adult supervision during the suspension. Failure to provide supervision could cause child welfare authorities to become involved. The student may not return to the classroom until a conference is held with the student, his/her parent(s), the teacher or staff person involved, and the school principal.

An Expulsion is a permanent removal of the student from the school for at least the remainder of the school year. Expulsions may only be carried out under the direction of the Parochial School Board in consultation with the school principal.

Offenses leading to expulsion include, but are not limited to, the following:

1. Threatened use or use of a weapon
2. Use or distribution of alcohol, illegal drugs, or tobacco
3. Continued or very severe commission of any offense usually resulting in suspension

Students and parent(s) will be notified in writing and orally, if possible, of a pending expulsion and the date and time of the Parochial School Board meeting at which such a decision will be made. Written notification will either be hand delivered or sent by registered mail. A formal hearing before the Parochial School Board will be held. The parent(s) and the student will be able to hear the reason for the potential expulsion. The parent(s) and student will be allowed to present their side. If the Parochial School Board chooses to expel the student, the parent(s) will be notified orally as soon as possible and then will be formally notified by registered mail.

Parents are a school's most important ally in carrying out effective disciplinary procedures. While teachers are encouraged to handle most discipline situations within the classroom, repeated or severe misbehavior calls for parental notification and involvement. The teacher may contact the parent orally or in writing. Parents are counted on to do the following:

1. Recognize that the common goal of teacher and parent is the best interest of the child
2. Support the teacher and cooperate in developing a response
3. Take concerns directly to the teacher (Matthew 18)
4. Follow through by correctly using Law and Gospel at home

PARENT-TEACHER CONVERSATIONS

Zion's faculty and staff desire to work with parents toward common goals for their children. Parents wanting to speak to a faculty member after school may do so by calling the teacher or the office to set up an appointment. Faculty members are, as a rule, not available during school hours and often have plans/activities during after-school hours. They may not be available on the day the parent calls. When setting up the meeting time, parents should give the teacher time to fit the meeting into his/her after-school schedule.

Parent-faculty meetings should be approached in a spirit of cooperation and mutual respect. Verbal abuse of Zion faculty and staff will not be tolerated. Yelling at, swearing, or threatening a faculty or staff member may be grounds for immediate expulsion of the student.

PARKING LOT PROCEDURES

To keep children safe at Zion Lutheran School, all parents and those providing transportation for students must follow these parking lot procedures:

- Traffic flows in a counter-clockwise direction. Please enter the parking lot at the second (north) entrance only.
- Children are allowed to enter properly parked vehicles only.
- Please pull into parking spaces (head in only) while leaving room for students to walk in the marked path.
- Please back out of parking spaces. Do not drive across the gold lines.
- Children are to walk in designated paths only.
- Additional parking is available along the playground and in the back of the school.
- Children may be dropped off at the curb in the morning, however do not block the crosswalk.
- Do not leave cars parked alongside the curb.
- Do not leave the motor running in unattended vehicles.
- Preschool students must be brought to the classroom door and picked up there as well.
- Prekindergarten students must be brought to the classroom door and will be picked up in the parking lot.
- Please be sure your child knows each day how he or she will be getting home from school. If it changes, please send a note to your child's teacher.

WHAT IS EXPECTED OF STUDENTS?

A SUMMARY OF SCHOOL RULES AND PROCEDURES

Comings and Goings

- The school doors open at 8:00 a.m. for grade school students. Early arrivers will enter the building prior to 8:00 a.m., using the back door. *Early arrivers must go directly to the cafeteria until 8:00 a.m.* Parents will be charged a fee of \$1.00/day for participation in the Early Arrivers Program if arriving between 7:30-8:00 a.m. and \$2.00/day if arriving between 7:00-7:30 a.m.
- A grade school student is considered tardy if the student is not seated and ready to go by 8:15 a.m. A tardy may result in the loss of recess.
- Students are not allowed to leave the school building during school hours. Exceptions for doctor's appointments and emergencies may be made with notification to the school. Individuals picking up children must sign them out and sign them back in at the school office.
- The playground is not to be used before or after school by students unless they are under the direct supervision of a parent.
- Students may cross Highway 10 only with a parent or parental permission.
- Students will not be released to persons other than their parents or other designated persons unless parent/guardian notification is supplied.
- Participants must attend school the entire school day on the day of an extracurricular activity in order to participate that day/evening. If a medical appointment must be scheduled during the day of the event, a written doctor's excuse will be required. Participants may miss no more than half the day (three and half hours) for the doctor's appointment. Absences on Friday will result in ineligibility on the weekend. Acceptable excuses may include family emergencies and other extenuating circumstances as approved by ZLS administration.

Taking Students Out For Lunch

Parents/guardians may take their children to lunch off campus if prior arrangements are made with the child's teacher. Students must return to school when classes begin or they will be marked tardy.

High School Students Visiting ZLS

High school students can visit classrooms during the school day by invitation of faculty members, and for the exclusive purpose of academic enrichment.

Cell Phones

Students are permitted to have cell phones at school, but they must be shut off and stored in their bags. Students will have access to school phones when necessary. If a child is found using a cell phone at school without permission, the phone will be held in the office until a parent picks it up. Failure to comply with this rule may result in an after school detention.

Clothing and Hygiene

- Students in grades PK-8 will wear a ZLS polo shirt on Chapel days (Wed.). The shirts are included on the student supply lists and are available for purchase locally. Chapel day clothing must be worn throughout the school day, not just during chapel. If appropriate clothing is not worn to chapel, students may be required to wear clothing provided in the school office, or parents may be contacted to bring appropriate clothing to school.
- Students are to arrive with clean hands, faces, and clothing.
- Torn or ripped clothing should not be worn to school that exposes skin above the knee.
- Shorts of reasonable length (inseams of 5 inches or more) are permitted from the first day of school until November 1 and from March 1 until the end of the school year.
- T-shirts or other items with messages that are crude, disrespectful, blasphemous, or that promote alcohol, drugs, or unseemly characters will not be worn to school.
- Clothing should be safe and suitably modest, with ample room. Examples of immodest clothing for school would be spaghetti straps, shirts that are low cut and show cleavage, short shorts, and clothing that bare the midriff (including shirts that bare the midriff when arms are raised to shoulder height).
- Sleeveless tops must cover the shoulder and underarm area.
- Low rise pants/shorts are inappropriate unless worn with a shirt that comes well over the buttocks.
- No students may wear jewelry requiring a piercing of any other part of the body besides the ear.
- Students are not allowed to have permanent tattoos.
- Hats are not to be worn in the building during school.
- Students are encouraged to wear socks at all times. Socks or stockings must be worn with sandals, crocs, or any open-toed shoes.
- Revealing clothing will require students to wear their PE shirts or other clothing.
- Pajama style pants are not to be worn during school.

- Shorts should be worn under dresses.
- Parents are asked to aid in supporting this code by closely supervising the appearance of their own children before sending them to school.

Violation of dress code consequences

- A first violation will be dealt with by the homeroom teacher in consultation with the principal. The student will be asked not to wear the offensive or inappropriate item again. The student may be asked to call home for alternate clothing or proper clothing may be provided by the school.
- A second violation of the code will be dealt with by the homeroom teacher and the principal. Parents will be asked to bring a change of clothes and the student will sit in the office until the parent arrives.
- A third violation will result in a conference between the principal and the parents/guardians to review and identify the problem and to work together to find a solution.

Other Rules

- Wholesome and God-pleasing relationships among our students are encouraged. Zion Lutheran School is neither the time nor place for inappropriate public displays of affection. Teachers or sponsors who observe any public display of affection that they feel is contradictory to the goals of ZLS will talk with the students involved and request that their actions stop. Parents will be notified of the situation. This policy is for school hours or any school related function.
- Bathrooms and locker rooms are to be used for their intended purpose and not as a gathering place.
- The principal's office and the faculty lounge are off limits to students unless under a teacher's supervision.
- Students are not allowed to enter the supply room or janitor's room without permission.
- Students are to use the gymnasium only as part of organized activities or under adult supervision.
- Children are to stay in their seats and talk quietly in the lunchroom.
- Throwing of an object anywhere in the school building, except as part of an approved, organized activity will not be tolerated.

