

METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1  
BOARD OF EDUCATION - ED POLICY COMMITTEE MEETING AGENDA  
Metamora Grade School - Cafeteria  
Tuesday, May 6, 2025, 5:30 PM

1 Student Handbook Updates

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# Metamora Grade School Handbook 2025-2026



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This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's [comprehensive policy manual](#) is available for public inspection through the District's website [mgsredbirds.org](http://mgsredbirds.org) or the MGS app available from the App Store.

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## **1.00 From the District Office**

It is with pleasure that the staff of Metamora Community Consolidated School District #1 (Metamora CCSD #1) welcomes you to a new school year! As a school district, we are very proud of our programs and rigorous academic standards. We are equally proud of our staff here at MGS because of their care of and dedication to our students' success. Furthermore, the effort and accomplishments of both current and former students makes MGS an excellent school.

This handbook and the MGS website provide procedures and policies under which we operate at Metamora CCSD #1. These policies are necessary for the health, safety, and education of all students. If you have questions regarding the contents of this handbook, you are encouraged to direct those questions to the principal and/or assistant principal.

While every attempt has been made to make this handbook and the website complete, it is impossible to address every situation that may occur during the school year. The administration and faculty have the authority, within the policies of the Board of Education and the School Code of Illinois, to make decisions not specifically covered by the handbook.

It is our goal that communication between home and school occurs as a vital component of a successful educational experience. We will make every attempt to keep you informed and ask for your assistance in creating a positive and productive learning environment for your son or daughter.

Please refer to this handbook as often as necessary.

### **1.10 MGS Vision, Mission, Philosophy, and Goals**

#### **MGS Vision**

Metamora Grade School is committed to providing our students with the necessary tools to become knowledgeable, creative, problem-solving citizens of the twenty-first century.

#### **MGS Mission**

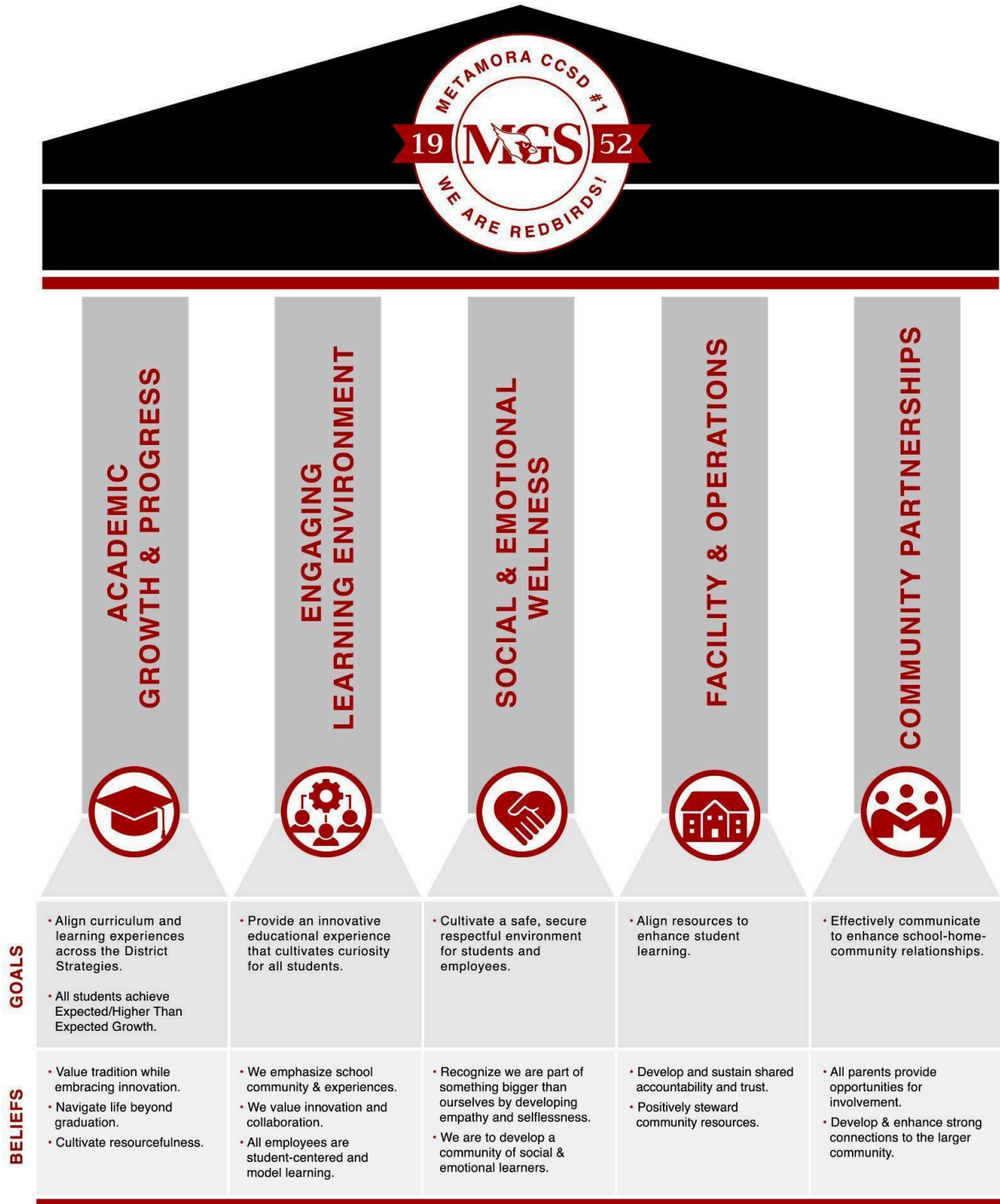
The mission of Metamora Community Consolidated School District #1 (Metamora CCSD #1) is to develop physical, social, and emotional potential. Our school exists for the benefit of our children, in partnership with parents and community, to provide the resources to help our students attain that potential. We will assist our children in construction of knowledge, development of disciplined inquiry, and awareness of the value of learning for today and tomorrow.

#### **MGS Philosophy**

We believe that everyone can learn, everyone is born with an urge to learn, an excellent education is within reach of all, and an education at MGS establishes the foundation for a productive and enriching life.

MGS District Strategic Plan

The MGS District Strategic Planning Committee, comprised of a cross-section of stakeholders, met throughout 2022. The Committee elaborated on five pillars that would serve as the backbone of the district, starting with shared beliefs as well as goals for each component. A more detailed layout indicators and progress towards each goal will be available on the website.



## 1.20 General School Information

This handbook is a summary of the school's rules and expectations and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [mgsredbirds.org](http://mgsredbirds.org).

### Board of Education Board Book(Link)

The Board of Education is the legal authority of the School District. The Board meets at school monthly and the schedule is publicly announced. Meetings are open to the public. Staff members, parents, and community members need to submit questions or communications to the School Board through the Superintendent prior to the meeting. Board members' questions or communication to staff or about programs will be channeled through the superintendent's office. If contacted individually, Board members will refer the person to the appropriate staff, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

## 1.30 Educational Programs

Students enrolled at Metamora CCSD #1 have many opportunities for academic success through various methods. Metamora CCSD #1 is a prekindergarten through 8<sup>th</sup> grade academic center. It consists of self-contained classrooms in grades pre K-2nd. This means that one teacher services the basic subject offerings in those grade levels. Students in grades K-4th receive supplemental instruction that may include music, art, and computer education.

Most students in grades K-8th have daily instruction in Physical Education. Students also receive instruction in Health Education. Students in 1st-5th will receive Health one day a week during PE time. Students in 6th-8th receive Health for one quarter during PE time. Some students receive RTI support, band, counseling, art, chorus, and speech in place of specialty classes.

Students in 3rd-5th grade are instructed by two classroom teachers. One teacher will teach language arts and literature and one teacher will instruct math and science. Homeroom teachers will teach social studies. Students in 5th grade also have the opportunity to participate in band and choir. All students have the first two weeks of the semester to request a change to their schedule regarding these electives. This request must come from the parent/guardian directly to the Principal. Once the two-week deadline has passed, students are committed to their schedule for the duration of the semester.

Students in 6th-8th grades are departmentalized with a different teacher for each subject. Each academic class lasts 45 minutes, with 3 minutes in between to get materials and move to the next class. Students in 6th-8th grades do not travel together by homerooms. Qualified students have opportunities to be involved in Enriched Math courses (Algebra, Pre-algebra and Accelerated Math) and Enriched Literature courses based on various assessments. All students attend instruction in the core classes.

In addition, students in grades 6th - 8th have the opportunity to take an elective: band, chorus, art, technology and a variety of other teacher-created elective options. All students have the first two weeks of the semester to request a change to their schedule regarding these electives. This request must come from the parent/guardian directly to the principal (Ben Dirks [bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)). Once the two-week deadline has passed, students are committed to their fine arts schedule for the duration of the semester.

### Band/Color Guard

Students in 4<sup>th</sup> grade receive weekly recorder instruction. Band is available in 5th-8th grades as an elective class. School-owned instruments are available to rent at a yearly rate. Students who elect to take band/color guard are required to make this commitment for a minimum of one semester. 7<sup>th</sup>-8<sup>th</sup> grade students may join the color guard.

### Choir

Choir is available as an elective for 5th-8th grade students. A syllabus is passed out describing the expectations of this class and notes are sent home detailing activities and upcoming events. Students who elect to take choir are required to make this commitment for a minimum of one semester.



## Art

Art is available as an elective for 6th-8th grade students. Students who elect to take art are required to make this commitment for a minimum of one semester. Students join art either two-three days per week.

## Additional Electives

Students in grades 6th - 8th also have other electives available for a quarter:

6th grade - Project Lead the Way (Flight and Space), Journaling, STEM Challenges, Reading for Pleasure,

7th Grade - Project Lead the Way (Design & Modeling), Mental Math Strategies, Health & Wellness, Science of Home, Children's Literature.

8th Grade - Project Lead the Way (Design and Modeling), Stop Motion Movie Making, School Newspaper & Yearbook, Music and Movement, Exploring Cultures.

## 1.40 Visitors

Visitors are allowed to travel to classrooms only for a pre-arranged instructional activity or meeting. After being buzzed in, the visitor enters the building and must sign in at the Main Office. Those who have an appointment will sign in and obtain a "Visitor's Badge." Children not enrolled will not be allowed to visit classes without consent from the administration. Parents should arrange a meeting with a teacher in advance.

## 1.50 Students' Rights and Responsibilities

### Student Rights

Students may provide input involving their school and their rights. Students have the right to the following:

- Physical safety and protection of personal property
- An atmosphere conducive to learning; safe and clean facilities
- Reasonable consultation with teachers, staff, and administrators
- High quality instruction and assessments
- Voice thoughts and opinions regarding school rules and procedures through student council representation, student surveys, and informal conversations with administration and teachers to discuss issues and to receive replies
- Equal opportunities without regard to race, gender, sexual orientation, religion, race, national origin, or disability.
- Due process procedures in matters involving suspension and/or expulsion
- Rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting

### Student Responsibilities

Students have the responsibility to:

- Put forth best effort to complete educational tasks, assignments, and assessments
- Be an active and prepared participant in their learning
- Be present and punctual in the learning process
- Learn and follow rules set forth by the teachers and administration
- Maintain appropriate behavior in words and actions at school and school sponsored activities
- Respect others at school and at school sponsored activities
- Dress and groom in a manner that meets district standards

## 1.60 School Closings

Parents will be notified through the media and through our Skyward emergency call system in the event that school is dismissed early because of snow or excessive heat or emergency situations. Parents should make clear, definite plans with the child whether someone will be home or of an alternate place to go. When in doubt about school cancellation, please check local TV and Radio Stations.

## 1.70 Accommodating Individuals with Disabilities

MGS and Woodford County Special Education Association (WCSEA) collaborate to provide an appropriate public education in the least restrictive environment for all resident students with disabilities who have been declared eligible for, and in need of, special education programs and/or services. The term "students with disabilities" means students between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed.

Parents may request a referral to assess the student's academic progress. Based on the referral and assessment and response to interventions, a team of parent(s), teachers, administrators, special education association representatives, and person(s) qualified to interpret evaluation results meet to determine eligibility, determine specific needs, and develop an individual educational plan (IEP), if warranted. Upon determination of eligibility, the IEP team designs an individual education plan that includes specific instruction, adaptations, and services. The IEP may also include a Behavior Intervention Plan. Services offered include early childhood education, speech/language therapy, counseling, occupational therapy, physical therapy, and/or special education instruction. All students, whenever possible, are included in the regular education classroom for a portion or all of the day. Not all special education students' needs can be accommodated within the regular education setting; however, each student's educational setting will be structured to best meet his/her individual needs. Brochures are available that explain the rights of students who are eligible for special education services.

### Response To Intervention:

RTI (Response to Intervention) is best described as a multi-tiered system of academic and behavioral support through high-quality instruction/intervention matched to student needs, and monitors the learning rates through consistent assessment of students so we can make important educational decisions—especially in the core subject areas. This process involves using differentiated instructional strategies for all learners, providing appropriate and effective interventions, measuring student performance and modifying instructional practices based on student needs. This targeted instruction may be provided during specialty classes, before or after school.

RTI addresses student behavioral/social/emotional concerns using interventions, success cards, student contracts, checklists, and monitoring, etc. The RTI process involves a number of screeners to determine a student's need(s) as accurately as possible. The District's RTI Plan can be found on the website and [is linked here](#).

School Psychological Services: The School Psychologist is the liaison between Woodford County Special Education Association (WCSEA) and the school. The psychologist provides individual student assessments when necessary. The psychologist is available to make recommendations for families in need of community resources, too.

## 1.80 Parent Organizations and Booster Club

### [PTO-MGS\(Link\)-Facebook\(Link\)](#)

The purpose of the Parent Teacher Organization is to encourage the participation of parents in school activities and to develop fellowship among parents, students, and faculty. The organization gives parents the opportunity to directly strengthen their child's education by supporting special events, fund-raising, and giving of their time and talents. The group includes a board of officers and committee members. Meetings are scheduled during the school year and notification of these dates will be placed in the newsletter, website, etc. All parents, teachers, community members, and interested people may attend the meetings. Parent volunteers are needed for many activities. All MGS families are encouraged to participate in the PTO activities.

### Sports Booster Club

The Sports Booster Club is an organization open to parents, administration, staff, and community members who wish to promote and encourage extracurricular achievement at MGS. The goals of the Sports Booster Club are to raise money, boost spirit, and promote participation. Members may serve on special committees that are developed throughout the year. The Sports Booster Club will meet two times each year. Meetings are open to the public.

The money raised in the Sports Booster Club goes directly back into the athletic program. Coaches are able to submit a wish list each year and the Sports Booster Club board members meet to make determinations on those

wish list items. Items that have been purchased in the past include uniforms (on a rotation schedule), equipment, outdoor storage, and spirit wear.

### [MGS Foundation for Educational Excellence](#)

The Foundation for Educational Excellence Organization's goals are to provide the necessary financial support for educational activities not currently provided by the school system and to produce a long-term endowment fund for such educational activities. Additional goals are to promote and develop additional experiences for our students and promote business, school, and community partnerships. Meetings have been set this year for 7:00 PM on dates announced in various media forms.

### [Music Booster Club](#)

The Music Booster Club is an organization of parents, students, teachers, and community members who wish to promote and encourage musical (band/chorus) achievement at MGS. The goals of the Music Booster Club are to raise money, boost spirit, and promote participation. The money raised in the Music Booster Club goes directly back into the music programs. Members may serve on special committees that are developed throughout the year. Meetings are open to the public.

## **1.90 Student Appearance**

Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses are permissible only with administrator prior approval.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the administration will make the final decision.
- Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

The building administration's discretion is final in questions about attire.

### PE Shoes & Uniforms

When participating in any activity in physical education, athletic type shoes (close toed) are required to be worn for safety purposes. Students will not be provided or required to wear uniforms for PE.

## **2.00 Attendance**

MGS wants to see every child, all day, every day. The statutes governing school attendance are very specific and leave little option for MGS to excuse students from school. Illinois School Code supports regular attendance through its laws and funding based on enrollment.

### **2.10 Student Absences**

Any student who was absent a full day, whether excused or unexcused, may not attend an after-school activity on that day, including school sponsored musical and athletic activities. Students must arrive to school by 11:45AM to

be present for a half day of attendance. If the absence is prior to the weekend, the student may not attend any school activities on that weekend.

### Excused Absences

Illinois State Code defines "the valid cause for an absence" (excused) as the following:

- Illness
- Observance of a religious holiday
- Death in the immediate family (parent, grandparent, or sibling)
- Family emergency (as decided by Administration)
- Other situations beyond the control of the student as determined by the Board of Education, (for example, medical appointments and court appearances)
- Other such circumstances, which cause the parent reasonable concern for child's safety or health

#### Student Non-attendance during Illness

There are times when a student should remain at home for his/her own welfare and the protection of other students. Your child should remain at home if he/she has:

- Uncontrollable and/or productive cough
- Fever of 100 degrees within the past 24 hours (without medication)
- Vomiting or diarrhea within past 24 hours (without medication)
- Sore throat and swollen glands
- Undiagnosed rash
- Earache, severe headache or drainage from the eyes

As governmental health and school organizations provide recommendations, any additional or modified guidelines and information will be shared with MGS families.

Students should remain home for 24 hours after an acute illness or after starting antibiotics for a diagnosed infection. Students are welcome to come to school mid-day if the 24 hours expires mid-day.

**Following three consecutive absences, a doctor's note will be required upon return to school to receive excused absences.**

### Unexcused Absences

All other absences that are not included in the above list will be considered unexcused. If there is trouble getting to school, please alert the secretary or principal when you call to report the absence. Every effort will be made to help each family get the student to school.

### Reporting Absences

Students are considered chronically absent after missing 10 total days of school regardless if they are excused or unexcused. Students are considered chronically truant after accumulating 10 unexcused absences. As a result, communication from a parent/guardian is required for each absence after the tenth absence.

Parents must notify or contact the main office before 8:45 AM stating why their child is absent and specify the date(s) concerning their absence(s). It is also highly encouraged and beneficial if you inform their homeroom teacher as well. The reason for the absence must be stated; if no reason is provided it will be marked as unexcused. A phone call is made by 9:30AM to families of students who we have not heard from.

### Notification of Absences

For absences, the student and parent/guardians will be informed about attendance requirements in this manner:

- 5 excused or unexcused absences: MGS will communicate the number of student's absences to the parent/guardians through **an email**.
- 10 excused or unexcused absences: MGS will communicate the number of student's absences to the parent/guardians through **an email and letter home**.

**Once a student attains 10 total absences, all further illness related absences must be accompanied by a doctor's note in order to excuse the absence. If a doctor's note is not provided, the absence will be unexcused.**

Beyond 10 total absences, depending on the nature of the absences, a referral may be made to the Truancy Officer of the Regional Office of Education. If the Truancy Officer of the Regional Office becomes involved in attendance violations, procedures may include court action.

### Tardiness

Tardiness: Any student who arrives in their classroom after 8:15 AM is tardy. Parents must bring children into the main office if they arrive after 8:15 AM.

Excessive tardiness will result in disciplinary action or truancy referral.

### Missing Assignments

A parent may ask if homework for an absent student can be ready before 2:30 PM on the day of their absence. If work should be available, it will be ready after 2:30 PM, in the front office. All absences, both excused and unexcused, require that all work must be made up. It is the student's responsibility to gather the work and turn it in to their teacher(s) within the allotted time frame given by the teacher.

On the first day of a student's absence (excused or unexcused) the students will be given two days to make up work. For each day following the initial absence, students will receive an additional day for each day's absence. Once a student returns to school and then becomes absent at a later date, the student's initial absence will be given two days to make up work and then one day for each consecutive day absent. Students receive full credit for work that is turned in by the proper due date. A child may need to miss nonacademic school activities to complete make-up work/tests to stay current with the remainder of the class.

Students who are absent are held responsible for any work assigned prior to his/her absence. For example, if a student is absent the day of a test, project, quiz, or paper, but was present when the assignment was made, he/she is expected to turn in the work or take the test the day he/she returns to class. Projects with long-standing due dates will also be expected upon return, unless prior arrangements have been made directly with the teacher.

Teachers may not be able to provide assignments in advance.

## **2.20 Grading and Promotion**

### Grading System:

Report cards are now issued in trimesters—either digitally (2nd-8th) or hard copy K-1. The reporting system gives the teacher the opportunity to report academic, social, and behavioral progress and/or concerns. Parents are encouraged to contact the child's teacher with any questions about their student's progress.

Beginning in 2nd grade students' grades are viewable via the Skyward online grade system. Parents and students can login with a private username and password in order to view their student's progress at any time. Grades are typically updated online once per week. For questions about Skyward login information, please contact Mr. Weber, MGS Director of Technology ([pweber@mgsredbirds.org](mailto:pweber@mgsredbirds.org)).

### Grading Scale:

Kindergarten & 1st Grading Scale: 4=Exceeds grade level expectations (**1st grade only**), 3=Exceeds grade level expectations; 2=Meets grade level expectations; 1=Does not meet grade level expectations

2<sup>nd</sup> -8th Grade Grading Scale: A=100-93, B=92-85, C=84-77, D=76-69, U or F=68-0. The second and third grade students receive letter grades in reading, language arts, math and spelling. Social studies and Science grades: S=70% and above or U=69% and below.

### Reassessment Policy

To emphasize student skill development, students will be allowed to retake assessments based on the following conditions:

- Retake opportunities may not be offered for all assessments. Teachers will inform students prior to an assessment if the opportunity for a reassessment is available

- Students will be required to retake an assessment if they scored lower than a 68%.
- Students may only retake each assessment one time.
- Students must have completed all related classwork and homework assignments in order to retake an assessment.
- Students must make arrangements with the teacher as to when and where they will reassess.
- The retake assessment may be different in design, but equal in rigor. The structure of the reassessment may change at the teacher's discretion.
- The higher assessment grade will be recorded within the gradebook.

#### Metamora Graduate Skills (MGS)

One portion of the report card for each grade level will reflect four major nonacademic skills as developed through the strategic planning process. Problem Solving, Responsibility, Empathy and Perseverance. This is to report students' progress on these vital skills. [Link here](#)

#### Yearly Honor Recognition for Grades 5-8

- High Honor Roll-Students who end with an A in all academic subjects and passing grades in all other subjects (PE, Music, Band, Chorus, Art) will qualify for the High Honor Roll.
- Honor Roll-Students who end with grades of not less than B in all academic subjects and passing grades in all other subjects will qualify for the Honor Roll.

#### Retention Guidelines

- Before the end of the first semester, parents will be notified that retention is under consideration. Teachers and/or administration will meet with the parents to discuss academic concerns and interventions that will be utilized to avoid retention.
- Before the end of the second trimester the teacher will fill out the appropriate form and return it to the principal. At the end of the second trimester, the principal will send a letter to notify the parents of the consideration of retention. The parents and teachers will meet to discuss the possible retention.
- A student's mastery of the required curriculum/standards and his or her preparedness for the next grade level will be assessed by the teacher and support staff to help determine grade placement.
- A student considered for retention must have an intervention plan in place, developed (with the parents' help) through the RTI (Response to Intervention) program.
- If the student, parent, and faculty have followed the intervention criteria listed above, and if the middle school student is failing 3 or more core academic subjects (Reading/Literature, Language Arts, Math, Science, or Social Studies) using the end of year average, retention is a possibility.
- 6th -8<sup>th</sup> grade students are eligible to complete the MGS Credit Recovery Program in the summer. Those students who did not graduate and who chose to attend this program for assistance will be responsible for all fees and transportation associated with the program. MGS will provide information and make referrals to eligible students regarding this program.



## **2.30 Expectations for Academic Practice**

The purpose of homework at MGS is to practice newly taught skills, review previously mastered skills, develop independent study habits, or extend/enrich the curriculum. Practice will not be used as a behavior management tool or as a form of punishment. Due to students' varying working rates and abilities, the time spent in completing a practice assignment may vary among pupils completing the same assignment.

Practice may include unfinished work from daily exercises, or extra practice, rereading a selection, etc. Teachers will communicate practice assignments with students and parents.

### Redbird Liftoff (Mandatory After School Help)

The objective of the Redbird Liftoff program is to provide an environment in which students can complete necessary grade level learning objectives that may have otherwise been skipped or incomplete. Rather than assigning a zero, students may be required to attend Redbird Liftoff if he/she is not completing his/her classroom work. Parents will be notified in advance when their child is being asked to stay.

## **2.40 8th Grade Graduation Requirements**

[8th Grade Graduation Requirements Information \(link\)](#)

## **3.00 Fees, Fines, Charges: Waiver of Student Fees**

Textbooks are issued to each student during the first week of school. Workbooks and other consumable materials are also included in that distribution. Books should be kept in neat and clean condition. Parents may be asked to pay to replace books and lost/damaged materials. Books must be at school for daily work. Lost or damaged books must be paid for with payment based on the judgment of school personnel.

The Board of Education determines the book rental fee for textbooks every year. This fee needs to be paid in full before school starts. If your family is having difficulty paying that fee, please speak directly to the principal or superintendent and a plan will be arranged. Registration fees must be paid before participating in the first scheduled game/activity for students in extra activities.

Metamora Grade School's library is open to all students. Students have a scheduled library time and are allowed to check out books at the discretion of the librarian. Books need to be returned on their due dates. If the book is lost or damaged, the parent will be charged the full cost to replace this book.

The following outlines the basic fees:

-  
Registration/Book Rental Fee (Student registration): \$160.00

Replaced textbook fee: \$10.00-\$100.00, depending on the cost of a replacement book.

Activity Fee: \$50.00 per activity, maximum of \$150 per student.

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Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if the student currently lives in a household that meets the income guidelines, with the same limits based on the household size, that are used for federal free meal programs. Please contact the office personnel for further information concerning assistance or payment waivers. Students will not be denied educational services or academic credit. *A fee waiver does not exempt a student who cannot pay the registration/book rental fee from charges for lost or damaged books, locks, materials, supplies, and/or equipment.*

## **3.00-E1 Application for Fee Waiver**

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/2462/MGS/1503358/Free\\_Reduced\\_Breakfast\\_Lunch\\_ApplicationFY23.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2462/MGS/1503358/Free_Reduced_Breakfast_Lunch_ApplicationFY23.pdf)

## **3.10 School Lunch Program**

### Breakfast Program

A breakfast program is available for students from 8:00 AM until 8:10 AM. Upon arrival, students will not be allowed to enter the cafeteria until 8:00 AM, and they must go directly to the gym/multipurpose room if they finish eating before 8:10 AM. If the student completes breakfast after 8:10 AM, they must finish eating and arrive at class before 8:15 AM or they will be considered tardy. Students are not required to sign up for the program and may eat breakfast whenever they choose to do so. Any student who does not follow the rules of the breakfast program and cafeteria may be denied future breakfast privileges.

**Breakfast Fees:**

milk- \$0.55 or juice-\$0.35

student breakfast- \$2.25

adult breakfast- \$2.55

**Lunch Program**

Students may not go home for lunch with other students. Students may bring a sack lunch or purchase a hot lunch.

Money to pay for one or more meals or milk must be deposited in the student's lunch account in advance. Deposits are made by check or cash and should be given to the homeroom teacher at the beginning of the day, or through Skyward (via RevTrak) at any time. Checks/cash will be sent to the office for deposit into the student's account. Account balances can be viewed via Skyward Family Access and Skyward automatically sends out an email or weekly phone call when balances reach \$4.50 or below. Money from the lunch account may not be withdrawn to pay for other fees.

Soda is prohibited at lunchtime.

**Lunch fees:**

milk-\$0.55

student lunch-\$3.50

adult lunch- \$4.50

**4.00 Bus Conduct and Safety**

In order to prevent confusion and increase safety, the following bus rules must be followed:

1. It is encouraged that students get on at the same spot and off at the same bus stop every day.
2. **IMPORTANT:** The Director of Transportation must approve all bus changes so he can determine if there is available seating. If an emergency occurs, contact the bus transportation director Elizabeth Stephens (estephens@mgsredbirds.org) or call the main office.
3. Please contact the Director of Transportation prior to 1:00 pm. The Director of Transportation will alert the office staff and the office staff will contact the homeroom teacher.
4. Parents will be asked for identification if they try to take their child from the bus. Please understand that our bus drivers may not be able to identify each parent.

Students should arrive at the bus stop 5-10 minutes earlier than the scheduled time due to slight variations from the assigned bus schedule. Students are assigned to a bus using the student's legal residence. Students must ride the assigned bus to school and home unless otherwise authorized.

If possible, students and parents should report bus problems to the bus driver before referring the situation to the administration. Students who do not follow the bus behavior rules will be reported by the driver to the transportation director and/or the assistant principal for disciplinary action.

**Students will:**

- Follow school rules on the bus and at bus stops
- Show common courtesy (keep hands, feet, and objects to yourself); No improper physical actions; No throwing objects within the bus or out the window;
- Be respectful and obey driver's directions the first time they are given
- Water bottles should contain water ONLY
- Remain in your assigned seat facing forward at all times
- NOT eat or drink on the bus (On regular school routes, consumption of water may be an exception to this rule for safety and during hot weather. During extra-curricular routes, eating/drinking may be permitted depending on the age of students, number of supervisors, coach/sponsor permission, and discretion of the bus driver.)
- NOT be loud, noisy, vulgar, or abusive
- NOT litter, write on, or damage the bus (school property) in any way
- NOT take harmful, distracting, or large objects on the bus (ex. skateboards, radios, games, toys, balloons, basketballs, large stuffed animals or live animals)
- Remain absolutely quiet near a railroad crossing, by stop signs, in heavy traffic, or when requested
- NOT touch safety devices on the school bus
- Keep all objects except large band instruments on your lap
- NOT use aerosol sprays (ex. body sprays, hair spray, and deodorant)



Video cameras with audio systems are used on buses to monitor conduct and maintain a safe environment for students and employees.

## 4.10 Arrival

All doors will be locked during the school day. Visitors must come to the main doors to be buzzed into the building and proceed to the main office. Anyone entering will need to state who they are, and/or show identification, and will need to state the reason for entering the building. Items brought for a student or teacher must be dropped off in the office. The office will notify the teacher when items are in the office for retrieval. Students need to be in their classroom/homerooms prepared for class prior to 8:15 AM.

Madison Street/Back of the Building: Recommended 3rd - 8th grade - Students arriving by car should be dropped off in the back (North side) of the building. The Madison Street door is unlocked from 8:00-8:15 AM for arrival time on Madison Street. There is no parking. Please pull ahead to the end of the sidewalk so that many cars can drop off students at once. We ask that students exit the car on the passenger side for safety purposes. Any student arriving after 8:15 AM must use the front doors.

Chatham Street/Front of the Building: Recommended K-2nd Grade - Arrival time is between 8:00-8:15 AM at the front of the building. A student drop off lane will be available for car riders. We ask that you pull up as far as you can before letting your child out of the car. For the safety of our students we ask them to exit the car on the passenger side by the sidewalk. Parents that want to walk students to the sidewalk or to the front doors must park and use the crossing area to the sidewalk.

## 4.20 Dismissal

Madison Street: Students exit through the junior high doors starting at 3:00 PM. Students may wait on the sidewalks or shelter next to Madison Street for their ride. There is no parking. Please pull ahead to the end of the sidewalk so that many cars can pick up students at once. Any students not picked up by 3:15 PM will be taken to the front office to contact their family.

Chatham Street/Front of the Building: Anyone picking a student up at the front of the building at dismissal time must park in designated parking spots and meet the students on the sidewalk. Please use the designated crossing area when walking through the parking lot with children. We encourage parents to move to their vehicles quickly to reduce crowding on the sidewalks.

During the school day:

Please schedule medical appointments before or after school whenever possible. If a student must leave during the day, send a note to the teacher, **contact the office @ 309-367-2361 or email [secretaries@mqsredbirds.org](mailto:secretaries@mqsredbirds.org)**, use the main front entrance, and the office will sign your student out. When returning, **the office will** sign the student back in.

Changes:

To change from your child's established way home, please send a written note to their homeroom teacher or call the office by 8:45 AM with any changes for the day and/or week. Emails are not a reliable method of informing the teacher of dismissal plans. For your student's safety, we recommend that each student have an established way of going home for consistency.

Walker/Bike Rider:

A crossing guard is provided for safety purposes at the crosswalk area at Route 116 and Morgan Street from 7:50-8:15 am and 3:00-3:30 pm. All students who need to cross 116 should do so only at Morgan Street when the crossing guard is present for their own safety. Students must obey the instructions of the crossing guard.

## 4.30 Before and After School Program

<https://www.rightatschool.com/districts/metamora-il/>

## 5.00 Immunization, Health, Eye & Dental Examination

### Minimum immunization requirements for schools in Illinois:

DTaP – 4 doses with last dose on or after 4<sup>th</sup> birthday  
 Polio – 4 doses with last dose on or after 4<sup>th</sup> birthday  
 MMR – 2 doses with first dose on or after 1<sup>st</sup> birthday  
 Varicella – 2 doses with first dose on or after 1<sup>st</sup> birthday  
 Hepatitis B – 3 doses according to recommended guidelines  
 Tdap – 1 dose on or after age 11 (entering 6<sup>th</sup> grade)  
 Meningococcal – 1 dose (entering 6<sup>th</sup> grade)

### Physical Examinations

[Physical examinations](#) (Certificate of Child Health Exam - CCHE) are required of all students prior to entering kindergarten, 6th grade and 9th grade, and immediately upon entrance into any public school, irrespective of grade, if the pupil has not previously been examined prior to or upon entrance into another school. A copy of the physical examination and immunizations as law requires must be placed on file in the school office. For questions regarding examinations or immunizations, contact your physician or the Woodford County Department of Public Health at 467-3064. Students must fulfill these medical requirements by October 15th, or they could be excluded from school until these requirements are met. Objections to this requirement must be made in writing to the school by the parents or legal guardian of the child, or by the child's physician.

5th-8th grade students participating in any organized athletic activity through the school are required to have a [sports physical](#) on file before the first day of tryouts or practices for that event. For students in 6th grade, the CCHE can also be used as a sports physical. However, the sports physical cannot be used in place of the CCHE. This is an IESA rule that Metamora Grade School is required to enforce for the health and safety of each student.

### Dental Examinations

[Dental examinations](#) are required for all students entering K, 2nd, and 6th grades. Each of these students must present proof of having been examined by a dentist before the initial entrance into these grades.

### Vision Examination

[Eye examinations](#) are required for all students entering Kindergarten. Each of these students must present proof of having had an eye exam by a physician licensed to practice medicine in all its branches or a licensed optometrist within the previous year before October 15th, of the school year. If the child fails to present proof by October 15th, the school will hold the child's report card. This requirement may be waived for children who show an undue burden or a lack of access to a physician licensed to practice medicine in all its branches who provides eye examinations or to a licensed optometrist.

### Vision and Hearing Screening

Vision and hearing screenings are administered each year according to Illinois State Public Health mandates. Vision screening is mandated each year for the following student groups: Kindergarteners who have not had a vision exam, 2<sup>nd</sup>, 8<sup>th</sup>, special education, new students, and all teacher referrals. Vision screening is not a substitute for complete eye and vision evaluation by an eye doctor. Your child is not required to participate in this vision screening if a current optometrist or ophthalmologist report is on file at the school. A hearing screening is mandated for all students in K-3<sup>rd</sup>, special education, new students, and teacher referrals. Notice of testing dates will be available at the school office. Screening results will be shared with parents/guardians if your child failed the screening test(s).

## 5.10 Student Medication

### Administering Medicine at School

Administering medication during school hours or during school-related activities is allowed only for the health and well-being of the student. Under most circumstances, only the school nurse will administer medication. Teachers and other non-administrative school employees, except office personnel, are generally not allowed to administer medication to students (field trips being one exception).

**Any medication (prescription or non-prescription) that shall be dispensed under supervision at school requires a signed statement from parent and doctor. A doctor's order, doctor's signature, and parent/guardian signature are required for ALL medication using the school medication authorization form.** This form will remain valid and on file at MGS for 13 months. If a prescription or dose changes, a new form is required. The parent/guardian will supply the Medication Authorization form, properly labeled medications as directed by a physician, and maintain current emergency contact information in the school office.

**All medication must be brought in to the school office by a parent/guardian and will be locked in a secured cabinet in the nurse's office. Medication should not be sent to school with a child.** In general, a student is not allowed to carry medication at any time, however, a student may carry and self-administer asthma medication or use an epinephrine injector when the pupil is at risk of anaphylaxis; the emergency action plan should state the need to carry/self administer.

MGS has a standing physician's order for Ibuprofen, Acetaminophen, Hydrocortisone cream and cough drops. These over-the-counter (OTC) medications can be used for situations such as an occasional headache, menstrual cramps, and mouth pain from orthodontic work. With an OTC [signed consent](#), if your child requests medication at school, the parent/guardian will be contacted to notify of the request and to verify that the student has not recently taken any other similar medication. The nurse will keep a supply of tablets/chewable tablets to administer in such situations. If your child is exhibiting symptoms of an illness, he/she will be sent home.

**Essential oils** will be administered under nurse or office guidance at the K-3rd level. An essential oil usage form should be filled out and submitted to the nurse.

**Cough drops/throat lozenges:** If the over the counter consent (as described above) is not completed, a parent must provide a written, dated note for the teacher(s), that verifies that the student is permitted to have cough drops from home.

The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto injector and/or medication, or the storage of any medication by school person for specific and/or nonprescription medicine. Nothing in this policy prohibits any school employee from providing emergency assistance to students, including administering medication.

#### **School District Supply of Epinephrine Auto-injectors**

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of epinephrine auto-injectors in the name of the district and provide or administer them as necessary according to State law. State law or the Illinois Emergency Epinephrine Act allows the District to authorize the school nurse or designated school personnel to administer an epinephrine auto-injector to any student which the designated school personnel in good faith professionally believes is having an anaphylactic reaction. This policy does not guarantee the availability of an epinephrine auto-injector; No one should rely on the district for availability of an epinephrine auto-injector. Students and their parents should consult their own physician regarding this medication.

#### **District Opioid Antagonist Supply & Undesignated Albuterol**

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. A school nurse or trained

personnel, as defined by state law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose.

MGS is participating in the State of Illinois' undesignated emergency asthma medication program. This program allows the school nurse or other trained staff to provide emergency asthma medication to students and others who are experiencing respiratory distress while at school. This program is available to all students, even those who do not have a formal asthma diagnosis. The medication (albuterol) is an inhaled medication and is safe, effective, and will be administered under emergency circumstances according to the IL State Board of Education. This program is not intended to replace a student's personal inhaler or asthma action plan. If you do not want your child to receive emergency albuterol under any circumstance, please make your request known by emailing [nurse@mgsredbirds.org](mailto:nurse@mgsredbirds.org)

## 5.10-E1 School Medication Authorization Form

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/2462/MGS/2695702/Medication\\_Authorization\\_Form.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2462/MGS/2695702/Medication_Authorization_Form.pdf)

## 5.20 Communicable Diseases, Chronic Conditions & Nut Free Policy

### Well Being/Medical

MGS asks that you share confidential medical information and keep the school informed regarding your student's health. This information will be used to plan for your student's health needs, and will be shared only with those members of the professional and support staff who have direct responsibility for the student during school hours, school transportation, or after-school events. If your child has a chronic illness or disease such as asthma, diabetes, seizures or severe allergies, please notify your child's teacher(s) and contact the school nurse to complete an emergency action plan to assist school personnel in caring for your child in the event of an emergency situation at school.

### **Communicable Diseases and Chronic Conditions**

#### **Communicable Diseases**

MGS will follow the guidelines of the local, state, and national health agencies as well as the state board of education and other officials to minimize the spread of infectious diseases (such as COVID-19) at MGS. The decision regarding whether or not a student with a chronic communicable disease will be allowed to attend school will be made by administration. The Illinois Department of Public Health may be contacted for advice/consultation.

#### **Head Lice**

Parents should notify the school office/nurse if they suspect their child has head lice. Appropriate treatment will be discussed. The student should stay home from school and receive proper head lice treatment prior to returning to school. If a student is at school when head lice/nits are discovered, the school nurse will notify the parent to discuss and arrange for treatment. The student may return to school after appropriate treatment has begun.

#### **Chronic Conditions**

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations, and state rules.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 plan may be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies or life-threatening chronic illnesses or other qualifying disabilities will be eligible under Section 504. Our school district may be able to appropriately meet a student's needs through other means.

### Allergies/Asthma/Diabetes/Seizures

Parent(s)/guardian(s) are responsible for notifying the school nurse and homeroom teacher of their child's allergies, asthma, diabetes, and seizures. Parents must complete the Medication Authorization Form (described below) regarding the student's need for medication at school or during school related functions. An Emergency Action Plan is also required. Please see the school website for the specific Emergency Action Plan and Medication Authorization Form. The school will disseminate information to the appropriate school personnel about the student's action plan while maintaining the confidentiality of the student's information.

### Nut Free Policy

~~All student classroom snacks, party treats, rewards and fundraiser treats must be nut-free.~~ Per teacher approval, students may be permitted to bring a healthy, nut-free snack for themselves to eat in the classroom. Food containing nuts may be brought in student lunches and consumed in the cafeteria during lunchtime only. Designated nut-free tables are available in the cafeteria for all grade levels. Students are not to share food at any time.

No other food/snacks/treats shall be distributed during school hours. There are nearly 50 different food allergies among our student body. As such, classroom rewards, holiday parties or birthday treats during the school day must include non food related items (i.e., no more cupcakes/donuts).

## 5.30 Injuries and Illness at School

Serious illness or injury occurring at school must be reported immediately to the classroom teacher, school nurse, office, or other school personnel. The nurse will record the office visit and determine appropriate response. In the case of an accident, faculty supervising the student during the accident will complete an accident report.

### Injured Students - PE Excusal

Students who need to be excused from participation in physical education must have written permission from a parent/guardian and/or doctor. A note from your parent/guardian will excuse a student for up to 3 days. If a student needs an excuse for more than 3 days, a doctor's note will be required and the student may not resume physical activity until the date given by the doctor's release. Any student excused from PE must also be excused from all recesses. A [recess waiver](#) is available for parents/students who wish to still go outside with an injury, however, activity restrictions apply.

### Illness Guidelines for Not Attending School

If your child is not well, please use the following guidelines to determine whether or not they should be in school. If you think that your child might have a fever, please check before sending them to school. Your child should not return to school until they have been fever-free for at least 24 hours without medications. More specific guidelines may be applicable in certain situations such as with Covid-19. Please refer to those guidelines on the MGS website in such circumstances.

Symptom/Illness	Child should not be at school or in contact with other children:	If child feels well enough, he/she may attend school:
Cough	Frequent or uncontrollable or accompanied by fever	Infrequent or if has been antibiotics for at least 24 hours and no fever
Fever	If temperature is 100 or above	If temperature is below 100 for 24 hours without taking a fever reducing medication and there are no other symptoms
Diarrhea or vomiting	One episode of vomiting or diarrhea	It has been 24 hours since vomiting or having diarrhea
Strep Throat or	Sore throat, headache, nausea, fever	After 24 hours on antibiotics and fever free for 24 hours

Scarlet Fever	The only way to rule out Strep is with a throat culture	
"Pink Eye" Conjunctivitis	Eye is red with complaints of pain or itching. Crusty, white or yellow drainage is occurring	Has been on antibiotics for 24 hours or symptoms have improved/or note from doctor stating no longer contagious
Rash/skin infection	Any child with rash or signs of skin infection not having been evaluated by doctor	Rash free, written release from doctor, or after 24 hours on antibiotic for skin infection
Flu	Fever of 100 and above with accompanying sore throat, cough, runny nose, congestion, body aches, extreme tiredness, vomiting or diarrhea	Fever free (less than 100) for 24 hours without having been given fever reducing medication or release from physician if diagnosed with any type of flu

## Wellness Program

**Belief Statement:** The Board of Education of Metamora Community Consolidated School District #1 is committed to providing a learning environment that supports and promotes wellness, nutrition, and an active lifestyle and recognizes the positive relationship between nutrition and physical activity and the capacity of students to develop and learn. The school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, nutrition, and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

**Intent:** The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness attempts to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code, including, without limitation, goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public in developing this policy.

## 5.40 Recess Conduct and Safety

K-8th students will have at least one scheduled recess. Students who are excused from recess due to medical restrictions will report to the office for recess, and will miss PE as well. If a student is exempt from PE due to illness or injury, he or she will automatically be in the office for recess. **A [recess waiver](#) is available for parents/students who wish to still go outside with an injury, however, activity restrictions apply.** During inclement weather, recesses will be held in the gym/s or classrooms.