- Gum is not to be chewed in the school building during school hours.
- Foul or hurtful language will not be tolerated. The tongue should be used to build people up and to focus on what is good, right, and pure.

Use of Equipment, Supplies, and Furniture

- Damage to any school property caused by the negligence or vandalism of a student will not be tolerated. The student may be required to repair or replace the property at his/her own cost and may be assigned additional related tasks.
- Students are to sit with all four chair legs on the floor and not lean back on their chairs.
- Students' desks should be kept neat and orderly. At the end of the day, desk tops are to be cleared and all belongings put away properly.
- Playground equipment is to be used as it was designed to be used. For example, swings are to be used by one person at a time to swing forward and backward.
- School telephone use by students requires permission from a teacher or staff member.

Personal Property

- Coats, boots, and other clothing should be kept in their proper place and marked with the student's name.
- Toys, video games, iPads, tablets, and similar valuable items that can be distracting, lost, or stolen should be left at home. If brought to school for before or after school use they must be left in the student's backpack.
- Lockers are to be kept locked when not in use in order to protect personal belongings.
- Students who lose school supplies are to replace them as soon as possible.
- No one has the right to use another person's possessions without permission.
- All students are expected to have the proper clothing and shoes for participation in physical education classes and recess.
- Confiscated items may be retrieved by a parent.

Participation

- Students are expected to go outside for recess whenever the class goes. A written note must be submitted if the child is not to participate due to health reasons.
- Participation in physical education classes is required. Children may be excused only with a doctor's or parent's note, and only due to illness or injury.
- Children are expected to participate in field trips, concerts, programs, and other school sponsored activities. Students must have a permission slip signed by a parent/guardian to attend the trip.

Absences

- Please notify the school office between 7:30 and 8:15 a.m. if your child will be absent. If the school is not notified about your child's absence by 11:00 a.m. on the day of the absence, the school may notify local authorities for a well-being check.
- Make-up work will be provided to students with absences. It remains the parent's and student's obligation to make sure that all work missed is completed.

Excessive Absenteeism

There is a close relationship between student attendance and academic success. School personnel and parents must work together to ensure that students attend school every day, unless there is a valid reason for not attending.

Extended or habitual absences are very harmful to children's education. Too many absences also may legally force the school to report parents to local social service agencies for neglect. Please make sure your child is in school!

The following guidelines will be followed to encourage students to attend school daily. The guidelines are intended to maintain an open line of communication between the school and parents of students who are absent from school more often than would be reasonably expected. This is not to indicate that a child's absence is not legitimate. Each student and situation must be handled on a case-by-case basis due to different and varying circumstances, but the overall guidelines on how student absences are handled must be clarified and understood by all parties involved.

Attendance reports will be reviewed regularly. Once a student has missed the tenth day in a quarter, parents are informed by letter, and concern is shared about their student's lack of attendance.

If a student misses fifteen enrolled days during a semester, a conference will be held with the student's parent(s) and school administrator(s). The purpose of the meeting will be to communicate and work together to assure that the student is in attendance. A referral to the Parochial School Board and disciplinary action will take place if there is no resolution to the repeated absences.

Lost And Found

Lost and found items are kept at school. Parents are urged to have their children regularly check for missing items. Unclaimed items are given to local charities at the end of the school year.

Firearms, Weapons, and Drugs

There are no firearms, weapons, or illegal drugs allowed on school grounds. The Illinois State Police will be notified by the principal of any incidents involving firearms, controlled substance, or non-prescription cannabis in the school building or on school grounds through the 'School Incident Reporting System' (SIRS) in IWAS.

No smoking on school grounds.

KEEP US INFORMED

Emergency Numbers and Change of Address

The school office must be notified immediately when any of the following occur:

1. A change in family address
2. A change of family, work, or emergency phone number
3. A change in day care provider or authorized transporter.

Illness

- Let us know if your child is sick or absent for any reason. Students should not be in school if they are ill.
- Students must be fever-free, without the use of fever reducing medication, for 24 hours before returning to school after an illness.
- Let your child's teacher know of any physical or emotional difficulty your child is facing that may impact school performance.

Medication

- If your child will need to take prescription or non-prescription medication at school:
 1. Complete and sign an authorization form in the school office, which includes doctor and parent signatures for both prescription and over-the-counter medications.
 2. Send all medication in the original container, clearly marked with the child's name, dosage (provide a dosage cup or dropper), and name of medication.
 3. All medication, including Tylenol, cough drops, etc., must be kept in the school office.
 4. Students that require inhalers, Epipens, insulin devices, or sunscreen can self-administer and be kept in their bags.

5. Students that require medicinal cannabis-infused products may also self-administer, but it must be done in the office under adult supervision. Products must be kept in the office and properly labeled.

ACTIVITY FEE

An annual activity fee of \$25.00/student will be assessed for students in grades K-8.

CHURCH ATTENDANCE

Attending Zion Lutheran School does not substitute for church and Sunday School attendance. Church attendance is important to a child's spiritual development. Therefore, we encourage faithful attendance at Zion Lutheran Church or the church of the family's choice.

Studies reveal that when both parents attend church with a child, there is a much higher probability that the child will continue to grow in his/her Christian faith as an adult. Parents serve as role models for their children.

Zion and Faith member families must sign a member-in-good-standing policy that indicates their church attendance responsibilities.

Church and Sunday School attendance are taken weekly in class and recorded on quarterly report cards.

FINANCIAL SUPPORT

Zion Lutheran School is maintained by the membership of Zion Lutheran Church as a response to God's love, and is evidence of the congregation's concern for children and their families.

The costs of operating Zion Lutheran School are substantial. Tuition payments do not come close to covering the cost of educating a child. Parents are asked to remain current in their payments so that the ministry may not be hindered. They are also encouraged to seek opportunities to provide volunteer services.

PARENT-TEACHER LEAGUE

All parents are members of the PTL, whose purposes include fellowship, inspiration, education, and service. One objective of the PTL is to provide help and guidance to parents as they train their children in a God-pleasing manner.

FUNDRAISING ACTIVITIES

Parent Teacher League Fundraisers

In February, the PTL runs the Annual Pancake and Sausage Meal.

Every Zion Lutheran School parent is expected to participate in these activities. Funds from the PTL fundraisers provide technology, books for the school library, science equipment, scholarship funds, money for special projects, and many other enrichment opportunities.

Other Fundraisers

Money raised through student fundraising is used for student special events such as field trips, special assemblies, etc. Other fundraisers may be conducted for class trips.

Box Tops for Education and the Coke Rewards Program are easy ways to support the school. For more information about these programs please visit the school website.

Challenge Committee

The ZLS Challenge Committee raises thousands of dollars annually to support the ministry of Zion Lutheran School. Support of the committee fundraisers is very much appreciated.

Annual Fund Drive

Zion Lutheran School conducts an Annual Fund campaign called “Helping Eagles Soar”. Funds contributed are used for designated needs and purposes.

HOW DO FAMILIES STAY INFORMED?

ZLS Website

Important and interesting school information can be found on our school website at www.zls-linc.org. If you are looking for information that you cannot find in an email from the office, check the website.

Email

This is the primary means of communication with the office and teachers. Please be sure that the school office has your current email address. Email addresses will not be shared without your permission.

Tuesday Note

A weekly newsletter, which includes a calendar of events, information on school activities and parenting tips, is sent on Tuesdays via email. The *Tuesday Note* is also posted on our school website. Hard copies of the newsletter are available upon request.

Facebook

Zion has a Facebook page, Zion Lutheran School Lincoln Illinois, and a parent-initiated Facebook group that shares pictures and posts related to what is happening in the building. If you are looking for important information, check the website (www.zls-linc.org).

Welcome Visits

Teachers visit students in their homes or at school when the student is new to the teacher's classroom. These visits generally take place before the school year starts and are designed to inform the students and parents about expectations in the classroom and to establish a solid home-school relationship.