Students will:

- Follow directions given by the supervisors and respect one another.
- Follow the commonly accepted rules of games.
- Use the playground equipment safely and properly.
- Swing sitting down.
- Sit feet first going down the slide, facing forward, and one at a time.
- ONLY throw soft playground balls (no other foreign objects)
- Wear appropriate outdoor clothing during cold months.
- K-8<sup>th</sup> students should wear appropriate footwear (close toed) for running, kicking, climbing, and other playground activities.
- Please note: K-5th students usually need to wear athletic shoes due to their active participation outside; shoes must have non-marking rubber soles, ties, closed toe, closed heel, Velcro, or elastic fasteners. Non-athletic shoes (such as flip-flops, sandals, slip-ons, etc.) can be worn if the student is not playing on any climbing equipment or participating in running games.
- Stay in the designated area determined by the recess monitors.
- One person at a time must step or climb on such items as stepping pods, climbing rocks, and pod bars, etc.
- Back or front flips off of the low bars are not allowed.
- Put recess equipment away quietly and promptly and form a single file line when the bell rings or when a whistle is blown.
- Travel to and from recess in a quiet, single file, and orderly manner.

- Parents and other visitors (adults/children) may not accompany a child to recess.

## 5.50 Search and Seizure

School administrators are authorized to conduct searches of students and their personal effects, and the property of the district (such as lockers), in accordance with Board policy. School authorities (school administrators) may search a student and/or the student's personal effects (e.g. purses, wallets, knapsacks, book bags, lunch boxes, cell phones, handheld wireless devices or other items) when reasonable grounds exist for suspecting that the search will produce evidence the student has violated or is violating either the law or the rules of the school. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. The parents/guardians of the student searched will be notified of the search as soon as possible.

## 6.00 General Building Conduct

### Bicycles, Scooters, Hoverboards, Roller Shoes, and Skateboards

Bicycles must be kept in bike racks at all times. It is the responsibility of the student to keep his or her bike safe while on school property. When students are riding their bikes to and from school each day, they need to follow bicycle rules for the safety of our students, including all walkers, bike riders, and bus riders. Students are not allowed to ride bikes on the sidewalk or around the parking lot before or after school during the school year.

Skateboards, scooters, roller blades/skates/shoes, and hoverboards are not allowed on school property. If a student has these items at school, whether it is before or after school, or while attending evening events, the item will be confiscated and returned to the student at a later date.

Metamora CCSD #1 is not responsible for lost, stolen, or damaged personal belongings. It is the student's responsibility to keep his or her items safe while at school.

### Book Bags and Purses

At grades 6<sup>th</sup>-8<sup>th</sup>, book bags and purses are not allowed to be carried from class to class during the day. They are allowed when coming to and from school. However, students should be responsible for keeping their things safely locked in their lockers during the day. Metamora CCSD #1 is not responsible for lost or stolen purses, book bags or personal items.

### Cafeteria Expectations

- Enter the cafeteria in a quiet, single file line
- Students with their lunch card ready get priority in line.
- Be responsible and respectful in all that you do.
- Stay seated while eating. Only leave the table (to go throw away items or return their lunch tray) after you have finished eating your meal
- Do not share or eat food from another student
- Use your manners, including speaking politely and using an inside voice.
- Keep your area clean on top of the table and underneath it.
- Leave the cafeteria, and move through the school building in a respectful manner, with appropriate hallway behavior. Many classroom instructors are teaching lessons during lunch.
- All food and beverage should be eaten inside the cafeteria unless otherwise directed by a staff member.
- Raise your hand if you need assistance

### Cell Phones & Electronic Devices

Upon arrival at school until 3:05 PM, electronic devices are to be powered off and left in the student's locker. The following electronic devices include, but are not limited to: iPods/tablets, smart watches and ear buds, iPads/tablets, smartphones, cell phones, headphones, headsets, and any other devices or systems that have wireless internet capabilities. These, too, are prohibited within the school building, on the school buses, and during field trips. Students without lockers must place devices in book bags.

If a student is caught calling, texting, answering his/her cell phone, smartwatch, Fitbit, or taking pictures or the phone rings or vibrates: on the first offense, the phone, smart watch, or device will be confiscated and returned to the student at the end of the day. On the second offense, the student will receive an after school detention and the device returned to the parent. On subsequent offenses, the student will receive an in-school suspension and the device will be returned to a parent. However, if at any time, inappropriate use or information is noted, procedures and/or consequences will be handled differently.

MGS takes no responsibility for the loss, theft, or damage of electronic devices.

## 6.10 Disciplinary Definitions

Academic Dishonesty (Cheating): Any action intended to obtain or assist in obtaining credit for work that is not one's own. Examples include submitting another's work as one's own, obtaining/accepting a copy of tests or answer keys, giving/receiving test questions or answers, copying from another student's test/homework or allowing a student to copy, using materials that are not permitted during a test, plagiarizing, presenting other students' work as their own and/or published materials as one's own, and having someone else prepare the assignment.

Academic dishonesty can result in the following consequences:

Consequences (Grades K-2):

- Determined at teacher's discretion to help students learn what academic dishonesty entails.

Consequences (Grades 3-8):

- Students will be required to complete a similar assignment/assessment during an after school detention and/or Redbird Liftoff. The student will continue serving detentions or attend Redbird Liftoff until the assignment/assessment is satisfactorily completed and a reflection activity is completed.

Alcohol, drugs, tobacco, and electronic cigarettes/vaporizer: Alcohol, drugs, tobacco, and electronic cigarettes/vaporizer/Juuling: Using, possessing, distributing, purchasing, or selling illegal drugs, "look-alike" drugs, performance enhancing drugs, prescription drugs not prescribed to that student, drug paraphernalia, inhalants, alcoholic beverages, or tobacco/substitute tobacco products (vaporizer/electronic cigarettes/Juuling) materials is prohibited. A "look-alike" drug is defined as a substance not containing an illegal drug or controlled substance, but (a) one that a student believes to be, or represents to be, an illegal drug/controlled substance, or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student represented the item to be such. Students will not be permitted to attend school when they are using or under the influence of alcohol or illegal drugs and will be treated in the same manner as though they had alcohol or drugs in their possession. Given reasonable grounds for suspicion, school officials may search for and seize illicit drugs, alcohol, or tobacco or vaping products brought onto school property and will submit such items for analysis, if needed. School authorities will contact the school resource officer/local authorities for any individual found, knowingly and illicitly, to possess, distribute, and/or use drugs, "look-alike" drugs (including drugs/alcohol/tobacco), and/or drug paraphernalia on school property or at school related events. Activities related to alcohol, drugs, and tobacco will result in, but is not limited to, a suspension and/or referral to the legal authority.

Cyber/Cellular Bullying/Harassment: Any activities on electronics that are considered harassing, threatening, or bullying another student while outside or inside the school (email, text messaging, messaging, social networks, internet, etc.) will be dealt with if it negatively impacts the school environment. Metamora Grade School will seek to prevent such incidents and will investigate and take corrective actions for violations of this policy. Please contact local authorities for more information regarding laws governing internet safety.

Making an explicit threat toward the safety and security of a school employee, a student, or any school-related personnel on an Internet website/social media is prohibited. Consequences include, but are not limited to, a suspension and/or referral to the legal authority.

Physical or Psychological Harm of Others: Bullying, intimidation, and sexual harassment of students or adults are not acceptable in any form and will not be tolerated at school or any school-related activity. The school will assist in the safety of the students to protect from retaliation who report incidents of bullying, intimidation, or sexual harassment/ hostile harassment, and will take disciplinary action against any student who participates in such conduct.

No person shall harass, intimidate, or bully another based upon a race, color, nationality, sex, sexual orientation,



ancestry, age, religion, creed, appearance, ability/performance, physical or mental disability, gender identity, order of protection status, status as homeless, or actual or potential marital or parental status, including pregnancy or other protected group status. The school and district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Disciplinary actions will be taken for such behavior.

Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff or school property will not be tolerated and will be disciplined.

Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's sexual activities.

Anyone who believes he or she is the victim of bullying, intimidation or harassment or has witnessed such activities is encouraged to discuss the matter with the assistant principal, school social worker, or a classroom teacher. People may choose to report to a person of the same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Anyone who makes a good faith complaint will not be disciplined for reporting their concerns. An anonymous tip line is available for reports to be submitted on the district website in the section labeled, "For Students."

Anyone who is determined, after an investigation, to have engaged in bullying, intimidation, or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, detention, referral to the authorities, suspension, and expulsion consistent with the school and district's discipline policy. Parents of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences. The District has also adopted policy 7:185, that prohibits Teen Dating Violence.

Weapons/Firearm: Students may not possess, use, control, or transfer any object that may be used to cause bodily harm, including but not limited to a weapon, as defined by Section 921 of Title 18, United States Code; firearm defined in Section 1:1 of the Firearm Owners Identification Act; use of weapons as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be construed in a manner consistent with the Federal Individuals with Disabilities Act. A student who is subject to suspension or expulsion as provided in this Section may be eligible for transfer to an alternative school program in accordance with Article 13A of the School Code.

In responding to some situations, it may be necessary for our school to conduct a formal screening of a student who is involved in a dangerous behavior or circumstance. This screening and assessment process is conducted by the MGS Behavioral Threat Assessment Team. It is a best practice approach following the recommendation of the U.S. Secret Service and U.S. Department of Education.

## **6.20 Disciplinary Policy and Procedures**

### Disciplinary Procedures

The philosophy of discipline at Metamora CCSD #1 is to work directly with students to resolve a conflict before it becomes problematic, as well as to work towards improving behavior and maintaining the dignity of students.

The staff of Metamora Grade School have the responsibility of maintaining discipline in the school. Students are expected to behave in an appropriate manner, displaying respect for their peers, school personnel, and themselves.

All disciplinary actions will follow procedures and guidelines consistent with district policy, behavioral intervention plans, IDEA, Illinois School Code, and current case law. All school personnel have the authority to stop

misbehavior, provide student consequences, and/or notify the assistant principal of violations of policies or expectations. A confidential disciplinary record for all students referred to the assistant principal are kept in Skyward.

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

- On, or within sight of, school grounds before, during, or after school hours.
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears reasonable relationship to school.
- Traveling to and from school or a school activity, function, or event.
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a student and/or staff member; or (b) endanger the health or safety of students, staff, or damage school property or others' property.

Discipline violations generally fall into two categories—either a minor infraction or a major infraction. Each has its own progression of consequences.

Consequences for Minor Infractions – issued by the classroom teacher, specialty teachers, recess monitor, bus driver, cafeteria monitor, secretary, substitute, instructional aide with teacher approval, or any school administrator.

- Student conference and/or student contracts
- Temporary removal from classroom or activity and/or loss of privileges (including field trips)
- Telephone/electronic report to parents by teacher, student, and/or administration
- Temporary loss of inappropriate items
- Written assignments or apologies
- Payment for damaged property/restitution to correct damaged property
- Written report to parents, teacher, and/or administration
- Parental conference with teacher and/or administration
- Detainment before school, during lunch, after school, and/or during recess(es) \*\*Certified/non certified substitutes disciplinary consequences must be approved by an administrator; and non certified staff detentions will be referred to administration.)
- Detention after school on Tuesdays and Thursdays from 3:15 -4:30 (K-8<sup>th</sup>) \*certified substitutes disciplinary consequences must be approved by an administrator; and certified staff-detentions will be referred to administration.
- Redbird cards (varies by grade level for incentives/privileges to encourage positive behavior)
- Others: Restitution, service projects, referrals to the assistant principal, etc.

Consequences for Major Infractions – administered by the assistant principal, principal, superintendent, and/or school board and for which disciplinary action is warranted or required by local policies or state law.

- Seizure of contraband (including, but not limited to, pornography, drugs, alcohol, weapons, stolen items).
- Notification of juvenile authorities (regarding illegal drugs or paraphernalia, look-alikes, physical assault, alcohol, or weapons) or illegal acts.
- Bus suspension or expulsion, or referral to the superintendent for action.
- In-school suspension (based on Senate Bill 100).
- Out-of-school suspension (based on Senate Bill 100).
- Expulsion from school by Board of Education (based on Senate Bill 100).
- Transfer to an alternative school program.
- Handbook and school rules apply to the student whether in the school building, on school grounds, on the school bus, or at all school-sponsored events, even those occurring off-campus.
- A minor offense may be considered major if severe, repeated, or combined with other offenses.

Any major misconduct by a student not addressed above will be handled by the school administration. The administration reserves the right to change a disciplinary action based on circumstances. The above outlines the general actions that will be taken by school officials; however, the actions will not be limited to these actions, based on an individual case.

## Disciplinary Policy

When students are referred to the assistant principal, the following table outlines some general disciplinary actions that can be taken by school officials. Consequences may vary according to severity, frequency, details of the offense, maturity, and functioning level of the students. Offenses not listed below will be handled in a manner appropriate for the behavior and student.

Behavior Types	Definitions	Examples	Disciplinary Actions or Consequence
Aggressive Physical Behavior  <u>See Physical or Psychological Harm of Others for a detailed definition found on page 23.</u>	Minor: Student engages in non-serious, but inappropriate physical contact. Major: <u>Intentional</u> actions or threats involving serious physical contact where injury may occur.	Minor: Pushing, pulling, accidental hitting, horseplay, etc. Major: Hitting, punching, scratching, kicking, fighting, hair pulling, biting, etc.	Minor: Consequences include but are not limited to Warning or Detention. Major: Consequences include but are not limited to Parent Conference, Detention, Suspension, or Expulsion.
Alcohol, Drugs, Nicotine, E-cigarettes, Juuling, Vaping, Tobacco or any other illegal or "look alike" products  <u>Detailed Definition found on page 22</u>	Major: Students with illegal drugs, "look-alike" drugs, performance enhancing drugs, prescription drugs not prescribed to that student, drug/ alcohol/tobacco paraphernalia, inhalants, alcoholic beverages, tobacco, etc.	Major: Using, possessing, distributing, purchasing, or selling.	Major: Consequences include but are not limited to Parent Conference, Suspension, Legal Authorities and/or Expulsion.
Bus Safety	Minor: Any activity that occurs on the bus that could be considered unsafe, disruptive, or inappropriate acts to one or more of the passengers and/or driver on the bus. Major: Repeated activity that is considered dangerous or an activity that is considered severely dangerous to the passengers and/or driver on the bus.	Minor: Some examples of unsafe behavior include, but is not limited to, not sitting, yelling, or distracting behavior, etc. Major: Repeated unsafe or minor behavior, physical harm, dangerous actions, etc. <u>The bus is an extension of the classroom and disciplinary actions listed apply to the bus as well.</u>	Minor: Consequences include but are not limited to Warning, Assigned Seat, or Detention. Major: Consequences include but are not limited to Detentions, Parent Conferences, Use of Seating Restraints, Bus Suspension, School Suspension, Bus Expulsion, or Expulsion.
Cyber/Cellular Bullying  <u>See Cyber/Cellular Bullying for a detailed definition found on page 22-23.</u>	Major: Any activity on electronics that is considered harassing, threatening, disrupting the daily operation of school, or bullying another student during school.	Major: Harassing, threatening, or bullying staff or students through email, texting, messaging, social networks, internet, etc.	Major: Consequences include but are not limited to Parent Conference, Suspension, Legal Authorities, or Expulsion.
Disrespect to Adults/Insubordination/ Threats/Intimidation/ Defiance	Minor: Student engages in brief or low-intensity failure to respond to adult requests. Major: Refusal to follow directions, talking back and/or rude social interactions.	Minor: Not following direction, not completing classwork, telling "no", rolling eyes, ignoring requests, etc. Major: Repeated minor behaviors, name calling, inappropriate language or tone, etc.	Minor: Consequences include but are not limited to Warning, Detainment, or Detentions. Major: Consequences include but are not limited to Parent, Conference, Detentions, or Suspension.
Disrespect to Peers  <u>See Physical or Psychological Harm of Others for a detailed definition found on page 23</u>	Minor: Low-intensity name calling or other rude social interactions. Major: Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes <u>bullying</u> , threats and intimidation, obscene gestures, pictures, or written notes.	Minor: Name calling, making faces, rude behavior. Major: Disrespectful messages include negative comments based on race, religion, gender, age, sexual orientation, and/or national origin; sustained or intense verbal attacks based on	Minor: Consequences include but are not limited to Warning, Detainment, or Detentions. Major: Consequences include but are not limited to Parent Conference,

		ethnic origin, disabilities, or other personal matters.	Detentions, Suspension, or Expulsion.
Gang Activity	Major: A gang is a group of two or more persons whose purpose includes the commission of illegal acts.	Major: Gang activity includes, but is not limited to, wearing, using, or distributing, displaying, or selling any clothing, jewelry, emblem, or badge that evidences or promotes gang affiliation, soliciting other people to join, and/or using verbal or non-verbal acts demonstrating such affiliation.	Major: Consequences include but are not limited to Parent Conference, Suspension, Legal Authorities, or Expulsion.
Honor Code Violation  <u>See Academic Dishonesty (Cheating) for a Detailed Definition found on page 22.</u>	Major: Lying, cheating, omitting parts of the truth in order to misplace blame, forging signatures, repeated or continuous lying, plagiarism, cheating, etc.	Major: Forging parent signature, cheating on homework or tests, lying, plagiarism, cheating on homework or tests, lying, etc.	Major: Consequences include but are not limited to Parent Conference, Decreased Grade, Detentions, or Suspension. Cheating: Consequences listed in the detailed definition below.
Inappropriate/Abusive Language	Minor: Student verbalizes or draws or writes using language that is inappropriate for school image. Major: Repeated verbalizing or writing using language that is inappropriate for school.	Minor: Name calling, written or verbal insults, etc. Major: Repeated name calling, cursing, written or verbal insults, cursing, etc.	Minor: Consequences include but are not limited to Warning, Detainment, or Detentions. Major: Consequences include but are not limited to Parent Conference, Detentions, or Suspension.
Inappropriate Display of Affection	Minor: Student engages in physical, verbal, or written displays of affection that are not appropriate in a school environment. Major: Repeated engagement in physical, verbal, or written displays of affection that are not appropriate in a school environment or engagement in any sexual act other than mouth kissing, failure to immediately cease the act of affection toward the recipient.	Minor: Kissing, inappropriate hugging based on age level), physical touching over clothing of private body parts, writing or verbalizing non-explicit inappropriate messages, etc. Major: Repeated minor inappropriate displays of affection, physical touching over clothing of private body parts, physical groping, under clothing touching of private body parts, explicit written/verbal messages, engagement in any sexual act other than mouth kissing, etc.	Minor: Consequences include but are not limited to Warning, Detainment, or Detentions. Parent Conference or Suspension. Major: Consequences include but are not limited to Detentions, Parent Conference, Suspension, or Expulsion.
Property Damage/Misuse	Minor: Low-intensity misuse of property. Major: Students participate in an activity that results in destruction or disfigurement of property.	Minor: Littering, erasable writing on property, breaking pencils, etc. Major: Repeated minor behaviors, damage that can't be easily fixed or cleaned, etc.	Minor: Consequences include but are not limited to Warning, Detainment, Detentions, or Restitution. Major: Consequences include but are not limited to Parent Conference, Restitution, Detentions, Suspension or Expulsion.

Sexting	Major: Sending, receiving, or possessing sexually explicit or otherwise inappropriate pictures or images.	Major: Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic devices, or cellular phone.	Major: Consequences include but are not limited to Parent Conference, Suspension, or Expulsion.
Skipping Class/School/Detention	Minor: Missing an assigned class/(es) or detention for all or any part of the class. Major: Repeatedly missing an assigned class/s or detention for all or any part of the class, tardy.	Minor: Intentionally skipping a class, school, detention, or forgetting to attend a detention. Major: Repeatedly and intentionally skipping a class, school, detention, or forgetting to attend a detention, repeated tardy.	Minor: Consequences include but are not limited to Detainment, Parent Conference, or Detentions. Major: Consequences include but are not limited to Parent Conferences, Detentions, or Suspension.
Technology Violation	Minor: Student engages in low-intensity misuse of any school technology. Major: Repeated misuse of any school technology or deliberate act of technology abuse or visiting an unapproved site.	Minor: Improper handling of equipment, not following staff directions when using technology, etc. Major: Use of technology without staff permission, repeated minor misuse of technology or falsifying grades, stealing passwords, cyber bullying, deliberately accessing or downloading inappropriate content, damage to computer/s, etc.	Minor: Consequences include but are not limited to Detainment, Warning, or Detentions. Major: Consequences include but are not limited to Detentions, Parent Conferences, Fines/Restitution, Legal Authority, Suspension, or Expulsion.
Theft	Minor: Student is in possession of, having passed on, or being responsible for removing someone else's property. Major: Student is in possession of, having passed on, or being responsible for removing someone else's property.	Minor: Taking pencils, erasers, items of little or no value. Major: Repeated minor behaviors or taking items of significant value.	Minor: Consequences include but are not limited to Restitution or Detentions. Major: Consequences include but are not limited to Restitution, Detentions, Legal Authorities, or Suspension.
Weapons/Firearms  <u>See Weapons/Firearms for a Detailed found on page 23</u>	Major: Knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, scissors, pencils, and pens may be construed as weapons.	Major: Possession, use, control, or transfer or any object that may be used to cause bodily harm.	Major: Consequences include but are not limited to Legal Action, Alternative School, Suspension or Expulsion.

### 6.30 Consequences

Lunch/Recess Detention – A student will eat their lunch and sit in the Main Office during their lunch time. (3 lunch recess detentions is considered equivalent to 1 after school detention.)

After School Detention – A student will stay after school for a 90 minute period of time. Detentions will be served on Tuesdays and/or Thursdays from 3:00-4:30 PM.

Detainment – A student is considered detained when they remain in the office for a duration of 1 hour or longer due to behavior.

In-School Suspension – When a student serves an in-school suspension, he/she is required to be in the office for an amount of time decided on by the assistant principal or principal. While serving the in-school suspension, students must complete their work assigned by their teacher/s.

Out of School Suspension – When a student serves an out of school suspension, he/she is not allowed on school grounds for an amount of time decided on by the assistant principal or principal. While serving the out of school suspension, the student must complete all assignments made during their absence as defined in the absent section of the handbook.

Expulsion – A student (including special ed. students) may only be suspended for an accumulated maximum total of 10 days. Anything more than 10 accumulated days is considered an expulsion. The student and parents are given their due process and must appear in front of the board of education. The board of education determines if a student can be expelled from school for more than 10 days.

## 6.40 Suspensions and Expulsions

- 1-3 day suspensions require: A continuing threat determination; and reasonable steps to minimize suspension (RTI behavioral interventions, behavioral plan, counseling, and behavioral chart).
- 4-day suspensions require: A continuing threat determination; and reasonable steps to minimize suspension; and that interventions have been exhausted.
- 5-10 day suspensions require: All of the requirements for 4-day suspensions; and the provision of appropriate and available support services.
- All suspensions require: Make-up work; A return-to-school plan; and Appeal Rights (if parents request the suspension be reviewed and the Board upholds the suspension, the written decision will include specific statements on the action taken, discussion, and possible behavioral alternatives).
- School administrators have the authority to suspend students for up to 10 days without Board approval. Parents must be provided notice when a student is suspended: a statement of the reasons for the suspension and the right to a review of the decision.
- Students can be expelled for acts of gross disobedience or misconduct for up to 2 calendar years. Parents must be provided notice when an expulsion is proposed and a hearing. Suspensions and expulsions may include exclusion from all school activities.
- Appeal Rights: The school board must give specific reasons why removing the student from the school is in the best interests of the school and provides a rationale for the duration of the expulsion. Similar requirements apply for alternative school placement.

## 7.00 Computer and Technology

The use of our computer labs and classroom computers, Chromebooks, iPads or other electronic devices is a privilege at MGS. Technology allows our students to learn and share knowledge. The rules listed below regarding the acceptable use of technology apply at all times to devices which are MGS property, regardless of whether or not the device is on the physical property of MGS. Parental authorization is required before students are allowed to use this resource, except for instruction and for school assessment/state testing.

The use of the Internet may be required for some classes. MGS uses a filter system as well as GoGuardian to monitor and keep our staff and students safe while online. Signing the authorization to use the computer systems acknowledges that you understand that you are legally responsible for your child's actions. **Please fill out the appropriate consent form for the Handbook Student and Parent Consent Statement document to give permission for each of your children to use the Internet appropriately at Metamora Grade School.**

The computers at MGS, whether in the classrooms, hallways or in the computer labs, with use of the servers or independent of the servers, are the property of the school. All computer usage is monitored by a safety control, particularly for Internet website usage. **At no time is a student allowed to be on the Internet without staff permission and supervision.**

Any violation of computer or Internet guidelines deemed inappropriate by the administration may lead to the following actions: When an unacceptable use occurs, the minimum discipline may be a detention. The maximum discipline may be, but is not limited to, payment for hardware damage, payment for time required to repair workstation software or service software, legal fees, loss of computer and Internet privileges, suspension, and expulsion. The computerized benchmark assessments will receive individualized monitoring. Alternate activities may be assigned during computer class if privileges are revoked.

## **7.00-E1 Chromebook Agreement**

[Chromebook Agreement Contract Form Final.docx](#)

### **7.10 Computer/Internet Violations**

#### **Students may not:**

- Bully others or attempt to cause psychological harm to others, students and staff, through use of the Internet, commonly known as “cyber-bullying”, while using school equipment or during school time.
- Remove or install software (including downloads of photos, music, or games).
- Deliberately or carelessly damage equipment (including hardware and software).
- Use equipment without authorization (including hardware and software).
- Use a password or ID that does not belong to the user.
- Use personal email, blogs, and personal websites or unapproved websites.
- Gain access or “hack” into someone’s file.
- Access materials that do not serve an educational purpose or are considered inappropriate for school, such as social networking websites, material that is profane or obscene, anything that advocates illegal acts, or advocates violence or discrimination towards other people (hate literature).
- Post personal information about themselves or other people, including address, telephone, school address, home/work addresses, pictures with names, or video bites, clips, etc., causing loss of privacy or potential physical or emotional harm to a person.
- Make connections that create “backdoors” to the District, other organizations, community groups, etc. that allow unauthorized access to the District’s network.
- Use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
- Play Internet games, unless approved by the teacher.
- Plagiarize works found on the Internet or other resources.
- Vandalize a system, whether through malicious attempt to harm or destroy data, the Internet, system software, any other network or computer hardware, or by creation of will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
- Network security is of high priority. If the user can identify a security problem or firewall problem on the internet, the user must notify the technology coordinator or administrator. Do not demonstrate the problems to others. Attempts to log in to the Internet as a system administrator or any other person will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
- The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District’s private network.

## **8.00 Athletic And Extracurricular Eligibility**

Participation in athletics and extracurricular activities is a privilege, not a right. Student participation in

school-sponsored extracurricular activities is contingent upon following Board Policy and is governed by the Illinois Elementary School Association (IESA) regulations. Athletic opportunities include baseball, golf, softball, boys' and girls' cross-country, boys' and girls' basketball, girls' volleyball, and boys' and girls' track, speech team, scholastic bowl, chess. Other activities offered by MGS, such as cheerleading, dance, color guard, band, chorus, student council, MGS Jr. High Journal, Math Counts, First Lego League, and other clubs are subject to the eligibility requirements as outlined by MGS, in coordination with the club's coach/sponsor.

### **Homework Expectations**

It is expected and understood that any student missing class due to an extracurricular school function is responsible for turning in assignments due the day of his absence, and obtaining and completing new work assigned the day of the absence. Work must be turned in on the day of his return to class. Failure to do so will result in consequences for late work according to the handbook and teachers' classroom policies.

### **Written Permission**

Written permission must be given by the parent(s)/guardian(s) for the student's participation, giving the District full waiver of responsibility for the risks involved. This waiver includes insurance information that needs to be on file in the Junior High office before attending practices, tryouts, and school sponsored activities.

### **Physical Examination Required**

Students participating in athletics, cheerleading, or dance must have a current physical examination conducted by a physician within the last 395 days. The physician's examination card must state that the student's health status allows for active athletic participation. The sports physical document must be turned in to the **office** before try-outs/practices.

### **Activity Registration Fee Required**

5<sup>th</sup>-8<sup>th</sup> grade students involved in an extracurricular activity are assessed an activity fee for each extracurricular activity. The athletic/other extracurricular activity fees (\$30.00 per activity) need to be submitted to the **office or paid through Revtrak. This student's fee must be paid before the first game or contest.** (Athletic director may modify the fee requirements as warranted for a participant).

### **Regular Attendance Required**

Regular attendance at school, team or activity practices and contests is required. A student must be in attendance by 11:45 AM on the day of an extracurricular event in order to participate. If a student leaves school due to illness, he or she may not participate in any after-school activity. The administrator must approve any exceptions to the half-day attendance ruling. The athletic director reserves the right to consider extenuating circumstances on an individual basis. To participate in a weekend or holiday contest, a student is required to be in attendance no later than **11:30 AM 11:45 AM**, and through the end of the school day, on the school day prior to the contest.

### **5th-8th Passing Grades Required**

5<sup>th</sup>-8<sup>th</sup> graders must be passing in all subjects to participate in interscholastic competition, based on IESA guidelines. A passing grade is higher than 68.5% (or, a "D"). Eligibility is determined weekly based on the cumulative grade for the nine weeks. Teachers complete the eligibility report by Friday of each week (or the last day of student attendance for that week). Participants listed on the Friday ineligibility report will be declared ineligible for the following week, Monday through Saturday. Students, parents, and coaches will be notified of ineligibility status. IESA passing grade eligibility guidelines do not apply to local music/band concerts/contests and school sponsored activities unless specified by the sponsor/coach (see guidelines below). A student academically ineligible may attend and participate in practice sessions only if approved by the coach. The recommendation is that the ineligible student use this time to work on schoolwork. A student academically ineligible may not participate in or dress for the performance or competition. Attendance at the game may only occur with the permission of the coach. The coach has the right to dismiss a student from the team if the student is ineligible repeatedly. Parents will be notified if a student is in jeopardy of losing his/her place on the team.

**Band, Chorus, and Art Activities:** A student is considered ineligible for that grading period if they are failing in one or more subjects three weeks of a nine-week period. Even if a student is found ineligible, he or she must participate in an activity that is counted or considered towards the overall final grade (e.g. band concerts are



figured into the final grade for the students, but pep band is not graded. Students must participate in the concert, but cannot be part of the pep band while they are ineligible).

**Student Council:** For eligibility guidelines, refer to the Student Council Member Agreement.

### **Good Conduct Required**

The coach of each activity will prepare a set of expectations for proper sportsmanship, leadership, academic standing, and participation for that activity. Each coach's written guidelines/expectations will be given to the students for their parents to sign. Each student is to follow the MGS expectations to maintain his/her place on the team. Students involved in extracurricular activities must conduct themselves during school and at events such as not to reflect discredit to the school, and not to create a disruptive influence on discipline or the school environment. Students must comply with any academic or disciplinary action before attending a practice or activity. A student serving an in-school or out-of-school suspension may not attend or participate in any extracurricular activity, practice, or competition on the day of the suspension.

### **Loss or Abuse of Equipment and/or Uniforms**

Participants in activities are responsible for uniforms and/or equipment issued. Equipment/uniforms must be maintained and cleaned before returning to the coach. Loss or abuse of school items will result in the participant being assessed the replacement cost of the item. The athletic uniform will be worn only for athletic contests or at the request of the coach.

### **Participation on Designated Grade Level Teams for Extracurricular Athletics**

~~Whenever the District organizes and sponsors teams for extracurricular athletic activities for different designated grade levels at the school, a student must participate with the extracurricular athletic team for the grade level at which the student is enrolled with the school for that particular year. For example, a 7<sup>th</sup> grade student shall only be eligible to participate on the 7<sup>th</sup> grade volleyball team if the District maintains both an 8<sup>th</sup> grade and 7<sup>th</sup> grade team. If the District only sponsors one team for the school for a particular extracurricular athletic activity without designating the team for a particular grade level, this grade level limitation on student participation shall not apply. If a situation arises that not enough students for a designated grade level team try out for that team in order that a full team can be fielded with an appropriate number of substitute and backup players, Coaches may allow lower grade level students to try out for a higher grade level team, provided no grade level appropriate students are dismissed from the team.~~

~~Students may be moved up from a team only if the numbers on the current team warrant the move. This can be done primarily for IESA tournament (Regional, Sectional, and State) play. However, the IESA requires that rosters for tournament play be submitted no later than one week before the first game of the tournament begins. This roster is submitted before Regionals begin and cannot be changed after that point. Please note: an athlete with a cast will be allowed to play based on doctor's approval; however, the supervisor of the activity will consider the safety of other students/athletes over doctor's approval.~~

## **8.10 Extracurricular Opportunities**

Any student interested in becoming part of an athletic team needs to have a current physical on file in the Jr. High office before practices and tryouts. If a physical "expires" during the season, the student is required to have a new physical completed before it expires. If a student does not follow that requirement, he or she will not be allowed to participate in practices or games until the requirement is met.

**Baseball**—is open to all 6<sup>th</sup>-8<sup>th</sup> grade boys. The season begins with tryouts during the first week of August. Games begin before the start of the school year in August and are played late afternoon. The season ends during the first week of October.  
(Activity Fee Required)

**Basketball**—has two different seasons, one for the girls and one for the boys. Our girls' basketball season begins with tryouts in August/September. We have two girls' teams, a 6<sup>th</sup>/7<sup>th</sup> grade team, and an 8<sup>th</sup> grade team. We co-op with St. Mary's of Metamora. Games begin in September and the season ends in December.

We have three boys' basketball teams. The 6<sup>th</sup>/7<sup>th</sup> grade boys' and the 8<sup>th</sup> grade boys' teams begin their season with tryouts in October. Their season ends in February.

Our 6<sup>th</sup> grade boys' team runs a shortened season of games, with tryouts beginning after 7<sup>th</sup> grade tryouts are completed. The 6<sup>th</sup> graders that make the 7<sup>th</sup> grade team do not have to try out for the 6<sup>th</sup> grade team and are included on the 6<sup>th</sup> grade team roster. Practices begin in December or January, and their game season runs through February or the beginning of March. The 6<sup>th</sup> grade games can be the traditional 4 quarters, or just 2 quarters. Coaches make that decision before each game. However, the goal is to allow each of the boys playing time. (Activity Fee Required for all Basketball Teams)

**Competitive & Sideline Cheerleading**— is open to all incoming 6<sup>th</sup>-8<sup>th</sup> grade girls. Tryouts are held in the spring of the previous school year for the next cheerleading squad. Girls are scored on various cheerleading skills, including jumps, cheers, sportsmanship, voice, and tumbling (although this is not a requirement). Girls attend a cheerleading camp and practices throughout the summer. They may attend away games for the boys' season. (Activity Fee Required)

**Chess Club**—is open to all 6<sup>th</sup>-8<sup>th</sup> graders. Sign-ups are done in the winter of the school year, with participation in the IESA State Chess competition. (Activity Fee Required)

**Cross Country**—is open to all incoming 5<sup>th</sup>-8<sup>th</sup> graders, including boys and girls. It is a coed team. We co-op with St. Mary's in Metamora. The course distance for all meets is approximately 2 miles. Meets begin mid-August before school starts and run through mid-October. (Activity Fee Required)

**Dance Team**—is open to all incoming 6<sup>th</sup>-8<sup>th</sup> grade girls. Tryouts are held around the same time as cheerleading tryouts. Girls are scored on dancing skills and sportsmanship. Practices generally begin in September and run through the end of the boys' basketball season. The girls perform at all home boys' basketball games, and generally one girls' basketball game. They do not attend away games. (Activity Fee Required)

**Golf**—5<sup>th</sup>-8<sup>th</sup> grade activity. A \$40 activity fee is paid by the participants **who are attending Sectionals**. The participants will compete in the IESA sectional match and possibly advance to State.

**Track**-is open to 6<sup>th</sup>-8<sup>th</sup> grade student athletes. This season begins in the spring. Home meets are held at Metamora Township High School. We co-op with St. Mary's. (Activity Fee Required)

**First Lego League**—5<sup>th</sup>-8<sup>th</sup> grade activity. This league introduces younger students to real-world engineering challenges by building Lego-based robots to complete tasks. The Lego activities apply technology, math concepts, science concepts, team-building, and critical thinking. (Activity Fee Required)

~~**School Newspaper**—MGS Jr. High Journal activity. Students will meet before or after school to plan, write, and publish a monthly student newspaper. (No activity fee required).~~

**Scholastic Bowl**—is open to all 6<sup>th</sup>-8<sup>th</sup> grade boys and girls. It is a co-ed team and begins their season in January. They begin with tryouts to determine the team and begin practices twice a week. Meets are scheduled from February through April. (Activity Fee Required)

**Science Club:** Science club is an extracurricular activity that is held once per quarter for 6<sup>th</sup> grade students. Science club will meet for one hour before or after school, and will be focusing on STEM or inquiry demonstrations that are outside of 6<sup>th</sup> grade curriculum. There is no activity fee charged for Science Club.

**Softball**—is open to all incoming 6<sup>th</sup>-8<sup>th</sup> grade girls. The season begins with tryouts during the last week of July. Games begin in mid-August, before the school year starts, and are played late afternoon. The season ends at the end of September. (Activity Fee Required)

**Speech**—is open to all 5<sup>th</sup>-8<sup>th</sup> graders. Speech begins in September and generally runs through November's contest. Students may work alone, in duos, or triples or large groups, to recreate skits using their voices, and improvisation as areas of competition. Students perform at the State contest in November. (Activity Fee Required)

**Student Council**—any 6<sup>th</sup>-8<sup>th</sup> grade student can apply. Interested students are selected through an application process completed by teachers. Student Council begins having meetings at the beginning of the school year. Meetings are held before school. Students participate in leadership opportunities and activities. For eligibility

guidelines, refer to the Student Council Member Agreement. (No Activity Fee Required)

**Volleyball**—tryouts and practice begin in December. We have three separate girls' teams: a 6<sup>th</sup> grade team, a 7<sup>th</sup> grade team, and an 8<sup>th</sup> grade team. Games begin in January and end in March. Our 6<sup>th</sup> grade team is an introduction to the game of volleyball, teaching the fundamentals of the game. 6<sup>th</sup> grade matches are played after 7<sup>th</sup> and 8<sup>th</sup> grade games. Our 7<sup>th</sup> and 8<sup>th</sup> grade teams play their matches after school. (Activity Fee Required)

~~**Yearbook Committee**—is open to any interested 6<sup>th</sup>-8<sup>th</sup>-grade student with a love for school events and taking pictures. Informal meeting times are announced throughout the year, with help needed at various events. (No activity fee required).~~

## 8.20 Activities Code of Conduct & Agreement to Participate

[The MGS Athletic Code of Conduct is linked here.](#)

## 8.30 Concussions and Head Injuries

A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game will be immediately removed from participation or competition. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from either a physician licensed to practice medicine in all its branches in Illinois, or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in Illinois. Parents will be notified of possible head injuries by the supervisor/coach.

### 8.40-E1 [Concussion Form](#)

## 8.50 Attendance at School-Sponsored Dances

Attendance at school-sponsored dances is a privilege. Only MGS Jr. High students may attend school-sponsored dances. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

## 8.60 Evening Events and After School Activities

Students must leave the school building at 3:00 PM or 3:05 PM dismissal. Students are only allowed to be in the school building after school hours if they have an athletic practice, are attending an academic activity, are seeking help from a teacher, or are serving a detention. If a student is in the building, he or she will need to be with a staff member or the appropriate sponsor. For example, if a student's basketball practice does not begin until 4:00 PM and the coach is not in the gymnasium to supervise students, **the student must not be at school.** ~~If a student stays after school to watch a game that starts between 4:00 PM and 4:30 PM, they must get permission from Mr. Dotterer in the Jr. High Office by 1:00 PM on the day of the activity. An administrator will supervise them, and the students will need to be seated in the New Gym foyer, in the bleachers, or any area designated by the adult supervisor.~~ For any games that have a start time after 4:30 PM, the students must leave the building at 3:05 PM and plan to return later.

Student attendance during the school day is more important to their academic success than student attendance at after school events. **Students who are not at school during the regular attendance hours for class, or who were serving a suspension, will not be allowed to attend after school events that day.**

Attendance at after-school events is a privilege. All daily school rules apply to students attending after-school events, both during home events and during events held at other schools. If a student is representing Metamora

Grade School, we expect that the student will exhibit desirable conduct. Students might be denied this privilege for poor behavior, poor attendance, or poor academic effort. The administration has final determination in deciding which students may or may not attend activities. Supervisors of activities have the right to remove any student or adult who demonstrates inappropriate behavior.

## 9.00 Field Trips

Field trips are an integral part of the school curriculum and contribute to the district's educational goals. For school events, the sponsor of the activity will supervise school field trips and after-school functions. Students who have repeated or severe behavior concerns (e.g. suspensions, repeated major misbehaviors, and others). During the nine weeks of the field trip, students must be meeting promotion requirements (failing no more than two core subjects as a yearly average) at the time of the class trip in order to participate. If any student exhibits severe misconduct before a field trip, parents will be notified of loss of field trip privileges.

A cell phone or other smart technology may be used outside of the school day with the approval of school personnel or while returning home from a school sponsored event with permission from the coach or sponsor to contact parents regarding transportation issues. The use of cell phones on field trips or extra-curricular events for 5<sup>th</sup>-8<sup>th</sup> students is at the discretion of the sponsor/teacher.

Energy drinks are not allowed on field trips, during the school day, or at school functions.

Grade Level Field Trips: Students are to ride the school bus to and from field trips. Students must follow the direction of the teachers regarding the structure of the field trip. Students may not leave the field trip with a parent chaperone without pre-arranged permission.

Chorus, Band and Art Field Trip Guidelines: Guidelines may vary based on the supervisor. Students are to ride the school bus to and from the activity during school hours. Students who are not eligible for promotion to the next grade are not allowed to participate in fine arts field trips at the end of the year.

Chaperones are not to purchase souvenir items or concessions for students. Based on the needs of the class, the teacher determines the number and selects the individuals who will chaperone field trips. Only those asked to chaperone may accompany the class on the trip. Chaperones may not bring other children on the trip. Any chaperone who does not follow the guidelines set forth by the teacher may forfeit the chance to chaperone in the future.

Parents/guardians must sign the school's Handbook Acknowledgement and Consent Form to give permission for their child to attend field trips. In addition, individual consent forms are sent for each field trip for K-5<sup>th</sup> students.

## 9.10 Communication: Grievance, Complaint Procedures, and Parent Teacher Communication

Grievance Procedures:

Students, parents, guardians, employees, or community members should notify the District Complaint Manager (Superintendent) if they believe that the School Board, its employees or agents have violated the rights guaranteed by the State or Federal constitution, State or Federal statute or Board policy including: 1. Title II of the Americans with Disabilities Act; 2. Title IX of the Education Amendments; 3. Section 504 of the Rehabilitation Act of 1973; 4. Claims of sexual harassment under the Illinois Human Rights Act; and/or 5. Title VII of the Civil Rights Act of 1964, etc. See Policy 2:26 in the Metamora School District #1 Policy Handbook.

Complaint Procedures:

When a student or a parent disagrees with an issue involving the student, either academic or behavioral, the chain-of-command procedure needs to be followed.

The formal chain of communication should be the homeroom teacher first or the person directly involved in the issue. If there is no resolution at that level, the parent should then move up the chain of command: principal then superintendent, and finally, the Board of Education. Parent complaints or suggestions shall be referred to the appropriate level staff member. Each complaint or suggestion shall be considered on its merits. An individual, not

satisfied after following the channels of authority, may file a grievance under the Uniform Grievance Procedure. This policy shall not be construed to create an independent right to a hearing before the Board. Anonymous letters or calls will not be given credibility.

### Parent-Teacher Contact

Positive and consistent communication between parents and teachers helps improve academic performance. In general, teachers will respond by the end of the next school day to a parent's email, text, note, or phone call. However, special circumstances may result in a delay in the teacher's response to communication from a parent.

Below are the effective steps involving the chain of command:

1. The parent or teacher will initiate the contact by email, note, or phone call to the teacher (or parent) involved.
2. If unresolved, this will be followed by a phone conversation or meeting between the parent(s) and teacher and if necessary, an administrator.
3. Administration ensures that parent concerns regarding teachers are addressed with the teacher prior to requesting administrative intervention.

## **9.20 Holiday Room Parties (K-4)**

The MGS PTO will send out communication to determine holiday party volunteers. A PTO room party coordinator will organize the events and schedule supervision and supply requests. Holiday parties are for the classroom students; therefore, parental attendance at a party is limited to only those individuals identified on the sign-up to plan and lead the party. Party volunteers may not bring other children to the party. **There are nearly 50 different food allergies among our student body. As such, classroom rewards, holiday parties or birthday treats during the school day must include non food related items (i.e., no more cupcakes/donuts).**

## **9.30 Homeroom Assignments And Lockers**

Students in grades K-8<sup>th</sup> are placed in classes to create heterogeneous groups with a balance of abilities, needs, and gender. The District does not honor parent requests for specific teachers.