Report Cards

Progress reports for grades K – 8 are issued quarterly. Mid-quarter reports will be sent home and are estimates of a child's progress in order to catch problems before the end of the quarter. Fifth through eighth grade parents are able to monitor their child's grades online at any point. The teachers will update grades at least every two weeks.

Parent Teacher Conferences

A parent-teacher conference is scheduled at the end of the first quarter. Parents or teachers may request a conference at any time during the school year.

VOLUNTEER GUIDELINES

These guidelines are designed to help volunteers who have sustained contact with students at Zion Lutheran School. They are intended to make volunteering a valuable experience for the students and as well as for the volunteer.

PLEASE SIGN IN AND OUT

For the safety of the students, it is important that we know who is in the building. Please sign in at the office when you arrive and out when you leave.

BACKGROUND CHECK

It may be necessary to conduct a Criminal Background Check depending on what degree of contact the volunteer has with students. You will be notified if you need the background check.

DCFS MANDATED REPORTER TRAINING

It is required that you complete the DCFS Mandated Reporter Training.

VOLUNTEER OPPORTUNITIES

Volunteers are one of the most valuable assets our students enjoy; their time is highly valued and greatly appreciated. Volunteers enhance the learning of students by assisting in a variety of ways, such as:

- helping with class parties
- chaperoning on field trips
- working with individual students and/or small groups of students
- putting up classroom and hall displays
- preparing materials and/or resources
- assisting in the Gym, Library, or Computer Lab

VOLUNTEER QUALIFICATIONS

- We reserve the right to request a background check of any volunteer (there is a \$50 fee associated with the background check that will be paid at the volunteer's expense)
- must complete the DCFS Mandated Reporter Training (free, completed online)
- must be approved by the administrator and/or classroom teacher
- must set good example with dress, behavior, language, professional conduct and lifestyle
- must refrain from tobacco and alcohol use when involved with any school activity.

ACCOUNTABILITY

Volunteers assist the teacher and take their direction from the teacher or staff person in charge of the activity, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities. If for some reason a volunteer cannot meet his/her commitment, the teacher should be informed as soon as possible so the day's schedule can be adjusted.

INTERACTING WITH STUDENTS

Volunteers must acknowledge that each student comes with different attitudes, interests, skills, habits and behaviors. Each individual is blessed with different gifts from God. This individuality is a very precious thing. Positive reinforcement, direct and sincere assurance of student efforts is expected of all volunteers. Difficulties or concerns should be directed to the teacher as soon as possible.

DISCIPLINE

Volunteers working in the classroom are expected to assist students in following established classroom rules. The classroom teacher should handle disciplinary situations. Students rarely have behavior problems while working with volunteers. However, if this does happen, please make the teacher aware of the situation.

CONFIDENTIALITY

Confidentiality is a critical part of any school environment. Never discuss any child's progress or personal matters with anyone, including your own children or family. Parents interested in their children's progress must be directed to speak with the classroom teacher rather than with the volunteer. Speak positively about staff members, other parents, students, or other volunteers. Volunteers who have concerns about what they've observed should discuss their concern with the teacher or the administrator as soon as possible after the situation arises. Only the professional staff should contact parents regarding a student.

DRIVING FOR FIELD TRIPS

Field trip volunteers must have:

- a valid driver's license
- proof of insurance
- legal seat belts or child restraint seats for each passenger
- hands free cell use only while driving
- completed the above requirements for volunteers

INSURANCE

It is assumed that all children are covered under family insurance policies.

ASBESTOS NOTIFICATION

As required by law, Zion Lutheran School is notifying students, parents, and staff that asbestos-containing materials (ACM) exists in the school building. None of these materials are a significant risk to the occupants of the building. A management plan for making sure that the materials do not become a risk is available for inspection in the principal's office. (Inspection date: 8/21)

TRESPASSING/SAFETY

The safety and well-being of everyone at ZLS is a high priority. Unauthorized personnel on campus may be asked to leave school property. Police may be notified if a suspicious or unauthorized person enters school property. All entrances to the school remain locked.

SEXUAL HARRASSMENT AND SEXUAL VIOLENCE

Our school maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile, anti-gender, or offensive environment, will not be tolerated under any circumstances.

REPORTING OF SUSPECTED CHILD ABUSE

ZLS abides by the statutes of the State of Illinois regarding mandatory reporting of incidents that come under the heading of child abuse as outlined by the state laws. You should be aware of the procedures that are mandated for the school, because some of these procedures run counter to the normal level of communication that parents have come to expect from ZLS and its teachers.

If circumstances that suggest possible child abuse come to the attention of the teacher or other school personnel, we are required by state statute to make a report to local welfare or police department. The mandated procedures prohibit the school from carrying out an investigation or assessment of the situation, and we are prohibited by statute from informing the family that a report has been filed. The local official agency (welfare or police) is the party that is charged with making the first contact. Until such time as the investigation/assessment has been completed, the school cannot discuss the case with the parents.

Should we fail to follow these procedures and the school does not file such a mandated report, the teacher(s) with knowledge of the situation are subject to conviction of a misdemeanor in our state.

Certainly, these statutes are designed to protect a child from a harmful situation, but the process unfortunately also shuts down the communication between the school and the home. Until the laws are changed to modify these procedures, we will abide by them as they currently read. Please understand that should such an occurrence involve you, the school is not trying to keep you “out of the picture” or deliberately go behind your back. We have no option but to follow the mandated guidelines.

Handbook Disclaimer

This handbook is intended to describe the working relationships within Zion Lutheran School, its practices, procedures, rules and regulations. The handbook may be supplemented as necessary. The handbook should serve as a code of conduct, but in no event is this handbook intended to constitute a contractual agreement and is not intended to be binding upon Zion Lutheran Church and School or the Zion Lutheran Parochial School Board. If you cannot find answers regarding who, what, when, where, or why in this handbook, you are strongly encouraged to ask for clarification.

POLICIES AND ACTION PLANS OF ZION LUTHERAN SCHOOL

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Convicted Child Sex Offender Policy

Convicted child sex offenders are not allowed on Zion Lutheran School property or at events hosted by Zion Lutheran School.

In the case of a ZLS student's parent/legal guardian who is a convicted child sex offender, an exception is made to this policy in the following circumstance(s):

The parent may attend parent and teacher conferences under the supervision of a chaperone. *

The parent may request to attend the 8th grade graduation.

The parent must inform the principal of his/her desire to attend these events. The principal will provide a chaperone * for the entire duration of the event.

*A chaperone is defined as one of the paid employees of Zion Lutheran School who shall be chosen by the principal.

Supportive Services

A student's needs for support services such as counseling and social work can be brought to the principal or assistant principal's attention by the student themselves, a staff member or parent who believes consideration is needed. This could be based on changes in a student's behavior, changes in the student body, stresses within the community or at home, etc.

The principal and/or assistant principal will communicate with student, teacher, and parent about the concerns. An accident report will be filled out by the principal and/or teacher.

The principal/assistant principal will then seek the advice through our Zion Lutheran Church pastor and/or the Central Illinois District governing administrator's office for further possible counseling services. We are also members of the Youth Service Bureau in which our students can be referred to. The Youth Service Bureau accepts referrals of youths that are in need of crisis intervention, counseling, and assessment, or referral to other appropriate services. This Bureau is also a service the staff can use as a resource in dealing with supportive needs.

Zion Lutheran School staff will continue to monitor the student's behavior and share their concerns with the principal/ assistant principal and parents.

**Zion Lutheran School
Return-to-Learn Concussion Protocol**

What is a concussion?

A concussion is a type of brain injury resulting from a bump, blow, or jolt to the head that causes the head and brain to move rapidly back and forth. A direct blow to the head is not required to cause a concussion; this type of injury can result from a hit to the body that transmits force to the head. The sudden, forceful movement can cause the brain to bounce around or twist in the skull, stretching or damaging the brain cells and causing chemical changes in the brain. Concussions affect people differently. Most students experience symptoms lasting for a few days or weeks. With a more serious concussion, symptoms may last months or even longer. Additionally, research has suggested age plays a role in recovery. Younger students tend to experience more prolonged symptoms than older students. Thus, it is important not just for high schools but also for elementary and middle schools to have return-to-learn protocols that provide academic staff with guidance about how to provide appropriate classroom and learning plan accommodations for students with concussions.