### Lockers

Each student in grades 5<sup>th</sup>-8<sup>th</sup> and some younger grade students are issued a locker for his/her books and personal belongings. These lockers will change annually. Lockers are to be used only by the person that is assigned to that locker. The combination should be kept private for the safety of the individual's belongings.

Students are not to place stickers, signs, sports signs, club signs or other permanent/non-permanent signage on lockers. Students shall keep the lockers clean and well maintained. School related materials may be placed on lockers with administrator's approval. Birthday decorations are not allowed on lockers.

Lockers are school property, district-owned. Therefore, they may be examined at any time by authorized personnel.

## **9.40 Lost and Found**

Any articles found without a known owner should be turned into the office immediately or placed into the lost and found in the multipurpose room ~~or outside the office.~~ Any articles not claimed will be donated to a charity periodically. The only items that will be kept in the office are cell phones, glasses, keys, audio equipment, jewelry or money.

## **9.50 Parent Notifications**

1. Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) requires that Metamora Grade School, with certain exceptions, obtain your written consent prior to the disclosure of

personally identifiable information from your child's education records. However, Metamora Grade School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with district procedures. MGS-PTO prints a student directory with the name of the student, parent name/s, address, and phone number. Please refer to the Handbook Acknowledgement and Consent form. If you do not want Metamora Grade School to disclose directory information you must notify the District in writing by September 15.

## 2. Protection of Pupil Rights Amendment (PPRA):

The PPRA gives parents and students who are 18 or older or emancipated minors (eligible students) certain rights regarding the school district's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These include the right to:

- Consent to federally funded surveys concerning "protected information." If the U.S. Department of Education funds a survey in whole or in part, a student's parents or an eligible student must consent in writing before the student may provide information relating to the following categories: political affiliations; mental or psychological problems of the student or the student's family; sexual behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of student's family members; privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers; religious practices, affiliations, or beliefs of the student or student's parents; or income other than required by law to determine program eligibility. A survey that concerns any of these points is called a "protected information survey".
- Opt out of certain surveys and exams. Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them: activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others; any protected information survey, regardless of funding; and any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Inspect certain material. Parents and eligible students have the right to inspect the following, upon request, before the district administers or uses them: protected information surveys of students (including any instructional materials used in connection with the survey); documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum
- Receive notification of district policy. The school district has developed a policy, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will directly notify parents and eligible students, such as through U.S. Mail, email, Parent-Student Handbook, or Parent Newsletter, of this policy at least annually at the start of each school year and after any substantive changes are made.
- Report violations. Parents and eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

## 3. Sex Offenders:

Public Act 94-004: Sex Offender Registration. This legislation requires that principal and/or teachers of public or private elementary or secondary schools notify parents that information about sex offenders is available to the public. The sex offender information is available at [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor).

State law prohibits a convicted sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

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

In all other cases, convicted sex offenders are prohibited from being present on school property unless they obtain

written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property for any reason, including the three reasons above, he/she is responsible for notifying the principal's office of his/her status upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

#### 4. Title IX

##### Nondiscrimination Procedure:

Metamora Grade School #1 shall treat all persons equally in compliance with Federal and State law, without regard to race, color, religion, national origin, gender, age, gender identity, ancestry, marital status, economic status or disabilities unrelated to the function to be performed. This commitment relates to employment practices, the education of children and relations with the community at large. See Policy 1:15 in the Metamora School District #1 Policy Handbook.

##### Sexual Harassment:

The MGS Board of Education states that each student has the right to be free from sexual harassment and the harm resulting from such anti-social acts or conduct while the student is attending school or engages in school activities. Furthermore, the school Board will neither condone nor tolerate sexual harassment of any student of the District. See Policy 7:20 in Metamora School District #1 Policy Handbook.

##### Equal Opportunity/Sex Equity:

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, gender, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on gender or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact in writing:

Dr. Benjamin Lee, Superintendent  
Metamora CCSD #1  
815 E. Chatham  
Metamora, IL 61548

5. Asbestos Contain Building Material Management Plan: This is to notify you that Metamora Grade School #1 has submitted its Management Plan prepared pursuant to the requirement of the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR 763) for our school building.

6. Integrated Pest Management Plan: This is to notify you that our district has incorporated Integrated Pest Management (IMP) procedures for control of structural and landscape pests.

##### 7. Pesticide Applications/Procedure:

See Policy 4:160-AP: Any parent who would like to be notified if pesticides are applied at the school should send a note or call the school requesting that they be placed on the notification registry. The office shall notify students' parents/guardians on the notification registry and employees in this building at least 2 business days before a pesticide application in or on school buildings or grounds, when and where it will be applied, and by what company when school is in session. The notification must be written and may be included in newsletters, bulletins, calendar or other correspondence currently being published, etc.

8. Free and Reduced Lunch Procedures: Meals for free or a reduced price are available for qualifying students. Children from families whose gross income is at or below the federally established levels set each year may be eligible for either free or reduced-price meals for breakfast and lunch. To apply at any time during the year for free or reduced price meals for your children, complete an application form available in the main office. (Confidentiality will be respected.)

9. ESSA: The Every Student Succeeds Act (ESSA) is an Elementary and Secondary Education Act reauthorization bill that was signed into law on December 10, 2015. It creates a long-term federal education policy that gives states more flexibility, encourages innovation, and requires accountability. Highlights of ESSA include:

- Maintenance of annual assessments for grades 3-8 and high school
- Creation of opportunities for states to pilot innovative assessment systems
- Increase in state flexibility to design accountability systems, interventions and student supports
- Ability for states to have increased flexibility to work with local stakeholders to develop educator evaluation and support systems
- Increase in state and local flexibility in the use of federal funds

10. Homeless Act:

According to The McKinney-Vento Homeless Assistance Act and Board policy, our school complies with the educational rights of homeless children and youth such as fee waivers, funding, etc. Any homeless child shall be immediately admitted at Metamora Grade School, even if the child or child's parent/guardian is unable to produce records normally required to establish residency.

11. Automated External Defibrillators:

Automated External Defibrillators (AEDs) are located outside the junior high office and each gymnasium for use during athletic events at Metamora Grade School. The law requires that there be a trained AED user at each school sponsored event. These AEDs are maintained in the building and tested periodically.

12. Instruction in Abduction Avoidance:

Metamora Grade School is required by the School Code to teach students in the elementary grades methods by which they can avoid abduction and sexual abuse(Erin's Law). Parents must be notified, in writing, before any instruction concerning sexual content before instruction begins. No student will be required to participate in this instruction if a parent or guardian requests it.

14. Home and Hospital Instruction:

A student who is absent from school for an extended period of time, or has ongoing intermittent absences because of a medical condition, may be eligible for instruction in the student's home or hospital.

15. Care of Students with Diabetes:

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan created by the physician must be submitted to the school principal.

Parents/guardians are responsible for and must:

- A. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- B. Inform the school in a timely manner of any changes to their emergency contact numbers of health care providers and family contacts.
- C. Sign the Diabetes Care Plan.
- D. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

Please contact the school nurse for further information.

16. Students with Disabilities:

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of the parent or child.

18. National School Lunch Program/PRESS:

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



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

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

The school officials will give additional consideration where one or more of the following factors are present:

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

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

## **9.60 Parent-Teacher Conferences**

Parent-teacher conferences are scheduled once a school year, during the first semester. Parents are encouraged to attend these conferences and will be informed of sign up procedures

Outside of MGS' annually scheduled conference days, parents are also welcome to arrange a meeting with a teacher if they believe it to be necessary. Please follow the chain of command. The chain of command lists the order in which a parent contacts school personnel to communicate effectively.

## **9.70 Photos of Students**

In addition to emails, notes, newsletters, phone calls, and Skyward, some of our teachers use apps and their websites to communicate with parents. A teacher may post or electronically send photos of an individual student and/or a group of students only when each student in the photo has the signed consent of their parent/guardian. The parent/guardian electronically receiving these photos from any MGS employee may not electronically share or post a photo with a third party or post on social media or on line.

## **9.80 Records**

Student records at Metamora CCSD #1 will be administered by a policy of the Board of Education in accordance with the Statutes of the State of Illinois. Parents and students may have access to the permanent records of themselves or their students only. If you want to review the temporary or permanent records of your child, please contact the administration for an appointment. The records are found in the office.

## **9.90 Student Interview by Agency or Police**

In the event of an interview by the Illinois Department of Children and Family Services (DCFS), an administrator will follow legal and School Board policies. The administrator will check the agent's credentials and any papers pertaining to a legal process. Interviews will be conducted in a private setting with the principal or other adult witness. The DCFS agent may remove the student from school if case circumstances warrant (see complete Board policy).

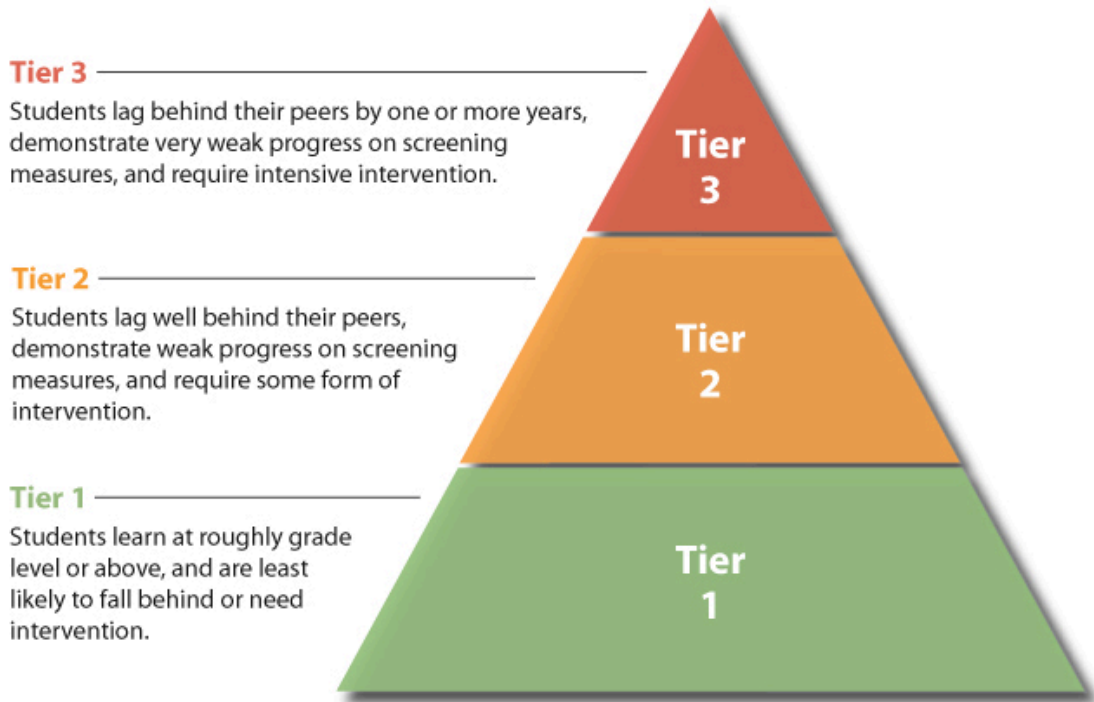
In the event of interviews by law enforcement officers, the administrator will check the police officer's credentials and any legal papers such as warrants for arrest, search warrants, or subpoenas to be served. The administrator will attempt to contact the parent(s). In extreme emergency situations, DCFS employees, law enforcement personnel, or treating physicians may, in effecting temporary protective custody, request that the district not notify parents until the student's safety is ensured. That request should be put in writing. Otherwise, the parent(s) will be given the opportunity to be present and represented by legal counsel at their own expense. Interviews of minor

students without the permission of the parent is not permitted unless a legal process is presented or in emergency situations. Interviews will be conducted in a private setting within the building and with one adult witness. Interview proceedings will be documented in writing for inclusion in the student's temporary records. No minor student will be removed without the consent of the parent(s) except upon service of a valid warrant of arrest or in case of temporary protective custody without a warrant.





# RESPONSE TO INTERVENTION PLAN



*Metamora Grade School's Plan for Intervention*

~~2022-2023~~

# Response to Intervention Plan

The following individuals have represented the school and have been involved in the writing and or approving of this Rtl Plan:

Board of Education	
Mrs. Dana Smith	Mr. Matt Wilkerson
Mrs. Kristina Grebner-Rauh	Mr. Trent Yoder
Mrs. Mary Schierer	Mr. Jared Frye
Mr. Dave Gleissner	

Dr. Lee, Superintendent	Mr. Damery, Principal
Mrs. Gruber, WCSEA Administrator	Mrs. Marriott, WCSEA School Psychologist
Mrs. Alig, WCSEA School Social Worker	Mrs. A. Gaffney, WCSEA Speech Pathologist
Ms. Humphrey, Rtl	Mrs. Ryon, MGS Speech Pathologist

The District Rtl Committee was charged with the following responsibilities:

1. Review the State of Illinois Rtl Requirements and the current processes in district
2. Identify gaps and make recommendations
3. Create a Rtl Plan that aligns K-8

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## SECTION 1: INTRODUCTION

Response to Intervention (RtI) is a legally required, data-informed multi-tiered approach that guides the practice of providing support to students with specific learning and behavioral needs. Students who are at risk of performing lower academically are provided targeted supplemental interventions to improve specific skills, and to measure the impact of the interventions on student progress. Based on students' needs, support and interventions are increased in intensity in order to increase their rate of learning.

### Response to Intervention Defined

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The use of RTI as a systematic process for screening, intervening and monitoring—while not mandated by federal law—is what was intended under IDEA to determine a child's response to scientific, research-based intervention. (RTI Network, 2019)

### Legislative Background

In January of 2008, the Illinois State Board adopted a State Plan to support schools in establishing RtI policy and procedures. All districts were to have plans in place by January of 2009. There were three components that the plans needed to include: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

([https://www.isbe.net/Documents/rti\\_state\\_plan.pdf](https://www.isbe.net/Documents/rti_state_plan.pdf))

### Minimum Requirements

The policy framework should include:

- Using a Three Tier Model of School Support
- Utilizing a Problem-Solving Method for Decision-Making
- Having an Integrated Data System that informs Instruction

#### 1. RtI would minimally include:

- **Appropriate Instruction** delivered to all students K-8 in the **general education setting**. Appropriate instruction would mean research based **reading** curriculum adopted by the school district that includes **explicit and systematic instruction** in phonemic awareness, phonics, vocabulary, reading fluency and reading comprehension.

- **Appropriate Instruction** delivered to all students K-8 in the general education setting. Appropriate instruction would mean research based **math** curriculum adopted by the school district that includes **focus, coherence, and rigor** to instruction in Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- **Screening** applied to all students to identify those who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction** for those students not making adequate progress in performance or learning rate of improvement.
- Repeated or differentiated assessments of student achievement which includes curriculum based measures to determine if interventions are resulting in student progress towards the standard.
- The **process of information** about the student's response to intervention **to make appropriate educational decisions** about changes to goals, instruction and/or services to make a referral for special education entitlement.
- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education setting that provides information about:
  - What is currently provided within the general education setting
  - The amount of time and duration of intervention
  - The amount and nature of student performance data that will be collected
  - Strategies to help increase the student's rate of learning

**2. Requires each school district to establish a plan and policies** for implementing school-wide approaches and pre-referral interventions through the RtI process in order to remediate a student's performance prior to a special education referral.

The school district must select and define structure and components to its RtI program that include, but are not limited to the:

- Criteria for determining the level of intervention to be provided to the student
- Type of interventions
- The time and duration of the intervention
- Amount and nature of student performance data to be collected
- Manner and frequency for progress monitoring



**3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff members have the knowledge and skills** necessary to implement an RtI model as outlined in the State of Illinois RtI Plan. “ The Illinois State RtI Plan issued on January 1, 2008, outlines a framework for statewide implementation of RtI and delineates requirements for District RtI Plans, which were to be in place by January 1, 2009.” ([https://www.isbe.net/Documents/sped\\_rti\\_framework.pdf](https://www.isbe.net/Documents/sped_rti_framework.pdf))

**4. Authorizes the use of RtI in the State’s criteria to determine learning disabilities (LD) and requires effective no later than the 2010-11 school year that all school districts have a program in place as part of the process to determine if a student has a learning disability.** *“In accordance with 23 IAC 226.130, beginning no later than the 2010-2011 school year, school districts in Illinois are required to use a process that determines how a student responds to scientific, research-based interventions (RtI) when determining whether that student is or continues to be eligible for and entitled to special education services under the category of specific learning disability (SLD).”* ([https://www.isbe.net/Documents/sped\\_rti\\_framework.pdf](https://www.isbe.net/Documents/sped_rti_framework.pdf))

## **Vision and Outcomes**

### **Vision:**

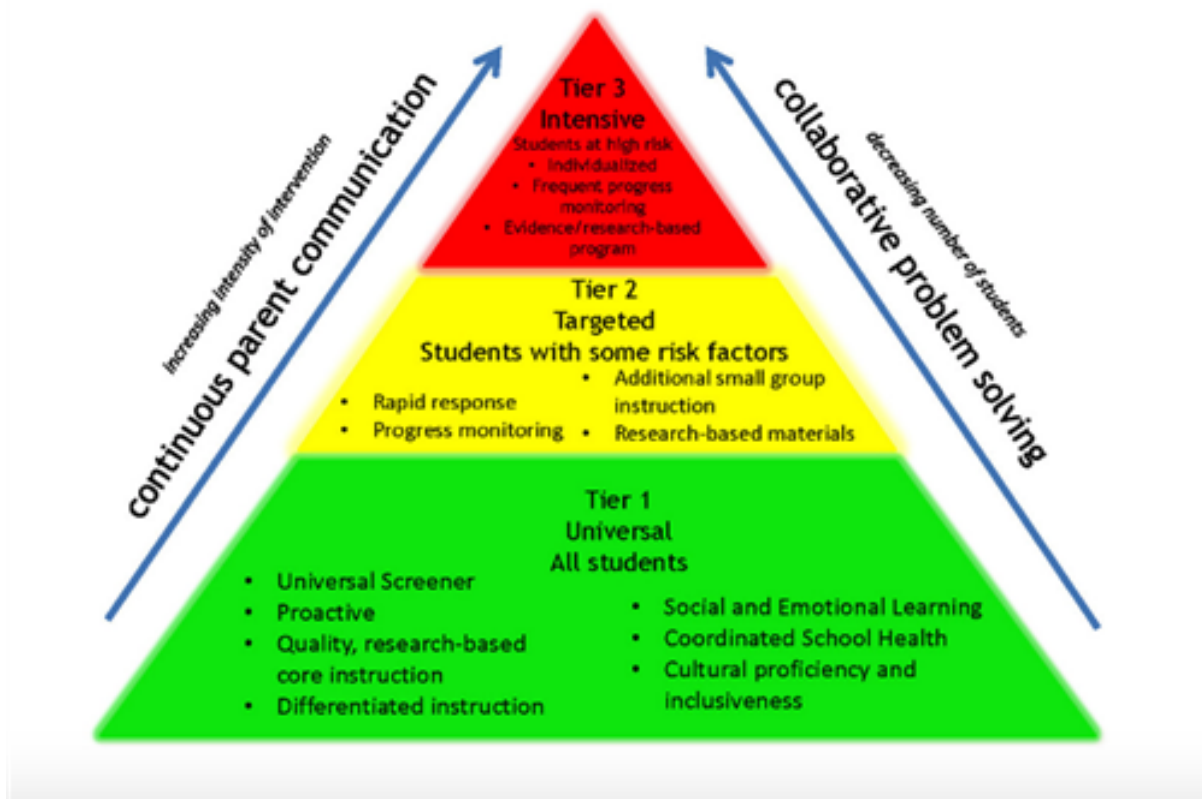
We will provide quality instruction, best practices, and interventions that will match the needs of the individual student to ensure that all children reach their fullest potential. We will provide academic support to meet all student needs by monitoring progress and evaluating outcomes.

### **Outcomes:**

1. Provide quality instruction of the core curriculum that results in the mastery of the Common Core Curriculum.
2. Utilize a problem solving method to assess, monitor, and evaluate students’ needs.
3. Ensure that all staff utilize student data to drive instruction.
4. Use progress monitoring tools and data to track progress on students who have been identified as not meeting grade-level expectations for academic subjects.
5. Provide small group support and interventions based on individual student needs from classroom teachers, RtI reading teachers, paraprofessionals, and other faculty.
6. Analyze the data of students in all Tiers to make sure we are supporting them to the fullest potential.
7. Increase collaboration among classroom teachers, RtI teachers, and special education staff concerning services, modifications and accommodations, best practices and interventions to facilitate learning for students with diverse needs.

## **Section 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK**

RtI is a multi-tiered prevention approach that guides the practice of providing support to students with specific learning and behavior needs. As students' needs increase, supports and interventions are increased in intensity in order to increase their rate of learning.



**Tier 1: General Education Teacher- 80%**

- 5 days a week- Whole and Small Group(6)

**Tier 2: Rtl Teacher, General Education Teacher, Speech Teacher- 10-15%**

- 15-30 minutes a session
- Minimum 3 of out 5 days in a week
- Small Group (1-6)
- Push in or Pull out group

**Tier 3: Reading Teacher, Special Education Teacher- 1-5%**

- 15-30 minutes a session
- Minimum of 4 out of 5 days a week
- Small group (1-4)
- Push in or Pull out group

**Tier One Intervention**

Rtl begins with highly effective, scientifically based, quality instruction of the core academic subjects in the general education classroom. All students are assessed three times a year to determine academic and behavioral levels of baseline performance and

to identify at-risk students. The following outlines Tier One interventions at Metamora Grade School.

<b>Tier One Curriculum- Reading</b>					
<b>Grade</b>	<b>Core Program</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>
<b>K</b>	<ul style="list-style-type: none"> <li>● <del>Fountas and Pinnell Classroom</del></li> <li>● Guided Reading</li> <li>● Heggerty</li> <li>● Foundations</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>1</b>	<ul style="list-style-type: none"> <li>● <del>Fountas and Pinnell Classroom</del></li> <li>● Guided Reading</li> <li>● Teacher Created Materials</li> <li>● Secret Stories</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>2</b>	<ul style="list-style-type: none"> <li>● Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>3</b>	<ul style="list-style-type: none"> <li>● Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>4</b>	<ul style="list-style-type: none"> <li>● Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>5</b>	<ul style="list-style-type: none"> <li>● Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>6</b>	<ul style="list-style-type: none"> <li>● Teacher Created Curriculum, Novels</li> <li>● Sadlier-Oxford Vocabulary Workshop New Edition, Level A</li> <li>● Glencoe Writer's Choice Grammar and Composition 6</li> <li>● Scott Foresman Great Expectations</li> <li>● Prentice Hall Copper Edition</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education Classroom
<b>7</b>	<ul style="list-style-type: none"> <li>● Teacher Created Curriculum, Novels</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education

	<ul style="list-style-type: none"> <li>• Sadlier-Oxford Vocabulary Workshop New Edition, Level B</li> <li>• Glencoe Writer's Choice Grammar and Composition 7</li> <li>• Prentice Hall Bronze Edition</li> <li>• No Red Ink</li> </ul>				Classroom
8	<ul style="list-style-type: none"> <li>• Teacher Created Curriculum, Novels</li> <li>• Sadlier-Oxford Vocabulary Workshop New Edition, Level C</li> <li>• Glencoe Writer's Choice Grammar and Composition 8</li> <li>• Prentice Hall Silver Edition</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education Classroom

## Description of Core Reading Instruction

The Common Core Standards as adopted by the State of Illinois require evidence-based instruction through the five pillars of literacy.

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

*Implementing a systematic early literacy program that is research based is recommended to reduce gaps in instruction so that skills can be developed. When comprehensive early literacy programs are in place, achievement can be improved with all students, as it is recommended for English Language Learners, as well as students with disabilities.*

~~The following are part of Fountas and Pinnell literacy early literacy instruction introduced in Kindergarten and 1st Grade.~~

- Print, alphabet awareness -Phonological Awareness
- Phonemic Awareness
- Decoding

- Vocabulary
- Fluency
- Spelling

## Evidence Based- Reading

### Fountas and Pinnell Classroom

Fountas and Pinnell Classroom was developed by the literacy expertise of Irene C. Fountas and Gay Su Pinnell. (FPC) It is a multi-text approach to literacy for all students in grades K-1. The system supports the whole class, small group and independent learning. Through the use of Read-alouds, mini-lessons, shared reading, phonics, word study, guided reading and independent reading students are exposed to a variety of text through a systematic approach to literacy instruction.

### Wonders

Wonders was developed by McGraw-Hill and is used in Second- Fifth Grade for the core reading curriculum. Within Wonders modeled reading, shared reading, guided reading, independent reading and application occur. The approach teaches the whole child. The thought of learning is to increase curiosity and critical thinking. Genres vary in curriculum so that students are exposed to a wide variety of text. Additionally, there is a writing component to this curriculum.

Tier One Curriculum- Math					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	<ul style="list-style-type: none"> <li>• Into Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
1	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Rocket Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
2	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Rocket Math</li> <li>• Xtra Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
3	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Rocket Math</li> <li>• Xtra Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
4	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Rocket Math</li> </ul>	General Education Teacher	5 days/week		General Education

	<ul style="list-style-type: none"> <li>• Xtra Math</li> </ul>				Classroom
5	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Accelerated Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
6	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Accelerated Math</li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom
7	<ul style="list-style-type: none"> <li>• Into Math</li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom
8	<ul style="list-style-type: none"> <li>• Into Math</li> <li>• Research Based Curriculum</li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom

## Description of Core Math Instruction

The Common Core Standards as adopted by the State of Illinois require evidence-based instruction through the

1. Operations and Algebraic Thinking
2. Number and Operations in Base 10
3. Number and Operations-Fractions
4. Ratios and Proportional Relationships
5. Measurements and Data
6. Geometry
7. Number System
8. Expressions and Equations

## Evidence Base- Math

### Into Math

Go Math is a curriculum developed by Houghton Mifflin Harcourt. It meets rising standards with focus, coherence, and rigor and is used K-8 at Metamora Grade School. Through both whole groups and differentiated instruction students can master content at appropriate levels of depth and rigor.

### Tier Two Intervention

Within Metamora Grade School, Tier 2 intervention is typically small group, supplemental instruction. Supplemental instruction means that it is **in addition to the core, and not in place of the core instruction that students receive in Tier One** . Instruction in this tier addresses the need or weakness that a student has in a specific skill area in reading or math.

Tier Two intervention is provided by a professional that best matches the needs of the student. The intervention is provided by General Education Teachers, Reading Teachers, Speech Pathologists, and Educational Aide. The intervention can occur as a push in support or a pull out intervention. Progress is monitored during the course of these interventions to determine if students are making progress to close the gap. If it is determined that the intervention is not successful, an intervention change will take place. If it is determined that a student is still not making progress, and the gap is not closing, then the student will be referred for more intensive support.

<b>Tier Two Supplemental Instruction- Reading</b>						
<b>Grade</b>	<b>Program Options</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>K</b>	<ul style="list-style-type: none"> <li>● <b>Foundations</b></li> <li>● <b>Starfall</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Dolch Sight Words</b></li> <li>● <b>Elconin Boxes</b></li> <li>● <b>Repeated Reading</b></li> <li>● <b>Listening Passages</b></li> <li>● <b>Silent Reading</b></li> <li>● <b>Choral Reading</b></li> </ul>	<b>Reading Teacher</b> <b>Educational Aide</b> <b>Classroom Teacher</b> <b>Speech Pathologist</b>	<b>At least 3 out of 5 days</b>	<b>15-30 minutes outside of the core</b>	<b>Push in &amp; Pull Out</b>	<b>1-6</b>
<b>1-2</b>	<ul style="list-style-type: none"> <li>● <b>Foundations</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Wilson Reading System</b></li> <li>● <b>IXL Language</b></li> <li>● <b>Wilson Fluency</b></li> <li>● <b>Read Naturally</b></li> </ul>	<b>Reading Teacher</b> <b>Educational Aide</b> <b>Classroom Teacher</b> <b>Speech Pathologist</b>	<b>At least 3 out of 5 days</b>	<b>15-30 minutes outside of the core</b>	<b>Push in &amp; Pull Out</b>	<b>1-6</b>

	<ul style="list-style-type: none"> <li>● Explode the Code</li> <li>● SRA Skill Set</li> <li>● Repeated Reading</li> <li>● Listening passages</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● Dolch Sight Words</li> <li>● Read Well</li> <li>● Lexia</li> </ul>					
3-5	<ul style="list-style-type: none"> <li>● Leveled Literacy Instruction</li> <li>● Just Words</li> <li>● Reteaching</li> <li>● Wonders-3rd, 4th</li> <li>● Repeated Reading</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● Fry Words</li> <li>● Reading A to Z</li> <li>● IXL Language</li> <li>● Wilson Reading System</li> <li>● Wilson Fluency</li> <li>● Read Well</li> <li>● MAP Reading Skills</li> </ul>	Reading Teacher Educational Aide Classroom Teacher Speech Pathologist	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6
6-8	<ul style="list-style-type: none"> <li>● Supported Study Hall -Reteaching</li> <li>● IXL Language</li> <li>● Repeated Reading</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● MAP Reading Skills</li> </ul>	Reading Teacher Educational Aide Classroom Teacher Speech Pathologist	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6

<b>Tier Two Supplemental Instruction- Math</b>						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Into Math</li> <li>● Reteaching</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6
1-2	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Into Math</li> <li>● Reteaching</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside	Push in & Pull Out	1-6



	<ul style="list-style-type: none"> <li>• Khan Academy</li> </ul>			of the core		
3-5	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> <li>• Math MAP Skills</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6
6-8	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> <li>• Khan Academy</li> <li>• Math MAP Skills</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 2 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6

## Tier Three Intervention

Tier Three is a part of the process designed for students who have not made adequate progress in Tier Two interventions, have been unresponsive to interventions, or have such significant need that intensive intervention is needed. Students need an increased frequency and/or intensity of an intervention. More intervention is needed to close the gap between the student and their peers.

Tier Three Intervention- Reading						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention</li> <li>• Heggerty</li> <li>• Foundations</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	Min. 25	Flexible Setting	1-3
1	<ul style="list-style-type: none"> <li>• Foundations</li> <li>• Leveled Literacy Instruction</li> <li>• Heggerty</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	Min. 25	Flexible Setting	1-3
2	<ul style="list-style-type: none"> <li>• Wilson Reading System</li> <li>• Visualizing and Verbalizing</li> <li>• Foundations</li> <li>• Wilson Fluency</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	Min. 25	Flexible Setting	1-3

3-5	<ul style="list-style-type: none"> <li>Wilson Reading System</li> <li>Visualizing and Verbalizing</li> <li>Leveled Literacy Instruction</li> <li>Wilson Fluency</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	Min. 25	Flexible Setting	1-3
6-8	<ul style="list-style-type: none"> <li>Wilson Reading System</li> <li>Language!</li> <li>SRA Corrective Reading</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	Min. 25	Flexible Setting	1-3

Tier Three Intervention- Math						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	<ul style="list-style-type: none"> <li>IXL</li> <li>Go Math Reteaching</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
1-2	<ul style="list-style-type: none"> <li>IXL</li> <li>Go Math Reteaching</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
3-5	<ul style="list-style-type: none"> <li>IXL</li> <li>Go Math Reteaching</li> <li>Splash Math</li> </ul>	Interventionist Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
6-8	<ul style="list-style-type: none"> <li>IXL</li> <li>Go Math Reteaching</li> <li>Khan Academy</li> </ul>	Core Teachers Resource Teachers Educational Aides	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3

### Section 3: ASSESSMENT WITHIN AN RTI FRAMEWORK

In an RtI framework a variety of assessments are used to support decisions in regards to Tier placement, the type of intervention needed, and how the student's response to instruction and intervention. All students get universal screeners during benchmarking windows. Additionally,

progress monitoring and diagnostic assessment can be used. Each assessment is used to target a specific point in the Rtl progress as well as the goal for the individual student.

### Benchmark Assessments

Benchmark assessments are generally completed in the **general education classroom** and **administered by the classroom teacher**.

<b>Benchmark Assessments-Reading</b>			
<b>Grades</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>K</b>	<ul style="list-style-type: none"> <li>Letter Naming Fluency-ISEL</li> <li>Letter Sound Fluency-ISEL</li> </ul>	<ul style="list-style-type: none"> <li>MAP Fluency</li> <li>Sight Words</li> <li>Letter Naming Fluency-ISEL</li> <li>Letter Sound Fluency-ISEL</li> <li>Fountas &amp; Pinnell-Independent B</li> </ul>	<ul style="list-style-type: none"> <li>MAP Fluency</li> <li>Sight Words</li> <li>Letter Naming Fluency-ISEL</li> <li>Letter Sound Fluency-ISEL</li> <li>Fountas &amp; Pinnell-Independent C</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>MAP Reading Growth K-2</li> <li>MAP Fluency</li> <li>Fountas &amp; Pinnell Instructional Reading Level</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth K-2</li> <li>MAP Fluency</li> <li>Fountas &amp; Pinnell Instructional Reading Level</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth K-2</li> <li>MAP Fluency</li> <li>Fountas &amp; Pinnell Instructional Reading Level</li> </ul>
<b>2-3</b>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> <li>MAP Fluency-Adaptive Oral Reading Only</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> <li>MAP Fluency-Adaptive Oral Reading Only</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> <li>MAP Fluency-Adaptive Oral Reading Only</li> </ul>
<b>4-5</b>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> <li>Fluency (4th as needed)</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 2-5</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>MAP Reading Growth 6+</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 6+</li> </ul>	<ul style="list-style-type: none"> <li>MAP Reading Growth 6+</li> </ul>

<b>Benchmark Assessments-Math</b>			
<b>Grades</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>K</b>	<ul style="list-style-type: none"> <li>FastBridge Number ID</li> </ul>	<ul style="list-style-type: none"> <li>FastBridge Number ID</li> </ul>	<ul style="list-style-type: none"> <li>FastBridge Number</li> </ul>

			Sequence
1	<ul style="list-style-type: none"> <li>MAP Math Growth K-2</li> <li>FastBridge- Math Number Sequencing (21% ile norm)</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth K-2</li> <li>FastBridge- Math Number Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth K-2</li> <li>FastBridge- Place Value</li> </ul>
2	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- 1st Grade Place Value Spring</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- 2nd Math Process Screener</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- 2nd Math Process Screener</li> </ul>
3-5	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- Math Process Screener</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- Math Process Screener</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 2-5</li> <li>FastBridge- Math Process Screener</li> </ul>
6-8	<ul style="list-style-type: none"> <li>MAP Math Growth 6+</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 6+</li> </ul>	<ul style="list-style-type: none"> <li>MAP Math Growth 6+</li> </ul>

### Progress Monitoring

What is progress monitoring? Progress monitoring is the practice of assessing student performance through assessments on a routine basis. This allows us to monitor progress in response to the instruction being provided. This data can 1) show the rate of improvement for the student, 2) show if the intervention is effective, and 3) Identify the need for further or more information to help support the student. We use progress monitoring data as a piece to help support movement through the tiers. Currently, Metamora Grade School uses FastBridge as our main universal piece to help document and support the rate of improvement and level of progress over time.

Progress Monitoring Assessments				
Grades	Assessment	Tier	Frequency	Administrator
K-8	FastBridge	1-3	3 x year Biweekly weekly	Classroom teacher Interventionist Resource Teacher
K-1	ISEL- Letter Naming, Letter Sounds, nonsense word fluency	1	3 x year	Classroom teacher Interventionist
K-2	Foundations	1-2	Biweekly	Interventionist
K-5	Fountas and Pinnell Benchmark Assessment	1-3	As needed for below grade level readers	Classroom Teacher Interventionist

1	DRA	1	Monthly	Classroom Teacher Interventionist
K-8	Wilson Reading System	3	As needed for below grade level readers	Interventionist
K-5	Teacher Checklists	1-3	Weekly	Classroom teacher Interventionist
K-2	Running Records	1-3	As needed for below grade level readers	Classroom Teacher Interventionist
K	ESGI	1	As needed for below grade level readers	Classroom teacher
K-8	IXL Diagnostic and Grade Level problems	1-3	As needed for below level students	Interventionist

### **Diagnostic Assessments**

Benchmark assessments and progress monitoring tools provide an adequate amount of information to develop a plan for instruction. At times we need to take a deeper look into the student's specific skills. Assessments that are diagnostic in nature provide more detailed information in regards to the student's skill and needs. Diagnostic assessments show us what needs to be taught, and they are used to help guide instructional decisions.

## **SECTION 4: DATA-BASED DECISION MAKING**

A key component to the RtI framework is making sure we use data to make educationally informed decisions for students, classrooms, and grade levels. Benchmarks and progress monitoring data help drive decisions for who needs interventions as well as the type of intervention that may be needed for students to make progress.

Within the RtI framework we have two major decisions in regards to student performance:

1. Which students may or are at risk to struggle academically?
2. How well is the student responding to the interventions and instruction?

## Determining Initial Risk Status

To determine which students may need additional support and who is potentially at risk, we use data from benchmark assessment to make informed decisions. We also look at additional data collected to make these decisions as well.

<b>Determining Who is At-Risk</b>	
Primary Data Sources:	MAP FastBridge Benchmarking
Secondary Data Sources:	FastBridge Progress Monitoring Fountas and Pinnell Benchmark Assessments Report Card (Current and Historical) Attendance Behavior Report IAR State Assessments (3rd-8th) Common Assessments within the classroom
Purposes:	<ul style="list-style-type: none"> <li>• Identify students who are struggling</li> <li>• Identify the level of support that is needed</li> <li>• Identify the effectiveness of Tier One instruction</li> </ul>
Who is involved:	Classroom Teacher Principal Grade Level Team
Frequency:	Benchmarking occurs 3 times a year. Data meetings are held right after the benchmarking window closes
Decision Options and Criteria:	Students below grade level are discussed with the Rtl team to review interventions

## Determining Student Response to Intervention

Once a student is getting intervention, the Rtl team uses data to determine how the student is responding to the intervention. Through progress monitoring data we examine the student's level of performance, their rate of improvement and progress over time. Informed decisions are made regarding changes in Tier intervention level according to the following:

## Determining Student Response to Intervention

Primary Data Sources:	FastBridge Fountas and Pinnell Instructional Level														
Secondary Data Sources:	Wilson Reading System Classroom Assessments														
Purpose	<ul style="list-style-type: none"> <li>Determine how the student responded to intervention</li> <li>Determine if student is making progress towards grade level benchmarks</li> <li>Determine the need for less or more intervention</li> </ul>														
Who is Involved:	RtI Team: Classroom Teacher Special Education Teacher Interventionist Principal	Additional Members: School Psychologist MTSS Coordinator Social Worker Speech/ Language Therapist Occupational Therapist													
Frequency of Tier placement decisions and decision options and criteria	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Tier 1</th> <th style="width: 33%; padding: 5px;">Tier 2</th> <th style="width: 33%; padding: 5px;">Tier 3</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">4-6 Weeks</td> <td style="padding: 5px;">8 weeks</td> <td style="padding: 5px;">8 weeks</td> </tr> <tr> <td style="padding: 5px;"> <b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>End</li> <li>Monitor</li> </ul> </td> <td style="padding: 5px;"> <b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>Move to Tier 1</li> <li>End</li> <li>Monitor Progress</li> <li> </li> </ul> </td> <td style="padding: 5px;"> <b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>Move to Tier 1 or 2</li> <li>End</li> <li>Monitor Progress</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> </ul>           Or           <ul style="list-style-type: none"> <li>Move to Tier 2</li> </ul> </td> <td style="padding: 5px;"> <b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> <li>Move to Tier 3</li> </ul> </td> <td style="padding: 5px;"> <b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> <li>Consider diagnostic assessment</li> <li>Consider evaluation for special educational services</li> </ul> </td> </tr> </tbody> </table>			Tier 1	Tier 2	Tier 3	4-6 Weeks	8 weeks	8 weeks	<b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>End</li> <li>Monitor</li> </ul>	<b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>Move to Tier 1</li> <li>End</li> <li>Monitor Progress</li> <li> </li> </ul>	<b>Positive Response</b> <ul style="list-style-type: none"> <li>Continue</li> <li>Move to Tier 1 or 2</li> <li>End</li> <li>Monitor Progress</li> </ul>	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> </ul> Or <ul style="list-style-type: none"> <li>Move to Tier 2</li> </ul>	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> <li>Move to Tier 3</li> </ul>	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>Change intervention</li> <li>Consider diagnostic assessment</li> <li>Consider evaluation for special educational services</li> </ul>
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Reading	Criteria for Movement from Tier 1 to Tier 2	Criteria for Movement from Tier 2 back to Tier 1	Criteria for Movement from Tier 2 to Tier 3
<b>Kindergarten</b>	1. ISEL <b>Fall</b> -21% or below-Letter Naming Fluency 7/54  <b>Winter</b> - 15% or below Letter Naming Fluency 46/54 or 10% or below on Letter Sound Fluency 16/26  <b>Spring</b> - 15% or below Letter Naming Fluency 52/54 or 10% or below on Letter Sound Fluency 21/26  2. Teacher Input  <b>Must meet 2 out of 2</b>	1. ISEL <b>Fall</b> -10% or above-Letter Naming Fluency 7/54  <b>Winter</b> - 15% or above - Letter Naming Fluency 46/54 or 10% or above on Letter Sound Fluency 16/26  <b>Spring</b> - 15% or above Letter Naming Fluency 52/54 or 10% or above on Letter Sound Fluency 21/26  2. Teacher Input  <b>Must meet 2 out of 2</b>	1. ISEL <b>Winter and Spring</b> - 10% or below Letter Naming Fluency and Letter Sound Fluency  Not Making Rate of Improvement on FastBridge for Letter Naming Fluency  2. MAP- January/Winter Growth below 15%  <b>Must meet both Letter Naming Fluency and Letter Sound Fluency criteria</b>
<b>1st Grade</b>	1. MAP Growth below 21%  2. Benchmark Instructional Reading Level at least 2 levels below  3. Teacher Input  Student Instructional level one level below must have documented Targeted Tier 1 intervention for a minimum of 4 weeks.  <b>Must meet 2 out of 3</b>	1. Above 21% MAP Growth Screening  2. Instructional Reading Level <b>1</b> level behind on Benchmark Assessment twice in a row  3. 3 Consecutive Progress Monitoring points at or above goal on FastBridge Nonsense Words  4. Teacher Input  <b>Must meet 3 out of 4</b>	1. Instructional Reading Level 2 or more levels below  2. Not Meeting expected goal after 3 data points on FastBridge  3. Below the 15% on MAP Growth Screening  4. Teacher Input  <b>Must meet 3 out of 4 plus:</b> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention               <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<b>2nd Grade</b>	1. MAP Growth below 21%	1. Progress monitoring at or above goal for Fluency	1. Fluency not meeting rate of Improvement 3



	<ol style="list-style-type: none"> <li>2. Running Record one level behind in May of 1st Grade</li> <li>3. MAP Fluency <ol style="list-style-type: none"> <li>a. FALL- less than 35</li> <li>b. Winter -less than 58</li> <li>c. Spring less than 71</li> </ol> </li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4</b></p>	<p>Rate three in a row</p> <ol style="list-style-type: none"> <li>2. Running Record on level using Fountas and Pinnell Benchmark <ol style="list-style-type: none"> <li>a. 90% on J and K</li> <li>b. 95 % on L and M</li> </ol> </li> <li>3. MAP growth screening can be greater than 21%</li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4</b></p>	<p>consecutive tests</p> <ol style="list-style-type: none"> <li>2. Running record with Fountas and Pinnell 2 levels behind</li> <li>3. MAP growth screening or benchmark below the 15%</li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>
<b>3rd Grade</b>	<ol style="list-style-type: none"> <li>1. MAP Growth below 21%</li> <li>2. Running Record one level behind in May of 2nd Grade</li> <li>3. MAP Fluency <ul style="list-style-type: none"> <li>● Fall- less than 58</li> <li>● Winter -less than 78</li> <li>● Spring less than 90</li> </ul> </li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring for Fluency Rate at or above goal line - three in a row</li> <li>2. Running Record on level using Fountas and Pinnell Benchmark <ul style="list-style-type: none"> <li>● 95 % on N, O, P</li> </ul> </li> <li>3. MAP growth screening can be greater than 21%</li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4</b></p>	<ol style="list-style-type: none"> <li>1. Fluency-Not meeting Rate of Improvement 3 trending downward tests</li> <li>2. Running Record with Fountas and Pinnell 2 levels behind based on benchmarking at the specific time of year</li> <li>3. MAP growth screening or benchmark below the 15%</li> <li>4. Teacher Input</li> </ol> <p><b>Must meet 3 out of 4 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>

<p><b>4th/5th</b></p>	<ol style="list-style-type: none"> <li>1. MAP Growth Achievement below 21%</li> <li>2. FastBridge Fluency Rate <ul style="list-style-type: none"> <li>○ Fall less than 91</li> <li>○ Winter less than 108</li> <li>○ Spring less than 121</li> </ul> </li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring at or above goal line - three data points trending upward</li> <li>2. MAP-Screener Benchmark above the 21%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress Monitoring not meeting their goal Rate of Improvement on 3 tests</li> <li>2. MAP Growth Achievement at or below the 15%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>
<p><b>6th/7th/8th</b></p>	<ol style="list-style-type: none"> <li>1. MAP Growth Achievement below 21%</li> <li>2. Triangulation data from Reading teacher on team includes: <ul style="list-style-type: none"> <li>○ Language Grade</li> <li>○ Literature Grade</li> <li>○ Teacher Recommendation</li> <li>○ Spring MAP Percentile</li> </ul> Total score below a 6. </li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring at or above goal line - three data points trending upward</li> <li>2. MAP-Screener Benchmark above the 21%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress Monitoring not meeting their goal Rate of Improvement on 3 tests</li> <li>2. MAP Growth Achievement at or below the 15%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> </ul> </li> </ul>

			○ Change intervention
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\*Movement between tiers will be a decision made using criteria/data.