Though a concussion may seem to be an “invisible injury,” a concussion can affect a student in many different ways: physically, cognitively, emotionally, and with sleep.

Concussion Symptoms

Physical	Cognitive	Emotional	Sleep
Headache	Feeling mentally “foggy”	Irritability	Trouble falling asleep
Dizziness	Feeling “slowed down”	Sadness	Sleeping more than usual
Balance difficulties	Difficulty concentrating	Nervousness	Sleeping less than usual
Nausea/vomiting	Difficulty remembering	More emotional than usual	Drowsy
Fatigue	Difficulty focusing		Altered sleep schedule
Sensitivity to light			
Sensitivity to noise			
Visual changes			

These symptoms can significantly impact both learning and schoolwork. Physical symptoms such as headache, dizziness, and visual changes, may interfere with the student’s ability to focus and concentrate. Cognitive symptoms may impact the ability of the student to learn, memorize, and process information as well as keep track of assignments and tests. Struggling with schoolwork may actually cause symptoms to increase. Students may experience feelings of frustration, nervousness, and/or irritability both as a direct result of concussion and due to resulting academic difficulties. Disturbances in sleep patterns often result in fatigue and drowsiness during the day. Inadequate sleep can increase the magnitude of symptoms the students may experience.

Recovery from a concussion is an individualized process. Caution must be taken not to compare students suffering from concussions. Because every brain and every student are different, every concussion is different. Some students may not miss any school and may need few accommodations, similar to someone suffering from a minor illness. Others may endure months of symptoms that can significantly impact academic performance and require extensive accommodations at school. The severity of a concussion is measured by how long the symptoms last. Thus, it is not possible to know how severe a concussion is until the student is fully recovered.

A student's best chance for a full recovery from a concussion depends on timely implementation of two critical components: cognitive rest and physical rest. There is increasing evidence that using a concussed brain to learn may worsen concussion symptoms and prolong recovery. The goal during concussion recovery is to avoid overexerting that brain to the level of triggering or worsening symptoms. Determining the appropriate balance between the amount of cognitive exertion and rest is the hallmark of the management plan and crucial for facilitating recovery. This balance is different for each concussion. *Therefore, an individualized plan for accommodations is required, and will be frequently monitored and updated to allow the student to progress academically as concussion symptoms improve.*

How can a concussion affect school performance?

- Slower processing speed
- Lapses in short term memory
- Reduced/impaired concentration
- Slower to learn new concepts
- Shorter attention span
- More difficulty planning, organizing, and completing assignments
- Slower reading
- Difficulty with reading comprehension

Elementary School –

Compared to older students, elementary aged children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms.

Middle School –

Peer relations are very important to middle school students. They can be extremely sensitive to being different. Middle school student may try to minimize symptoms so as not to stand out. At this level, executive functioning, such as goal setting and planning ahead, is in greater demand. Therefore, organizational problems may have a greater impact on academic performance.

When is a student ready to return to school after a concussion?

It is required that a student with a suspected concussion be evaluated by a licensed healthcare professional, who has experience managing concussions, for guidance about when it's safe to return to school as well as recommend appropriate levels of cognitive and physical activity throughout the recovery process.

Providing appropriate support for a student returning to school after a concussion requires a collaborative team approach from a "Concussion Oversight Team":

Zion Lutheran School Concussion Oversight Team

Family Representative(s)	Student, parents/guardians , teammates, and friends
Medical Professional Representative	Student's pediatrician and/or concussion specialist
School Academic Representative	Student's teacher, administrative assistant, and principal
School Physical Activity Representative(s)	Student's PE teacher, teacher (or playground/recess supervisor) and/or coach

The Concussion Oversight Team will designate a member of its team to serve as the case manager. This person will have the role of advocating for the student's needs and serve as the primary point of contact for the student, family, and all members of the Concussion Oversight Team. The case manager is responsible for ensuring all are informed and understand how to implement the student's accommodations. *The case manager for Zion Lutheran School will be the administrative assistant, unless another team member is appointed by the principal.*

Return – to – Learn Framework

Points of Emphasis:

- To initiate the Return-to-Learn protocol, the student is required to be evaluated by a licensed healthcare professional and documentation must be provided to the school.
- The protocol emphasizes allowing the students to participate in school in a modified fashion so as not to worsen symptoms. Determining "how much is too much" may be a trial and error process.
- The student will be granted adequate time to complete missed academic work based on the amount of time needed for complete recovery.
- The student will report to the case manager ***daily*** in order to monitor symptoms (based on the previously mentioned symptoms list), and assess how the student is tolerating the accommodations, as well as assess how staff are implementing the modified learning plan.

- As the student’s recovery progresses through the phases outlined below, teacher should be prepared to apply “mastery learning” criteria within their subject matter. By identifying essential academic work, teachers can facilitate recovery by reducing the student’s anxiety levels related to perceived volume of work that will be required once he/she is medically cleared to resume a full academic load.

Phase 1: No School/Complete Cognitive Rest

- **Symptom Severity:** In this phase, the student may experience high levels of symptoms that, at best, prohibit the student to benefit from school attendance and may cause symptoms to increase in intensity. During this stage, physical symptoms tend to be the most prominent and may interfere with even basic tasks. Many students are unable to tolerate being in the school environment due to severe headache, dizziness, or sensitivity to light or noise.
- **Treatment:** Emphasis on cognitive and physical rest to allow the brain and body to rest as much as possible.
- **Intervention:** No School
 - Avoid activities that exacerbate symptoms. Activities that commonly trigger symptoms include: reading, video games, computer use, texting, television, and/or loud music.
 - Other symptom “triggers” that worsen symptoms should be noted by the licensed healthcare professional and avoided in the effort to promote healing
 - No physical activity – this includes anything that increases the heart rate as this may worsen symptoms
 - No test, quizzes, or homework
 - Provide students with copies of class notes (teacher or student generated)

Phase 2: Part-Time School Attendance with Accommodations:

- **Symptom Severity:** In this phase, the student’s symptoms have decreased to manageable levels. Symptoms may be exacerbated by certain mental activities that are complex or of long duration. Students can do cognitive activities but only for very short periods of time (5-15 minutes) and will require frequent breaks to rest and “recharge their batteries.”
- **Treatment:** Re-introduction to school. Avoid settings and tasks that trigger or worsen symptoms. In the first few days of returning to school, the goal is not to immediately start catching up on the missed work or learn new material. Rather, the initial goal is simply to make sure the student can tolerate the school environment without worsening symptoms. This means the first few days will include just sitting in class and listening (no note taking or reading.) Once the student can tolerate this, he/she can try short intervals (5-15 minutes) of cognitive work per class.

- **Intervention:** Part-time school attendance, with focus on the core/essential subjects and/or those that do not trigger symptoms. The Concussion Oversight Team will work together to prioritize which classes should be attended and how often.
 - Part-time schooling options include, but are not limited, to the following options:
 - Half days, alternating morning and afternoon classes every other day
 - Attending every other class with rest in the “sick room,” library, or other quiet location in between classes

Symptoms reported by the student during part-time schooling will be addressed with specific accommodations, including but not limited to the following:

- Eliminating busy work or no-essential assignments or classes
- Limit or eliminate “screen time” (computers, iPad, Smart Board), reading and other visual stimuli, based on the student’s symptoms
- Provide student with copies of class notes (teacher or student generated)
- No tests or quizzes
- Homework load based on symptoms. There will be no due dates on homework assignments. This will allow students to work at a pace that does not exacerbate symptoms and reduces their anxiety about completing the assignments.
- Allow student to leave class 5 minutes early to avoid noisy, crowded hallways during transition times and after school.
- No physical activity including gym/recess or participation in athletics

Phase 3: Full-Day Attendance with Accommodations:

- **Symptom Severity:** In this phase, the student’s symptoms are decreased in both number and severity. They may have intervals during the day when they are symptom free. Symptoms may be exacerbated by certain activities.
- **Treatment:** As the student improves, gradually increase demands on the brain by increasing the amount, length of time, and difficulty of academic requirements, as long as they do not worsen symptoms.
- **Intervention:**
 - The Concussion Oversight Team will continue to prioritize assignments, tests and projects. Students will be limited to one (1) test per day with extra time to complete tests to allow for breaks, as needed, based on symptom severity
 - The Concussion Oversight Team will continue to prioritize in-class learning, minimizing the overall workload
 - Homework demands will gradually increase
 - Symptoms reported by the student will be addressed with specific accommodations (as stated above.) Accommodations will be reduced or eliminated as symptoms resolve

- No physical activity unless specifically released by the student’s healthcare professional. If the student has not resolved their symptoms after 4-6 weeks, healthcare professional could prescribe light aerobic activity at a pace or duration below that which triggers symptoms. The student will be allowed to do this at school in place of their regular PE class, by walking, or lightly jogging. No contact sports will be allowed until the student is completely symptom-free with full days at school with no accommodations, has written clearance from their healthcare professional, and has completed the Return-to-Play protocol.

Phase 4: Full-Day without Accommodations

- **Symptom Severity:** In this phase, the student may report no symptoms or may experience mild symptoms that are intermittent.
- **Treatment:** Accommodations are removed when the student can participate fully in academic work at school and at home without triggering symptoms.
- **Intervention:**
 - The Concussion Oversight Team will work together to construct a reasonable step-wise plan for the student to complete missed academic work. An extended period of time will be recommended in order to minimize stress and anxiety on the student.
 - Physical activities as specified by student’s physician (same as Phase 3)

Phase 5: Full School and Extracurricular Involvement:

- **Symptom Severity:** No symptoms are present. Student is consistently tolerating full school days and typical academic load without triggering any symptoms.
- **Treatment:** No accommodations needed
- **Intervention:**
 - Before returning to physical education and/or sports, the student must receive written clearance from his/her healthcare professional, have a signed “Post-Concussion Consent Form” and complete the Zion Lutheran School Return-to-Play protocol.

Accommodations by Class/Subject:

History:

- Books on audiotape
- Provide detailed class notes to allow students to listen and not be consumed with note-taking during class
- Oral discussion for learning and oral test-taking preferred over written work

Language Arts, English & Writing:

- Books on audiotape
- Reduce overall amount of written and typed assignments as screens and annotating may be bothersome to the concussed student. Speech-to-text software programs could be helpful for writing papers or annotating.
- Oral discussion for learning and oral test-taking preferred to written work

Math:

- Reduce homework assignments to the least amount possible to demonstrate mastery learning of the concept
- Provide an outline of necessary steps to complete the problem. Concussed students often experience difficulty remembering and may leave out pertinent steps.
- Student should be given extra time to complete in-class assignments and homework
- Oral discussion for learning and oral test-taking preferred to written work

Science:

- Books on audiotape
- Detailed class notes to allow the student to listen and not be consumed with note-taking during class
- Hands-on learning may be helpful
- Oral discussion for learning and oral test-taking preferred to written work
- Speech-to-text software programs can be helpful for writing lab reports and assignments

Additional Specific Accommodations:

- Extending time on testing and assignments to allow for slower processing speed, especially if there is a significant reading demand. Students recovering from a concussion have limited endurance and therefore can only attend to a task for short intervals (5-15 minutes) before triggering symptoms. Symptoms are not just limited to physical ones. If there is a lack of comprehension, despite 2-3 attempts, even without a headache, the student should take a break.
- Providing a quiet room for testing to minimize distractions
- Offering preferential seating (usually in the front of the classroom or away from windows) to minimize distraction and allow better monitoring of the student.
- Class information and corresponding assignments should be divided into manageable chunks to minimize cognitive load.
- Reduce light sensitivity by allowing the student to wear sunglasses in class
- Allow breaks every 15 minutes for prolonged reading or screen time
- Allow the student to eat lunch in a quiet location
- Avoid assemblies, pep rallies, athletic events, and other events with loud noise and/or bright lights

If concussion symptoms increase, it usually means the student is reaching a point of over-exertion and needs a break. Some students may only need periodic breaks throughout the school day while others may need more frequent breaks, depending on the severity of the symptoms.

Follow-Up:

Students are encouraged to meet with the case manager regularly to discuss progress, grades, and status of make-up work. Additionally, the student's caseworker will conduct an exit interview with the student no earlier than one (1) week after he/she returns to full academic activity.

Ensuring a Student's Return-to-Learning is Successful:

- Education of all school staff about the goals of academic concussion management is essential to reduce the likelihood of a child suffering permanent damage to his/her academic record due to a concussion.
- Educate school staff about how concussions affect academic learning. Zion Lutheran School will take steps to ensure that their staff understands the procedures regarding the Return-to-Learn policy.
- Distribute written responsibilities and expectations to each member of the Concussion Oversight Team. The process should be explained to each member prior to initiating the student's management plan.
- Emphasize that each team member has an important role and responsibility. ***Inadequate participation from one member can derail the entire Return-to-Learn plan.***

Documentation:

The case manager will document the specifics of the learning plan, noting the dates with changes are made and the student's response in terms of symptoms. The case manager will also record any instances where the student, parent(s), or school staff does not follow the recommended accommodations. This documentation will be provided to the principal to be kept in a secure file as directed by school policy.

Concussion symptoms are subjective in nature, and therefore it can be difficult to know when a student is reporting symptoms accurately. Communication among the Concussion Oversight Team members will help identify if a student is exaggerating symptoms. If a concern about the legitimacy of a student's complaint arises, a meeting with all involved parties will be held to discuss the situation and determine the appropriate course of action. In these instances, direct communication between the Concussion Oversight Team and the healthcare professional is very useful.

This set of guidelines for parents and teachers was developed using guidance from the Children's Hospital of Chicago's Institute of Sports Medicine "Return to Learn after a Concussion; A Guide for Teachers and School Professionals" document. These guidelines are the same that are followed and promoted by the IESA and are posted on their website {www.iesa.org}.

Zion Lutheran School Return-to-Play Concussion Protocol

Returning to play following a concussion involves a stepwise progression once the student is symptom free and has completed the Return-to-Learn protocol by attending school full days without accommodations.

- There are many risks to premature return to play including:
 - A greater risk for a second concussion due to lower concussion threshold
 - Second impact syndrome (abnormal brain blood flow that can result in death)
 - Exacerbation of any current symptoms
 - Increasing the risk of injury due to alteration in balance
- No student-athlete will be allowed to return to play while symptomatic
- Students are prohibited to return to play (including practice) the day the concussion, or suspected concussion, is sustained.
- “If there is any doubt – Sit Them Out”

Return-to-Play Framework

Once a student is symptom free at rest for 24 hours, has returned to school full time without any accommodations, and has a signed release from his/her licensed healthcare professional, he/she may begin the Return-to-Play progression below:

Day 1: Light Aerobic Activity

Begin with light aerobic exercise, only to increase the student’s heart rate. This means about 5-10 minutes of walking or light jogging. No resistance training or weight lifting.

Day 2: Moderate Activity

Continue with activities to increase the student’s heart rate with body and head movements. This includes moderate jogging, brief running, moderate-intensity weightlifting or resistance training (less time and /or weight from his/her typical routine)

Day 3: Heavy, Non-Contact Activity

Add heavy, non-contact physical activity, such as sprinting/running, regular weightlifting or resistance training routine, non-contact, sport-specific drills (in 3 planes of movement)

Day 4: Full Contact Practice

Student may return to practice and full contact (if appropriate for the sport) in a controlled practice.

Day 5: Competition

Student may return to competition without restrictions, once the “Post-Concussion Consent Form” has been signed by the student and his/her parent(s) or guardian(s).