<b>K-8 Rtl Policy</b>			
<b>Math</b>	<b>Criteria for Movement from Tier 1 to Tier 2</b>	<b>Criteria for Movement from Tier 2 back to Tier 1</b>	<b>Criteria for Movement from Tier 2 to Tier 3</b>
<b>K</b>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>a. Fall less than 7</li> <li>b. Winter less than 15</li> <li>c. Spring less than 24</li> </ol> 2. FastBridge- Decomposing <ol style="list-style-type: none"> <li>a. Spring less than 5</li> </ol> 3. Teacher Input  <b>Must Meet 2 out of 3</b>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>a. Greater than 7</li> <li>b. Greater than 15</li> <li>c. Greater than 24</li> </ol> 2. FastBridge- Decomposing <ol style="list-style-type: none"> <li>a. Spring more than 5</li> </ol> 3. Teacher Input  <b>Must Meet 2 out of 3</b>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>a. Below the 19%ile</li> <li>b. Winter -12 or below</li> <li>c. Spring-18 or less</li> </ol> 2. Not Making Rate of Improvement on FastBridge for Number ID  <b>Must Meet 2 out of 2</b>
<b>1st Grade</b>	1. MAP Growth below 21%  2. FastBridge -Number Sequencing <ol style="list-style-type: none"> <li>a. Fall below 3</li> <li>b. Winter below 6</li> <li>c. Spring below 9</li> </ol> 3. FastBridge- Decomposing Numbers <ol style="list-style-type: none"> <li>a. Fall below a 1</li> </ol> 4. Teacher Input  <b>Must meet 3 out of 4</b>	1. Above 21% MAP Growth Screening  2. FastBridge- Number Sequencing <ol style="list-style-type: none"> <li>a. Greater than 3</li> <li>b. Greater than 6</li> <li>c. Greater than 9</li> </ol> 3. FastBridge- Decomposing Numbers <ol style="list-style-type: none"> <li>a. Greater than 1</li> </ol> 4. Teacher Input  <b>Must meet 3 out of 4</b>	1. Not Meeting expected goal after 3 data points on FastBridge  2. Below the 15% on MAP Growth Screening  3. Teacher Input  <b>Must meet 2 out of 3 plus:</b> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention               <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<b>2nd Grade</b>  <b>*** Question if Rocket math</b>	1. MAP Growth below 21%  2. FastBridge- 1st Grade Place Value Spring <ol style="list-style-type: none"> <li>a. Fall below a 4</li> </ol> 3. Teacher Input	1. Above 21% MAP Growth Screening  2. FastBridge- 1st Grade Place Value Spring <ol style="list-style-type: none"> <li>a. Fall score of 4</li> </ol> <b>3. Teacher Input</b>	3. Not Meeting expected goal after 3 data points on FastBridge  4. Below the 15% on MAP Growth Screening  5. Teacher Input

<p><b>should be a level set or a number of problems completed.</b></p>	<p><b>Must meet 2 out of 3</b></p>	<p><b>Must meet 2 out of 3</b></p>	<p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>3rd Grade</b></p>	<p>1. MAP Growth below 21%</p> <p>2. FastBridge -CAP Fall- 2nd Grade CAP 7 Winter 3rd Grade CAP 5 Spring- 3rd Grade CAP 7</p> <p>3. Teacher Input</p> <p><b>Must meet 2 out of 3</b></p>	<p>1. MAP Growth above 21%</p> <p>2. FastBridge CBM-CAP a. Winter- CBM CAP of at least 5 b. Spring- CBM CAP of at least 7</p> <p>3. Teacher Input</p> <p><b>Must meet 2 out of 3</b></p>	<p>6. Not Meeting expected goal after 3 data points on FastBridge</p> <p>7. Below the 15% on MAP Growth Screening</p> <p>8. Teacher Input</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>4th Grade</b></p>	<p>1. MAP Growth below 21%</p> <p>2. FastBridge CBM-CAP Fall- 3rd Grade CBM CAP 7 Winter/ Spring- 4th Grade CBM CAP 2</p> <p>3. Teacher Input</p> <p><b>Must meet 2 out of 3</b></p>	<p>2. MAP Growth above 21%</p> <p><b>3. FastBridge CBM-CAP</b> c. <b>Winter- CBM CAP of at least 2</b> d. <b>Spring- CBM CAP of at least 3</b></p> <p>4. Teacher Input</p> <p><b>Must meet 2 out of 3</b></p>	<p>9. Not Meeting expected goal after 3 data points on FastBridge</p> <p>10. Below the 15% on MAP Growth Screening</p> <p>11. Teacher Input</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>

<p><b>5th Grade</b></p>	<ol style="list-style-type: none"> <li>1. MAP Growth below 21%</li> <li>2. Fast Bridge CBM-CAP Fall- 4th Grade CBM CAP</li> <li>3. Winter/ Spring- 5th Grade CBM CAP 3</li> <li>3. 2 failed Go Math unit assessments</li> <li>4. Teacher Input</li> </ol> <p>Must Meet 2 out of 3</p>	<ol style="list-style-type: none"> <li>3. MAP Growth above 21%</li> <li>2. <b>Fast Bridge CBM-CAP</b></li> <li><b>12. Winter- CBM CAP of at least 3</b></li> <li><b>13. Spring- CBM CAP of at least 3</b></li> <li>3. <b>Teacher Input</b></li> </ol> <p><b>Must meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>14. Not Meeting expected goal after 3 data points on FastBridge</li> <li>15. Below the 15% on MAP Growth Screening</li> <li>16. Teacher Input</li> </ol> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Documentation of student present for at least 8 weeks</li> <li>• Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>6th/7th/8th</b></p>	<ol style="list-style-type: none"> <li>1. MAP Growth Achievement below 21%</li> <li>2. Triangulation of data from Math Teacher includes 5 data points: <ul style="list-style-type: none"> <li>• MAP yearly %ile</li> <li>• Algebra Proficiency</li> <li>• Grade Level Proficiency</li> <li>• End of Year Math Grade</li> <li>• Teacher Recommendation Score</li> </ul> </li> </ol> <p>Triangulation Below 30%</p> <ol style="list-style-type: none"> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring at or above goal line - three data points trending upward</li> <li>2. MAP-Screener Benchmark above the 21%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress Monitoring not meeting their goal Rate of Improvement on 3 tests</li> <li>2. MAP Growth Screener or Achievement at or below the 15%</li> <li>3. Teacher Input</li> </ol> <p><b>Must Meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Documentation of students present for benchmarks for at least 8 weeks.</li> <li>• Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>

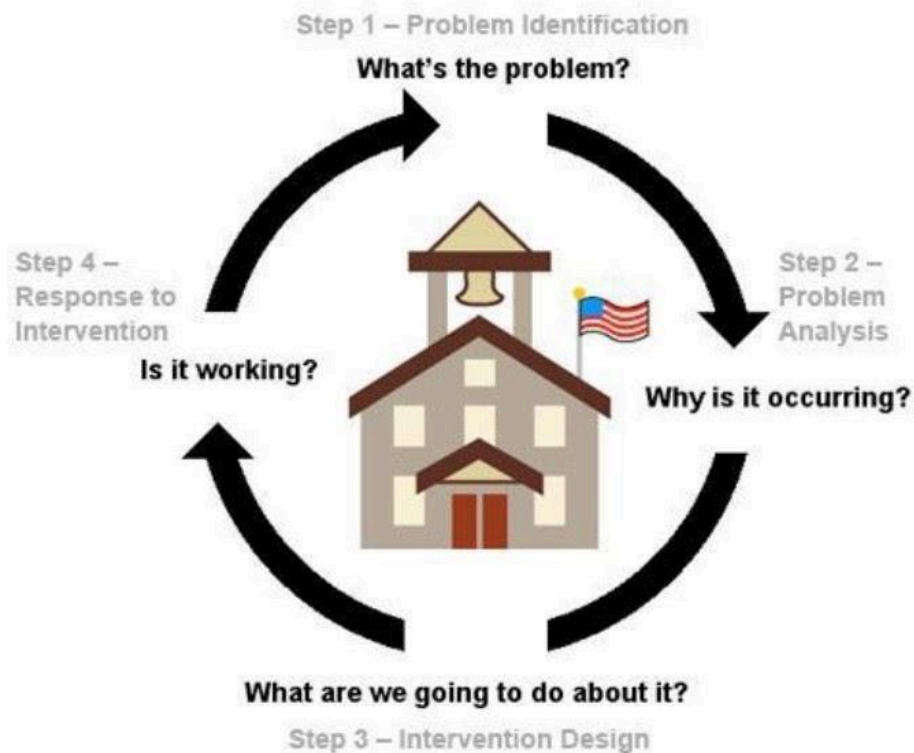
\*Movement between tiers will be a decision made using criteria/data.

**Progress Monitoring**

Tier 2 and Tier 3 students will be progress monitored every 2 weeks. As needed Tier 3 students may need to be progress monitored more as determined during Problem Solving Team meetings.

## Problem-Solving Team (PST) Process

The Problem-Solving Team (PST) uses the Problem-Solving Model to reveal a complete picture of the problem and establish possible solutions. The Problem-Solving Model entails four steps that require careful consideration, suggestions, input, and ideas from team members. This is a paradigm shift from diagnosing, placing, and labeling students to problem-solving, intervening, and helping all students.



### Step 1: Problem Identification

Guiding Questions: Where are we? Where do we want to go? Is there a difference between the student's performance and the goal?

Define the problem:

- o PST reviews the student's data in relation to his/her classmates. If the class (80% or more) is making progress, then a problem involves factors influencing the individual student. If not, then whole group interventions must be considered.
- o Problems are stated in observable, measurable, and specific terms

Determine what you want the student to do (replacement behavior):

- o Identify the level of performance needed to achieve specific standards by the end of the school year or other identified time frame.

- o Goals must be realistic and achievable.

## Step 2: Problem Analysis

Guiding Questions: Why is the problem occurring?

Develop a hypothesis:

- o Determine probable reasons for the problem.
- o PST reviews multiple possible causes that may include but are not limited to the student, peers, teachers, school environment, and/or curriculum.

## Step 3: Intervention Design

Guiding Questions: What are we doing about the problem? What is it about the interaction of the instruction, curriculum, learners, and learning environment that should be altered so that the student can learn?

Develop a plan: Consider both how to teach and what to teach

- o Develop a research-based instructional/intervention plan that matches the student's needs and has the greatest likelihood of success.
- o A solid plan explicitly defines the skills to be taught, focuses on measurable objectives, defines how will complete the tasks (when and how), and describes a progress monitoring plan.

## Step 4: Plan Implementation and Evaluation

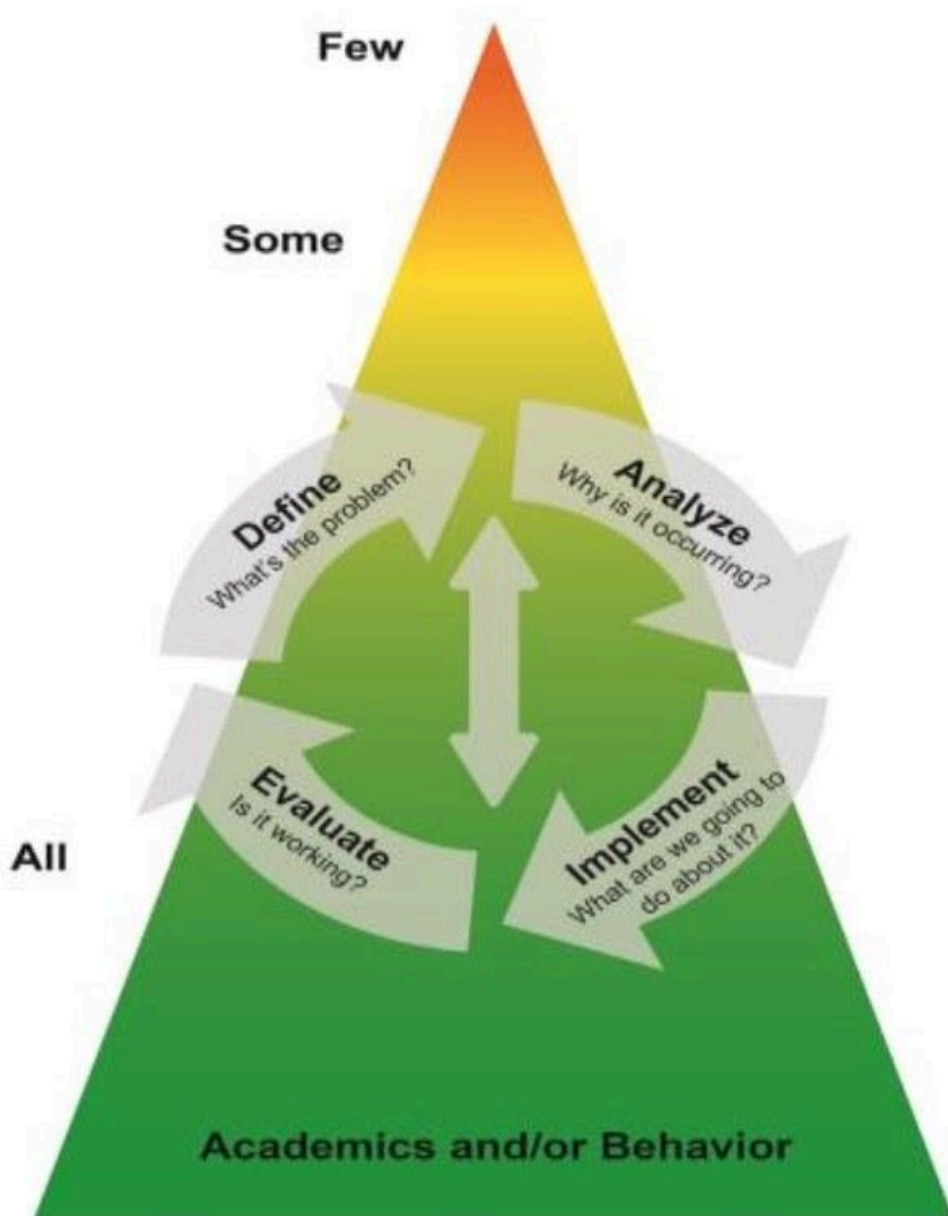
Guiding Questions: Is the intervention producing the desired results? Is the response positive, questionable, or poor? Should adjustments be made to ensure integrity and fidelity of the intervention? Should the intervention be increased by reducing group size, increasing amount of time and frequency, or narrowing the focus of the intervention?

- o Plan evaluation requires documented and graphed progress monitoring.
- o Progress monitoring methods may include, but are not limited to, curriculum-based measurements, frequency of behaviors, and the accuracy and completeness of assignments.
- o Intervention implementation **and fidelity** is checked.
- o PST reviews the gathered data and makes decisions about the student's response to interventions.

The Problem-Solving Process is a self-corrective, decision making model focused on academic and/or behavioral intervention development and progress monitoring with frequently collected, measurable data that illustrates student performance. By graphing data points collected from this ongoing progress monitoring, the response to intervention and trends in student performance can be easily visualized and will reveal

the type of response achieved. MGS MTSS Decision Making Rules are used to assist the PST in the decision making process (see pg. 28).

### Visual Representation of the Problem-Solving Process





## The Problem-Solving Team Meeting

- o Make sure the referral form is filled out before each meeting (initial referrals).
- o Ensure that all data that has been collected is ready to share at the meeting.
- o Parents are aware of referral before meeting and are invited to meetings or involved with the process through communication with team members.
- o Each PST member will adhere to their assigned roles throughout the meeting.
- o Set up regular meeting slots to allow for PST meetings.
- o The case manager and referring teacher will briefly share the case (can be shared prior to meeting).
- o The PST will go through steps 1-4.
- o The PST will determine the next steps and ensure they are implemented.
  - o Continue the existing intervention with an increase in the intensity (i.e. 1:1) and/or frequency (i.e. additional 30 minutes)—Tier 3 individualized instruction
  - o Implement a different or more intense intervention—Tier 3 individualized instruction
  - o Design a progress monitoring plan (choose appropriate progress monitoring tool and timeline for progress monitoring).
  - o Determine the need for further assessment/screening.
- o Contact the parent again to determine that a referral is being made and explain how the process will work.
- o PST will review data regularly to ensure that students are in the appropriate intervention or lack thereof. They will also ensure that interventions are being implemented with fidelity.

## Responses and Use of Decision Rules

Intervention intensity can be increased by reducing the size of the group, increasing the amount of time and/or the frequency that the intervention is delivered, or by narrowing the focus of the intervention.

- o A **positive** response to intervention occurs when the academic and/or behavioral gap is closing, and the student is making progress towards the desired goal. At this point, continue the intervention until the student reaches the goal or discontinue if the student has achieved functional independence.
- o A **questionable** response to intervention occurs when the student is neither closing the gap nor widening it. At this point, ensure the intervention is being implemented with fidelity. The PST should consider increasing the intensity of the intervention for a period of time and then reassess the impact. If the rate of progress has not improved, the PST needs to return to problem solving and initiate a different intervention.
- o A **poor** response to intervention occurs when the deficiency gap widens, the student falls further behind classmates, or behaviors escalate. At this point, ensure the intervention is

being implemented with fidelity. If the response is not due to lack of fidelity, the PST needs to return to problem solving and initiate a different intervention.

## Differentiated Strategies

When students struggle within the core curriculum there are a variety of strategies that teachers can do to support them. Some examples include:

<ul style="list-style-type: none"><li>● Pre-assessment</li><li>● Providing Explicit Systematic Instruction</li><li>● Flexible grouping</li><li>● Leveled Reading Group</li></ul>	<ul style="list-style-type: none"><li>● Learning Centers</li><li>● Learning Contracts</li><li>● Rubrics</li><li>● Choice in product</li><li>● Choice Boards</li></ul>
--	---

**Check for fidelity:** Team meetings, data meetings and administrative classroom walkthroughs are used to evaluate implementation fidelity of core curriculum.

## Criteria for Consideration of Entitlement K-8

The RtI team will engage in the following examinations to determine the appropriate course of action for the student:

- Examine the sufficiency of the interventions
- Examine the changes made in intervention

- Inventions over a minimum of nine weeks
- Analyze multiple consecutive data points (3 or more)
- Consider the degree of discrepancy and the rate of progress
- Observe the student in the classroom

The Rtl team will meet to determine whether additional data is necessary to consider entitlement. If additional information is necessary a domains meeting will be conducted and an evaluation will take place. If no further data is needed a domains/eligibility/IEP meeting will be held to move to entitlement.

## **Section 5: Professional Development**

Metamora Grade School has and will continue to provide professional development to staff members regarding the Rtl process through administrators and the Rtl team. We will continue to deliver updated Rtl process information regarding the Rtl plan. When needed we will continue to promote professional development when needed to support personnel.