Each step takes 24 hours in order to allow the student approximately one (1) week to proceed through the full rehabilitation protocol once they are asymptomatic, at rest, and with progressive exercise. Coaches, teachers, and/or parents will monitor the student for concussion symptoms after each day's Return-to-Play progression activity. Students will only be allowed to move on to the next day's activity if they remain asymptomatic, at the current level, for a 24-hour period of time. If the student's symptoms come back, or if he/she develops new symptoms, this is a sign that he/she is pushing too hard. Activity will cease at this point and the student's healthcare professional should be notified by the parent(s)/guardian(s). After more rest and no concussion symptoms are present for at least 24 hours, the student must drop back to the previous, asymptomatic level, and try to progress again. This back and forth process will continue until the student has successfully completed the Return-to-Play progression.

1. There needs to be written documentation by a medical professional on when the child can return and any limitations or accommodations needed.
2. The teacher will report any unusual characteristics the child is displaying after their return to school to the parents who then are responsible for notifying their medical professional.

ANTI-BULLYING POLICY

Respecting Others

Zion Lutheran School exists to instill the highest Christian values, one of which is Christian love. God has extended His love to us all in His Son Jesus Christ. Jesus commanded, “Love one another as I have loved you” (John 13:34) and, “Do unto others as you would have them do unto you” (Matthew 7:12). John wrote, “If anyone says, ‘I love God’ yet hates his brother, he is a liar. For anyone who does not love his brother, whom he has seen, cannot love God whom he has not seen” (I John. 4:20).

At Zion Lutheran School we acknowledge that children are entrusted to our care. With that care comes the responsibility of providing a safe environment so that physical, social, emotional, intellectual and spiritual growth can take place. The mandate to care for one another comes from our Lord Jesus Christ. Jesus commands us to love God and to love one another.

Christian love does not allow for verbal or physical bullying, making fun of, shunning, or maliciously teasing other students. As Christians we are to love and respect others regardless of race, economic status, or physical appearance. This Christian love and respect is to be evident during school hours and after, in the classroom, locker room, and on the playground. It should be evident whether a teacher is present or not.

Students should report bullying or other disrespectful behavior to a teacher. Bullying will not be tolerated and will lead to disciplinary action. Our goal is to provide a safe, fear-free learning environment for everyone at Zion.

Bullying & Cyber Bullying - A Definition

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. It is considered any severe or pervasive physical or verbal act, including communications made in writing or electronically, directed towards a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Typically, it is repeated over time. A child who is being bullied has difficulty defending him or herself.

Bullying Misconceptions

Bullying can take on many forms, including but not limiting one or more of the following: harassment, threats, intimidation, 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 and non-exhaustive.

Misconceptions regarding bullying behavior create problems in providing a safe environment and in restoring peace to the classroom. We are committed to naming bullying for what it is and to avoiding the excuses that are often given for bullying behavior.

Impact of Bullying

The presence of bullying has a broad range of effects on the learning environment and on relationships. We acknowledge the effects of bullying and are committed to providing a safe learning environment for ZLS students by discouraging and holding accountable those who engage in counterproductive behaviors such as bullying. Bullying is contrary to State law and the policies of Zion Lutheran School. If you feel like your child is being bullied please contact the school office at zslinc@comcast.net or call (217) 732-3977. Investigation into the bullying will take place.

Procedures for Addressing Bullying

1. *Zion Lutheran School will actively deal with bullying. Teachers will actively and consistently teach and model positive behavior, and deal with aggressive or harassing behavior.*
2. Students demonstrating bullying behaviors will be subject to the discipline process as summarized below:
 - A. Address the situation with appropriate apologies given
 - B. Incident form filled out by teacher. Form will be kept in office.
 - C. Loss of privileges: (recess, free time, etc.) Principal will be notified.
 - D. Visit the principal's office
 - E. Inform parents
 - F. Parent/ Teacher/ Principal/ Student conference
 - G. Referral: counseling as recommended
 - H. Suspension-due to repeated bullying or refusal of counseling
 - I. Dismissal- to an alternative education program that is best suited to meet the student's individual needs.
 - J. Proper authorities will be notified when criminal intent is obvious or when the situation warrants such action.

Strategies for Teachers and Staff

1. Make expectations clear.
2. Consistently confront inappropriate behaviors and consistently recognize appropriate conduct.
3. Teachers and staff receive ongoing training in anti-bullying and assertiveness skills.
4. Model good behavior by using good communication, anger management and conflict resolution skills
5. Help students learn how to express themselves in positive ways.
6. Each teacher or staff member needs to examine his/her own behavior.
7. Recognize the importance of supervision in reducing bullying behavior(s).
8. Listen, validate, and intervene when bullying occurs.
9. Report bullying when it occurs. Contact parents and principal. Fill out an Incident Report which will be kept on file in the office.
10. Consistently enforce consequences for bullying behavior(s).
11. Give attention to the target and witness as well as to the bully when addressing bullying behavior(s).
12. Help the student take ownership for his/her behavior(s) by helping him/her accept responsibility, by fostering growth in self-discipline, by encouraging a Christian model of repentance and forgiveness.
13. Teach assertiveness skills to all children.

Strategies for Students

Bully will learn strategies to:

- Accept responsibility for his/her behavior
- Change his/her thinking
- Develop personal insight or self-awareness
- Understand why he/she bullies others
- Know what to expect as consequences of bullying behavior
- Manage anger
- Identify with feelings of the target
- Explore positive ways to feel powerful
- Gain strength and confidence (self-worth)

Target will learn strategies to:

- Stick up for himself/herself (assertiveness skills)
- Respond immediately to bullying
- Report bullying incidents immediately
- Differentiate between “reporting” and “tattling”
- Identify friend(s) for support
- Gain strength and confidence (self-worth)
- Learn and strengthen bullying resistance skills
- Build social skills
- Plan ahead to avoid potential problems
- Report bullying

Witness will learn strategies to:

- Recognize bullying behavior
- Differentiate between “reporting” and “tattling”
- Read the emotional cues of a target
- Know when and be empowered to intervene
- Help to physically remove target from situation
- If bullying is physical, get attention of others immediately
- Report: I saw _____ I heard _____ I did this _____

Strategies for Parents

1. Each parent needs to examine his/her own behavior. Relationships of parents to staff and parents to parents need to be addressed.
2. Consistently confront inappropriate comments, jokes, and gestures.
3. Obtain information regarding anti-bullying and assertiveness skills.
4. Model good behavior by using good communication, anger management and conflict resolution skills.
5. Help their own children learn how to express themselves in positive ways.
6. Make expectations clear.
7. When children are present, recognize the importance of supervision in reducing bullying behavior(s).
8. Respond immediately to incidences of bullying by first visiting with the appropriate staff person. Follow up with administrator(s), if necessary.
9. Help children take ownership for their behavior.
10. Empower children to report bullying.
11. Differentiate between “reporting” and “gossiping”. Reporting is necessary to conflict resolution. Gossiping prevents conflict resolution.

Any one falsely accusing someone of bullying or any retaliation to someone who reported a bullying incident will be faced with the same procedure as someone being accused of bullying.

Action Steps for Parents of Children at High Risk for Flu Complications

<http://www.flu.gov/plan/school/parentfactsheet3.html>

Children with chronic health problems such as asthma, diabetes, heart disease, metabolic conditions, neurologic and neuromuscular disorders, or who are pregnant are at higher risk of having complications from flu. In addition, all children younger than 5 years old are at higher risk of flu complications compared to older children. If you are not sure if any of your children are at higher risk for flu complications, please check with a doctor.

Keep children at high risk for flu complications from getting sick with the flu

- Make sure your child's hands are washed for 20 seconds with soap and water or an alcohol-based hand rub often and especially after coughing or sneezing.
- Have your child cough and sneeze into a tissue or into his or her elbow or shoulder if a tissue is not available.
- Keep your child away from people who are sick.
- Clean surfaces and objects that your child frequently touches with cleaning agents that are usually used.
- When there is flu in your community, consider your child's risk of exposure if they attend public gatherings. In communities with a lot of flu, people who are at risk of complications from flu should consider staying away from public gatherings.
- If flu is severe in your community, talk to your doctor and child's school to develop a plan on how to handle your child's special needs.
- Get your child vaccinated for seasonal flu when vaccines are available.

Recognize if your children are sick

Some children may not be able to tell you about their symptoms, which can result in a delay in responding to their illness. It is important to watch carefully for the signs and symptoms of flu or unusual behavior that may be a sign your child is sick. Symptoms of flu include fever, cough, sore throat, runny or stuffy nose, body aches, and fatigue. A fever is a temperature taken with a thermometer that is equal to or greater than 100 degrees Fahrenheit (37.8 degrees Celsius). If you are not able to measure a temperature, your child might have a fever if he or she feels warm, has a flushed appearance, or is sweating or shivering.

Watch for emergency warning signs that need urgent medical attention. These warning signs include:

- Fast breathing or trouble breathing
- Bluish or gray skin color
- Not drinking enough fluids
- Not urinating or no tears when crying
- Severe or persistent vomiting
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Pain or pressure in the chest or abdomen
- Sudden dizziness
- Confusion
- Flu-like symptoms improve but then return with fever and worse cough

Please share this information with your child's teacher or other caregivers, so they can tell you if they notice your child is not feeling well.

Tips for taking care of high risk children with the flu:

Contact your doctor immediately if your child is sick. This is important because the antiviral medicines used to treat flu work best when started within the first 2 days of getting sick. Your doctor will tell you what special care is needed for your child.

Keep your sick child at home until at least 24 hours after there is no longer a fever or signs of a fever (without the use of a fever-reducing medicine). Keep your child home unless they need to go to the doctor.

Make sure your child gets plenty of rest and drinks clear fluids (such as water, broth, sports drinks, electrolyte beverages for infants, Pedialyte®) to keep from being dehydrated.

If your child has a fever, use fever-reducing medicines that your doctor recommends based on your child's age. Aspirin (acetylsalicylic acid) should not be given to children or teenagers who have flu; this can cause a rare but serious illness called Reye's syndrome.

Keep your sick child in a separate room (a sick room) in the house as much as possible to limit contact with household members who are not sick. Consider designating a single person as the main caregiver for the sick child.

Epilepsy and Seizures Procedures

The parents and a medical professional must provide the school with a seizure action plan. The form for the action plan can be obtained in the school office.

Zion Lutheran School's staff will:

- Participate in annual seizure training.
- Follow the seizure action plan and administer first aid (including the use of rescue medications).
- Understand the importance of medication adherence and support students who take daily medications.
- Help students avoid seizure triggers, such as flashing lights, or other triggers identified in the seizure action plan.
- Monitor and address any related medical conditions, including mental health concerns such as depression.
- Monitor student behavior to prevent bullying of students with epilepsy.

911 will be called if:

- The person has never had a seizure before.
- The person has difficulty breathing or waking after the seizure.
- The seizure lasts longer than 5 minutes.
- The person has another seizure soon after the first one.
- The person is hurt during the seizure.
- The seizure happens in water.
- The person has a health condition like diabetes or heart disease.

If a person is experiencing a generalized tonic-clonic seizure, also called a grand mal seizure:

- Ease the person to the floor.
- Turn the person gently onto one side. This will help the person breathe.
- Clear the area around the person of anything hard or sharp. This can prevent injury.
- Put something soft and flat, like a folded jacket, under his or her head.
- Remove eyeglasses.
- Loosen ties or anything around the neck that may make it hard to breathe.
- Call 911
- Do **not** offer food or drink until the seizure has for sure stopped and the person is alert.
- Do **not** hold the person down or try to stop his or her movements.
- Do **not** put anything in the person's mouth. This can injure teeth or the jaw. A person having a seizure cannot swallow his or her tongue.
- Do **not** try to give mouth-to-mouth breaths (like CPR). People usually start breathing again on their own after a seizure.

Food Allergy Policy and Procedures

Background

Food allergies affect approximately 3-8% of children. About 90% of all allergic reactions can be traced back to peanuts, tree nuts, milk, eggs, wheat, soy, fish and shellfish. Allergies to peanuts, tree nuts, fish and shellfish are considered lifelong. Exposure to food allergens may cause anaphylaxis (a medical emergency).

Anaphylaxis can occur immediately or up to 2 hours following allergen exposure. It is imperative that the student's Emergency Action Plan be followed whenever a life-threatening allergy event has occurred.

Purpose Statement

Zion Lutheran School recognizes that student food allergies may be severe and potentially life-threatening. The Parochial School Board has adopted and implemented this policy and procedures document to minimize the risk of exposure to allergens that create a life-threatening situation. This document will also educate members of the school community on management of student allergies and to plan for the needs of students with life-threatening allergies.

Zion Lutheran School cannot guarantee that a student will never experience an allergy-related event. However, the school is committed to student safety, and therefore has created this policy to reduce the risk that children will have a life-threatening allergy-related event.

The main focus of this policy and procedures will be peanuts and tree nuts allergies.

Goals and Objectives

- Strive to provide age-appropriate procedures to assist children and the school community in an effort to provide a healthy and safe school environment.
- Reduce the likelihood of life-threatening allergic reactions of students with known food allergies while at school.
- Even though the school cannot guarantee an allergen-free environment, the school will take responsible steps to ensure a safe environment for children with life-threatening allergies.
- The school staff will take reasonable precautions to create an "Allergen Free" classroom for any student with a life-threatening allergy. The school administration and staff are not experts in detecting foods or materials that contain allergic substances. Their focus will be towards obvious substances such as peanut butter sandwiches, cookies and candy that contain nuts, etc.
- Ensure the school community is aware of this food allergy policy and the potential for a student having a life-threatening allergy related event.

Definitions

Allergy: An abnormally high sensitivity to certain substances, such as pollens, foods, or microorganisms.

Anaphylaxis: Refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal.

Emergency Action Plan: A plan completed by the student's licensed physician or physician's designed licensed extender (i.e., Nurse Practitioner or Physician's Assistant). It outlines the care that a student could need in an emergency situation and is used as a guide to respond to a student who is experiencing a potentially critical situation.

Epinephrine (EpiPen): Used as an injectable medication to treat severe allergic reactions to food or other allergens, such as insect stings or latex.

Family of Child with Allergy Responsibilities

- Notify the school of the child's allergy prior to the start of school or when the allergy is identified.
- Provide written medical documents, instructions, and medications as directed by a physician.
- Provide properly labeled medications (i.e. EpiPens) and replace medications after use or upon expiration.
- Provide emergency contact information.
- Review and be knowledgeable of school policies and procedures.
- Educate their child in the management of their food allergy including:
 - safe and unsafe foods;
 - strategies for avoiding food exposures;
 - symptoms of an allergic reaction;
 - how and when to notify an adult they may be having a reaction.
- Notify supervisors of before or after school activities regarding their child's allergy and provide necessary medication.
- Inform their child's teacher and administration of allergy changes or concerns.
- Work closely with school staff to achieve the goal of helping their child become independent in identifying allergic situations.
- Provide alternative snacks for situations when staff may be unsure of a food's source or ingredients.
- While the school will not exclude an allergic student from a field trip or any other activity, a parent may choose to do so. Parents should be willing to take steps to ensure the safety and well-being of their child.
- The parent is encouraged to attend extended field trips. If they are not able to attend, they would arrange for another parent chaperone to be responsible, and then train/educate that individual.

School Parent Responsibilities

- Unless prior arrangements are made, refrain from supplying your child with peanut or tree nut foods when a classroom is designated as “Allergen Free”.
- Help educate your child on the importance of proper hand-washing and not sharing food with other classmates.
- Respect, accept, and be understanding towards students who have a severe allergy.

School Administrative Staff Responsibilities

- Staff should have training and education regarding allergies, emergency plans, and emergency procedures.
- Have an Emergency Action Plan for students with life-threatening allergies in the classroom.
- Ensure that aides and other classroom helpers are aware of student allergies.
- Have information in an organized, prominent, and accessible format for substitute teachers.
- Ensure cell phones are available to make emergency calls for all school activities, including gym, recess, and transportation that involves a student with life-threatening allergies.
- Have custodian wash doorknobs, tables, desks, and other potentially contaminated surfaces when cleaning the classroom.
- Communicate this policy to whoever authorizes the use of the school facilities to non-school groups. These non-school groups need to be aware of this policy and the potential for the existence of an “Allergen Free” classroom.

Classroom Teacher Responsibilities

- Take reasonable precautions to ensure that the classroom of the student with the life-threatening allergy is “Allergen Free”.
- Participate in any staff meetings and in-service training for the students with life-threatening allergies. All staff members would be made aware of life-threatening allergies and their symptoms that exist in the school.
- All staff members would be instructed on how to implement any medical interventions that may be necessary for a child.
- Keep the student’s Emergency Action Plan accessible. Leave information for substitutes in a prominent place.
- The teacher would be responsible for checking class member lunches or snacks if a child with an allergy to a product uses that classroom at the time that lunch or snack is being served. This includes the lunch provided by the Hot Lunch Program (allergy and gluten-free lunches are available upon request). The teacher is not an expert at detecting foods or materials that contain allergic substances. Their focus will be towards obvious substances such as peanut butter sandwiches, cookies and candy that contain nuts, etc.

- Inform parents of the allergic child in advance of any class events where food will be served.
- Never question or hesitate to immediately initiate the Emergency Action Plan if a student reports signs of an allergic reaction.
- Reinforce the need for hand washing before and after eating in all classrooms.
- Never exclude a child from an activity because of his/her allergy.
- If allergen contamination of foods is suspected, wipe down the student's desk with an all-purpose disinfectant effective in removing food allergens.
- Consider the presence of allergenic foods in classroom activities (e.g. arts & crafts, science projects, and celebrations, or other projects). Modify class materials as needed.
- Encourage the use of stickers, pencils, or other non-food items as rewards instead of food.
- Teachers will be responsible for assisting the children in the class in learning about allergies that exist in the classroom.
- Teachers will assist in helping a student with an allergy to understand why they are not permitted to eat that food.
- Teachers will need to work closely with the parents in achieving the overall goal of helping the child become independent in identifying allergic situations that they need to avoid.

Classroom Procedures

- For any life-threatening allergy, every possible measure will be taken to keep the child away from any situation that may cause a reaction (physician signed Emergency Action Plan is required.)
- Life-threatening allergies will warrant the total removal of that food from the classroom while a child, with that allergy, is using that classroom (physician signed Emergency Action Plan is required.)
- Alternate food and drink will be given to children who have allergies to the snack provided in their classroom. A supply of extra snacks, from home, should be kept in the classroom.
- Classroom space will be cleaned thoroughly before and after all snacks and lunches in order to clear any allergic food residue from the tables, counters, etc. (use an all-purpose disinfectant effective in removing food allergens.).

Student Responsibilities

- Respect the student who has life-threatening allergies.
- Never share food and avoid any situation where he/she may come into contact with an allergen. This includes food received from the Hot Lunch Program.
- All classroom students will wash hands before and after eating

Field Trip Guidelines

- Consider the student when planning a field trip due to a risk of allergen exposure.
- Ensure proper medicines, EpiPens, Benadryl, and Emergency Action Plans are taken on trips.
- Consider eating situations on field trips and plan for prevention of exposure to the student's life-threatening foods.
- Consider ways to wash hands before and after eating (provision of hand wipes, etc.)
- Invite parents of students-at-risk to accompany their child on school trips, in addition to the chaperones. The parents' presence at a field trip is not required.
- Identify one staff member who will be assigned the task of watching out for the student's welfare and handling any emergency.
- Plan for the availability of a communication device.
- Chaperones are made aware of the allergic situation and given instruction on the student's Emergency Action Plan.

Substitute Teacher Responsibilities

- Become familiar with this policy and specific knowledge related to the "Classroom Responsibilities" and "Emergency Procedures" sections of this document
- Prior to being assigned to a classroom, meet with the administrative assistant to understand if any classroom student has an Emergency Action Plan.
- Have access to the student Emergency Action Plans.
- Communicate to the administrative assistant and principal when a student displays an allergic reaction symptom.
- Execute the student's Emergency Action Plan if a school staff member is not immediately available.

Sporting Event Responsibilities

- Coaches will be supplied with the Emergency Action Plans for the student(s) with life-threatening allergies.
- Coaches or assistants are highly encouraged to be trained in CPR or First Aid.
- Snack tables at home and away games may not contain "Allergen Free" foods. Parents and drivers who provide snacks may not be aware of an allergy situation. Students and parents with an allergy need to take the appropriate precautions when attending sporting events.

Custodian Services Responsibilities

- Review cleaning protocol and procedures in regards to a life-threatening food allergy.
- Maintain disinfecting solution that will be effective in removing food allergens (i.e. Peanut oil or residue).
- Be aware of the child with life-threatening allergy and be prepared to individually assist in the frequent cleaning of classroom or cafeteria tables, chairs, desks, etc.
- Wipe tables and desks of the "Allergen Free" classroom each morning before class begins.

Hot Lunch Program Responsibilities

- The Hot Lunch Program is voluntary at Zion Lutheran School.
- The staff is not an expert in detecting foods or materials that contain allergic substances. Their focus will be towards obvious substances such as peanut butter sandwiches, cookies and candy that contain nuts, etc.
- The kitchen preparation area and all utensils will be washed in hot, soapy water immediately after the completion of the task using an all-purpose disinfectant effective in removing food allergens.
- Students will be discouraged from sharing or trading food received from the Hot Lunch Program.
- Tables will continue to be cleaned after each lunch period.
- A designated seating area will be used for students eating peanut butter products.
- If peanut butter products are being served with hot lunch, arrangements will be made for students with food allergies to eat at an alternate area.

Communications and Policy Awareness

- A letter will go out to inform parents of the life-threatening allergies present in each classroom and suggestions to keep the affected children safe.
- The principal will review policies and procedures during staff meetings or in-services.
- Parents and school staff will be alerted of any changes in this allergy policy.
- The administration will make supervisors and custodians of before or after school activities aware of when an “Allergen Free” classroom must be maintained.
- All parents and staff members must communicate openly about any concerns with the classroom environment, school policies and safety of the allergic child.
- Signage posted outside classroom indicating it is an “Allergen Free” (i.e. Peanut free) classroom.
- Include this policy and procedures document in the *Zion Lutheran School Parent Handbook*.

Emergency Procedures

- The teacher should stay with the child in an event that an allergic reaction has occurred and send a responsible adult (or student if necessary) to call the office, parents, or 911.
- Medication should be administered only if the medication has been prescribed by a physician and the parents have filled out the permission form for the child. This includes EpiPen, Benadryl, inhaler, etc.
- If a child has a life-threatening allergy, the condition of the child is worsening, or a situation warrants emergency medical attention, 9-1-1 needs to be called.

Emergency Action Plan

Emergency Procedures

- The teacher should stay with the child in an event that an allergic reaction has occurred and send a responsible adult (or student if necessary) to call the office, parents, or 911.
- Medication should be administered only if the medication has been prescribed by a physician and the parents have filled out the permission form for the child. This includes EpiPens, Benadryl, inhaler, etc.
- If a child has a life-threatening allergy, the condition of the child is worsening, or a situation warrants emergency medical attention, 9-1-1 needs to be called.

Life-threatening – Call 911 (check box if immediate action is required)

Student Name: _____

Date: ____/____/____

Grade: _____

Home Phone: _____

Mother Cell: _____

Mother Work: _____

Father Cell: _____

Father Work: _____

Asthmatic (higher risk for allergic reaction):

Yes: ____ No: ____

Potential Symptoms

Mouth: itching and swelling, tongue, mouth
Throat: itching, tightness in throat, hoarseness, hacking cough
Skin: hives, itchy rash, swelling in face and extremities
Gut: nausea, abdominal cramps, vomiting, diarrhea
Lung: shortness of breath, repetitive coughing, wheezing
Heart: “thready pulse”, fainting

Emergency Treatment Given/Actions Taken

1. _____
2. _____
3. _____
4. _____

Administrator/Teacher/Staff Member Signature

Date

Zion Lutheran School Contact Information

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