## **Section 6: Parent Notification**

Parents are notified when their child requires an intervention beyond what is provided to all students in the general education classroom. Communication with parents comes from the general education teacher for movement from Tier 1 to Tier 2. When a student is moving from Tier 2 to Tier 3, parents are invited and encouraged to attend Tier 3 meetings to participate in developing and reviewing intervention plans. When a Tier 3 plan is developed for a student, parents sign consent making them aware they are being brought to the problem solving team and moving to a more intensive intervention. Parents are made aware of:

- Type of Intervention
- Frequency
- Duration
- Interventionist providing instruction
- Location
- The amount and nature of student performance data collected
  - Type of data
  - Screening tools
  - Frequency of progress monitoring
- When the Rtl team will review progress

## **Speech-Language RTI Policy**

### **Tier I**

- As needed, provide teachers or parents general strategies to enhance student’s speech or language skills
- Universal articulation screenings for all kindergarten students and all students who are new to the district in 1<sup>st</sup> and 2<sup>nd</sup> grade
  - Send written notice to parents with the option to opt out
  - Sort students into 3 groups: Pass, Watch, or Fail
    - Pass: Age-appropriate speech. No further interaction with this student.
    - Watch : Borderline speech abilities. Rescreen in 1 year.
    - Fail: Delayed speech abilities. Determine if these students should be served under Tier II or Tier III.
  - Send letters home with each student with the results of the screening

## **Tier II**

- Short term interventions (approximately 4-8 weeks) that continue throughout the school year if needed
- Groups may be delayed until later in the school year
- Small groups with group practice; Intervention is not individualized
  - Purpose: Introduce the sound or language concept and provide opportunities for group practice
- Groups may consist of phonological, articulation, or language targets
- Students may cycle in and out of groups and repeat groups if necessary
- Obtain written consent from parent
- Guidelines for recommending students for Tier II articulation
  - Non-developmental speech sound errors are present and/or unintelligible speech
    - Provide parents with progress update at the end of each group (including baseline vs. current performance data); As needed, include ideas or materials for home practice

## **Tier III**

- Mild to moderate disorders
- Consistent interventions that are individualized to the student and data driven
- May be group or individual intervention
- May be “speech only” or part of an academic team plan
- Obtain written parent consent
- Complete an evaluation and develop a plan with the parents and teachers
- Flexible plan – may change minutes or goal targets at any time (as a team decision, including the parent and teacher)
  - Student may also participate in Tier 2 groups as part of their Tier 3 plan
- Quarterly progress report updates sent to parents
  - If the student is also receiving academic Tier 3 services - then progress updates may be reported to parents and teachers at the student’s academic Tier 3 meetings

#### Guidelines for Transitions Between Tiers

- Team may consider a move from Tier II to Tier III when one of the following conditions are met:
  - The student has not made progress following one or more Tier II groups and home practice
  - The student has made progress in Tier II groups but still presents with delayed skills that require individualized intervention
  - Clinical judgment regarding a student's need for individualized, consistent intervention

#### Guidelines for Determining Needs for Tier III or Individualized Education Plan (IEP)

- All decisions are made as a team and are individualized for each student. If a referral for an IEP evaluation is made by the RTI team, the special education team and/or SLP will begin the evaluation process.
- Tier III plans may be appropriate for students who:
  - Have mild to moderate speech or language disorders/delays
  - Do not require educational or assessment accommodations related to their speech/language disorder or delay
  - Do not require summer speech-language therapy services to maintain skills
  - Do not have an academic IEP
- Speech/language services through IEPs may be appropriate for students who:
  - Have persistent severe or profound speech or language disorders/delays
  - Have an academic IEP
  - Require educational or assessment accommodations related to their speech/language disorder or delay
  - Qualify for summer speech-language therapy services

## Behavioral/Social Emotional Policy

### Tier 1

- Students are expected to follow the school wide expectations of: Be Ready, Be Responsible, and Be Safe
  - All students will have the opportunity to earn redbird coupons for following the school wide expectations.
  - Teachers will have classroom management systems in place to address the needs of all students.
- All students will have access to monthly character education lessons provided by the school social worker and/or school psychologist.
- All students will be screened twice a year by the teachers examining both internalizing and externalizing behaviors.
  - Students flagged on the screener will automatically be entered into the Early Warning System (EWS)
- Once a teacher realizes a student is having difficulty, interventions will begin within the classroom, and data will be collected to examine the effectiveness.
- Interventions need to be in place for a minimum of 4 weeks before a recommendation to Tier 2.
  - Teachers can refer to Tier 1 Behavioral Packet for ideas or contact school social workers or school psychologists for assistance in developing a plan.

### Tier 2

- An Early Warning System (EWS) will be utilized to select students for participation in Tier 2 level supports.
  - The EWS will take into account scores on screener, current and past grades, attendance, office discipline referrals (ODRs), previous services/interventions, and teacher recommendation.
- Check In Check Out (CICO)
  - A letter will be sent home to parents of students who are participating in CICO.
  - All students who begin the CICO program will Progress Monitoring with the base card which examines the school wide expectations of Be Ready, Be Responsible, and Be Safe.
  - Data will be collected on a daily basis using the score on the CICO card.
  - CICO cards will be sent home on a regular basis (daily or weekly) for parent signature.
  - Data will be reviewed quarterly for all students.
    - At the end of each quarter, if a student has been on the program for a minimum of 4 weeks with consistent implementation, the team can decide if the behavioral expectations need to be modified to more accurately reflect the student's needs.
  - Parents receive quarterly progress updates.
- Small Skill Building Groups
  - A letter will be sent home to parents of students who are participating in Tier 2 Small Groups.
  - There are three types of groups offered: Prosocial, Problem Solving, and Academic.

- o Students can only be in one group at a time, however they can participate in multiple groups throughout the year.
- o Groups will run on a quarterly basis and contain no more than 6 students of similar age/grade levels.
- o All groups have a pre and post test that students complete that will help determine the effectiveness of the program.
- o Some of the groups also have a pre and post test to be completed by the parents and teachers.
- o For most groups (grades K-5), data is collected weekly from the teacher using a Daily Progress Report (DPR).
- o Progress reports for the groups will be sent home at the end of the quarter.
- Motivation and homework completion specific
  - o All Students
    - A Tier 2 skill building group with either responsibility, school success or executive functioning curriculum may be provided.
    - Weekly Check and Connect Groups
      - A letter will be sent home to parents of students who participate.
      - Groups will run on a quarterly basis and contain no more than 6 students of similar age/grade levels.
      - Each week students will be given a handout of their current grades and missing assignments.
      - Students will be given time to work on missing work.
      - Students will graph grades weekly.
      - Students will choose and work towards individualized motivators within the group.
  - o Junior High Only
    - Students will be recommended for services based on teacher recommendation due to homework completion, poor grades, or classroom performance.
      - Morning Check In
        - Provides a 10 minute opportunity before classes begin to receive support from staff and complete homework if necessary.
      - Lunch Bunch
        - Students are given additional study hall time during lunch/recess hour to complete missing work.
      - Success
        - An additional study hall in replacement of other elective classes to provide additional support with homework completion, organization, and study skills.
- Tier 1 interventions must continue even if a student is moved to Tier 2.

### **Tier 3**

- If a student is not making progress after two quarters (18 weeks) of Tier 2 level supports, a referral can be made for Tier 3.
- An Early Warning System (EWS) will be utilized to select students for participation in Tier 3 level support.

- o The EWS will take into account scores on screener, current and past grades, attendance, office discipline referrals (ODRs), previous services/interventions, Tier 2 data, and teacher recommendation.
- Parent permission is required for participation in Tier 3 (blue form).
- A Functional Behavior Assessment (FBA) may be completed upon receiving the referral if additional data is necessary.
- Depending on current data and/or upon completion of the FBA the team will convene to put a plan into place specific to the student's needs.
- Assessments can be conducted once a student is receiving Tier 3 services. When a student is receiving Tier 3 level services, classroom accommodations, long-term/individual counseling, Individual Check and Connect, a motivation group, lunch bunch credit recovery, consultative services and an individual behavior management plan may also be put into place.
- Final interventions relating to behavior which leads to potential retention include credit recovery and/or summer school. Credit recovery will begin to be assessed in the 3rd nine weeks and will possibly be implemented in the 3rd and/or 4th nine weeks. Students who are required to participate in credit recovery due to lack of motivation will participate in a motivation group with the counseling staff.
- For general behavior, progress meetings will be held 3-4 times per year. Students who are moved to a Tier 3 level due to motivation will be monitored closely and progress meetings will be held 1-2 times in the 2nd semester or earlier if concerns arise in the 1st semester.
- Tier 1 and Tier 2 interventions must continue even if a student is moved to Tier 3.
- The dean and/or the principal will act as case managers for Tier 3 behavior students.
- If it is determined in a Tier 3 meeting that a student is making progress based on various behavior data provided, the student can then be moved to monitor or back to a Tier 1 or Tier 2 status. This determination will be made by the Tier 3 team.

#### Special Education

- If a student is not making progress after two quarters (18 weeks) of Tier 3 level support, the team will convene to discuss a referral to special education.
- If a referral is made, the special education team will complete the evaluation as appropriate.
- If a referral is not deemed appropriate, the Rtl team will meet to revise services and support as necessary and continue to monitor progress.





# Document Status: Draft Update

## School Board Meeting Procedure

### 2:220-E2 Exhibit - Motion to Adjourn to Closed Meeting

#### Motion to Adjourn to Closed Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

A motion was made by \_\_\_\_\_, and seconded by \_\_\_\_\_, to adjourn to closed meeting to discuss:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. [5 ILCS 120/2\(c\)\(1\)](#), amended by P.A. 101-459
- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
- The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
- Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
- Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. [PRESSPlus1](#)
- The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
- The setting of a price for sale or lease of property owned by the District. [5 ILCS 120/2\(c\)\(6\)](#).

- The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
- Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
- Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
- The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. [5 ILCS 120/2\(c\)\(11\)](#).
- The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool of which the District is a member. [5 ILCS 120/2\(c\)\(12\)](#).
- Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. [5 ILCS 120/2\(c\)\(16\)](#).
- Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
- Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

**Closed Meeting Roll Call:**

"Yeas"	"Nays"
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**Motion:**  Carried  Failed

**DATED:** March 17, 2022

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**



# Document Status: Draft Update

## School Board Meeting Procedure

### 2:220-E6 Exhibit - Log of Closed Meeting Minutes

The purpose of this log is to facilitate the Board's semi-annual review of closed meeting minutes. *Semi-annual* means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. [5 ILCS 120/2.06\(d\)](#), amended by P.A. 102-653. See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	Dates of Closed Sessions		
Specific employee(s), specific independent contractors, specific volunteers, or District legal counsel; however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. <a href="#">5 ILCS 120/2(c)(1)</a> ; <del>amended by P.A. 101-459</del> .			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees.  <a href="#">5 ILCS 120/2(c)(2)</a> .			
Selection of a person to fill a vacancy on the Board. <a href="#">5 ILCS 120/2(c)(3)</a> .			
Evidence or testimony presented in a hearing where authorized by law. <a href="#">5 ILCS 120/2(c)(4)</a> .			
Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to <a href="#">105 ILCS 5/24-24</a> , provided that the Board prepares and makes available for public inspection a written decision			

<p>setting forth its determinative reasoning. <a href="#">5 ILCS 120/2(c)(4.5)</a>, added by P.A. 103-311. <a href="#">PRESSPlus1</a></p>			
<p>Purchase or lease of real property. <a href="#">5 ILCS 120/2(c)(5)</a>.</p>			
<p>Setting of a price for sale or lease of District property. <a href="#">5ILCS 120/2(c)(6)</a>.</p>			
<p>Sale or purchase of securities, investments, or investment contracts. <a href="#">5 ILCS 120/2(c)(7)</a>.</p>			
<p>Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. <a href="#">5 ILCS 120/2(c)(8)</a>.</p>			
<p>Student disciplinary cases. <a href="#">5 ILCS 120/2(c)(9)</a>. <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i></p>			
<p>Any matter involving an individual student. <a href="#">5 ILCS 120/2(c)(10)</a>. <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i></p>			
<p>Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. <a href="#">5 ILCS 120/2(c)(11)</a>.</p>			
<p>Establishment of reserves or settlement of claims as</p>			

<p>provided in the Local Government and Governmental Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. <a href="#">5 ILCS 120/2(c)(12)</a>.</p>			
<p>Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. <a href="#">5 ILCS 120/2(c)(16)</a>.</p>			
<p>Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. <a href="#">5 ILCS 120/2(c)(21)</a>.</p>			
<p>Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. <a href="#">5 ILCS 120/2(c)(29)</a>.</p>			

~~DATED: March 17, 2022~~

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**





## Document Status: Draft Update

### Free and Reduced-Price Food Services

#### **4:130-E Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications**

*On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars*

Date:

To: Parents/Guardians, Students, and Staff

Re: Eligibility and Meal Charge Notifications

The following notification is provided to all households of students [PRESSPlus1](#) at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services*, and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see [www.fns.usda.gov/school-meals/unpaid-meal-charges](http://www.fns.usda.gov/school-meals/unpaid-meal-charges), and/or contact the Building Principal or designee.

#### Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

#### Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30<sup>th</sup>.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act ([105 ILCS 123/](#) ~~added by P.A. 100-1092~~). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low ~~or~~ and when there is a negative balance, reminders will be provided to

the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

LEGAL REF.:

Healthy Hunger-Free Kids Act of 2010 ([P.L. 111-296](#)).

[7 C.F.R. §245.5](#).

[105 ILCS 123/](#), Hunger-Free Students' Bill of Rights Act.

[23 Ill.Admin.Code Part 305](#), School Food Service.

**DATED:** March 17, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRM five-year review. Revisions are consistent with federal guidance; see U.S. Dept. of Agriculture memo, *Unpaid Meal Charges: Local Meal Charge Policies* (7-8-2016), available at: [www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies](http://www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies). **Issue 113, October 2023**

## Document Status: Draft Update

### Equal Educational Opportunities

#### 7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Board Policy 7:10, Equal Educational Opportunities cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply: [PRESSPlus1](#)

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, Title IX Grievance Procedure, contains the process that must be followed for complaints of Title IX harassment. [PRESSPlus2](#)
3. 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
6. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
7. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
8. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
10. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
11. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

DATED: March 17, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

### **Issue 110, October 2022**

PRESSPlus 2. Updated in response to a five-year review. **Issue 114, March 2024**

# Document Status: Review and Monitoring

## SCHOOL BOARD

### 2:50 Board Member Term of Office

The term of office for a School Board member begins immediately after both of the following occur: [PRESSPlus1](#)

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.

The term ends four years later when the successor assumes office.

LEGAL REF.:

[10 ILCS 5/2A-1.1](#), [5/22-17](#), and [5/22-18](#).

[105 ILCS 5/10-10](#), [5/10-16](#), and [5/10-16.5](#).

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational School Board Meeting)

**ADOPTED: March 17, 2022**

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### **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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**Issue 114, March 2024**

# Document Status: Review and Monitoring

## SCHOOL BOARD

### 2:60 Board Member Removal from Office

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office. [PRESSPlus1](#)

LEGAL REF.:

[105 ILCS 5/3-15.5.](#)

CROSS REF.: 2:70 (Vacancies on the School Board - Filling Vacancies)

~~ADOPTED: March 17, 2022~~

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### **PRESSPlus Comments**

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**Issue 114, March 2024**

# *Document Status: Review and Monitoring*

## SCHOOL BOARD

### **2:70 Vacancies on the School Board - Filling Vacancies**

#### Vacancy [PRESSPlus1](#)

Elective office of a School Board member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

#### Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept statements of interest from District residents who are interested in filling the vacancy. After reviewing the statements, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.:

[105 ILCS 5/10-10](#) and [5/10-11](#).

CROSS REF.: 2:40 (Board Member Qualifications), 2:60 (Board Member Removal from Office), 2:120 (Board Member Development)

## **PRESSPlus Comments**

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**Issue 115, June 2024**



## *Document Status: Review and Monitoring*

### SCHOOL BOARD

#### **2:80 Board Member Oath and Conduct**

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office: [PRESSPlus1](#)

**I, (name), do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Metamora CCSD 1, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

**As part of the Board of Education**, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

**I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Metamora CCSD 1;

**I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

**I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

**I shall serve** as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Metamora CCSD 1; and

**I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.:

[105 ILCS 5/10-16.5.](#)

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

~~ADOPTED: March 17, 2022~~

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## **PRESSPlus Comments**

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**Issue 112, June 2023**

# *Document Status: Review and Monitoring*

## Board Member Oath and Conduct

### **2:80-E Exhibit - Board Member Code of Conduct**

As a member of my local School Board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles: [PRESSPlus1](#)

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in School Board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

**DATED:** March 17, 2022

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### **PRESSPlus Comments**

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**Issue 112, June 2023**

# *Document Status: Review and Monitoring*

## **SCHOOL BOARD**

### **2:125 Board Member Compensation; Expenses**

#### Board Member Compensation Prohibited [PRESSPlus1](#)

School Board members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

#### Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

#### Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

#### Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

#### Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with [Article 23 of the School Code](#); and

3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code, and other training provided by one of the entities described in the above list (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

#### Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

#### Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

#### Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

#### Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
  - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The

emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.

- b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
  - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
  - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
  - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
  4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
  5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

#### Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)) must comply with Board policy 5:60, Expenses, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

[105 ILCS 5/10-20](#) and [5/10-22.32](#).

[30 ILCS 708/](#), Government Accountability and Transparency Act.

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

**ADOPTED: March 17, 2022**

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#### **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the

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**Issue 115, June 2024**



# Document Status: Review and Monitoring

## Board Member Compensation; Expenses

### 2:125-E1 Exhibit - Board Member Expense Reimbursement Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Please print and attach receipts for all expenditures. **Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements.** Please print: [PRESSPlus1](#)

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

Receipts attached Request Date: \_\_\_\_\_

Estimated expenses attached (Completed 2:125-E2, Board Member Estimated Expense Approval Form)(pre-approval is required for federal and State grants).

Approved expense advancement (voucher) attached, if applicable\* (Completed 2:125-E2, Board Member Estimated Expense Approval Form.)

### Actual Expense Report

\*Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. [105 ILCS 5/10-22.32](#). For federal and State grants, board members will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 2:125, *Board Member Compensation; Expenses*.

Auto Travel Allowance: \_\_\_\_\_ per mile

Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other ItemCost	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner		
<b>Subtotal</b>									
<b>Advances</b>									-

<b>TOTAL</b> (a negative amount indicates refund due from Board member)	\$
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Submitting Board Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**School Board Action:**  **Approved**  **Denied**  
 **Approved in Part**  **Exceeds Maximum Allowable Amount**  
 **Grant Funding Source** (if applicable): \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DATED:** March 17, 2022

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**Issue 115, June 2024**

# Document Status: Review and Monitoring

## Board Member Compensation; Expenses

### 2:125-E2 Exhibit - Board Member Estimated Expense Approval Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. **Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. Please print.** [PRESSPlus1](#)

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

**Estimated Expenses Approval Requested** ([50 ILCS 150/20](#) or grant expenditure)

**Travel is grant-related\*** (specify grant):

**Purchase Order Requested** Purchase Order #: \_\_\_\_\_

**Expense Advancement Voucher Requested** ([105 ILCS 5/10-22.32](#))

Voucher Amount: \_\_\_\_\_

Estimated Expense Report										
Auto Travel Allowance: _____ per mile										
<i>*Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.</i>										
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
<b>Total</b>										<b>\$</b>

--	--	--	--	--	--	--	--	--	--	--

\_\_\_\_\_  
Submitting Board Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

**School Board Action:**  **Approved**  **Denied**

**Approved in Part**  **Exceeds Maximum Allowable Amount**

**Grant Funding Source** (if applicable): \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

~~DATED: March 17, 2022~~

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**Issue 115, June 2024**

# Document Status: Review and Monitoring

## SCHOOL BOARD

### 2:140 Communications To and From the Board

The School Board welcomes communications from the school community. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. [PRESSPlus1](#)

The Superintendent or designee shall ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

#### Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

#### LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[50 ILCS 205/20](#), Local Records Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

**ADOPTED: March 17, 2022**

## **PRESSPlus Comments**

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**Issue 114, March 2024**

## *Document Status: Review and Monitoring*

### Communications To and From the Board

#### **2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use**

The Open Meetings Act (OMA) requires the School Board to discuss District business only at a properly noticed Board meeting. [5 ILCS 120/](#). Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*. [PRESSPlus1](#)

#### Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a *do not reply/forward* alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."**
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a *do not reply/forward* alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."**
6. Board members should not forward email received from another Board member.

#### When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A public record is any recorded information "pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or

having been or being used by, received by, in the possession of, or under the control of any public body." [5 ILCS 140/2](#). Email sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a *public record* (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the email is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

**First**, the communication pertains to the transaction of public business, and

**Second**, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in *City of Champaign v. Madigan*, 992 N.E.2d 629 (Ill.App.4th 2013).

The following *examples* describe FOIA's treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
  - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work **would not be a public record**. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
  - b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
  - c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
  - d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.
  - e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine when a specific communication must be disclosed pursuant to a FOIA request.

#### When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a *public record* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or



activities or contains informational data appropriate for preservation. [50 ILCS 205/](#). An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

**Important:** Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. [50 ILCS 205/4](#).

DATED: March 17, 2022

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## **PRESSPlus Comments**

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**Issue 114, March 2024**

# *Document Status: Review and Monitoring*

## SCHOOL BOARD

### **2:150 Committees**

The School Board may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board - it may only make recommendations to the Board. [PRESSPlus1](#)

#### Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

#### Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
2. Behavioral Interventions Committee. This committee, coordinated by the Executive Director of the Special Education Cooperative, develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*. Committee reports and recommendations are made to the Board upon its request.
3. Negotiating Committee.
4. Transportation Committee.
5. Building Committee.
6. Finance Committee.
7. Executive Committee.
8. Board Education/ Policy Committee.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[105 ILCS 5/10-20.14](#) and [5/14-8.05](#).

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: March 17, 2022

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**Issue 110, October 2022**

# Document Status: Review and Monitoring

## SCHOOL BOARD

### 2:160 Board Attorney

The School Board may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board. [PRESSPlus1](#)

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.:

[Rule 1.7](#) (Conflict of Interest: Current Clients) and [Rule 1.13](#) (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

**ADOPTED: March 17, 2022**

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# *Document Status: Review and Monitoring*

## SCHOOL BOARD

### **2:250 Access to District Public Records**

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. [PRESSPlus1](#)

#### Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

#### Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

#### Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

#### Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

The Freedom of Information Officer shall respond to record requests according to the time periods described in [5 ILCS 140/3](#).

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

### Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

### Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

### Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

[5 ILCS 140/](#), Illinois Freedom of Information Act.

[105 ILCS 5/10-16](#) and [5/24A-7.1](#).

[820 ILCS 40/11](#).

[820 ILCS 130/5](#).

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

**ADOPTED: March 17, 2022**

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## **PRESSPlus Comments**

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**Issue 110, October 2022**



# Document Status: Review and Monitoring

## GENERAL SCHOOL ADMINISTRATION

### 3:10 Goals and Objectives

The Superintendent directs the administration in order to manage the School District and to facilitate the implementation of a quality educational program in alignment with School Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to: [PRESSPlus1](#)

1. Provide educational expertise.
2. Plan, organize, implement, and evaluate educational programs that will provide for students' mastery of the Illinois Learning Standards.
3. Meet or exceed student performance and academic improvement goals established by the Board.
4. Develop and maintain channels for communication between the school and community.
5. Develop an administrative procedures manual and handbooks for personnel and students that are in alignment with Board policy.
6. Manage the District's fiscal and business activities to ensure financial health, cost-effectiveness, and protection of the District's assets.
7. Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and personal property, including buildings, equipment, and supplies.

#### LEGAL REF.:

[105 ILCS 5/10-16.7](#), [5/10-21.4](#), and [5/10-21.4a](#).

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

**ADOPTED: March 17, 2022**

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**Issue 110, October 2022**

# Document Status: Review and Monitoring

## OPERATIONAL SERVICES

### 4:20 Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money. [PRESSPlus1](#)

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than 15-20 percent, as calculated under the Ill. State Board of Education's *School District Financial Profile*.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

~~ADOPTED: March 17, 2022~~

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**Issue 114, March 2024**

## *Document Status: Review and Monitoring*

### OPERATIONAL SERVICES

#### **4:55 Use of Credit and Procurement Cards**

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests. [PRESSPlus1](#)

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions:

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.
2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. Each cardholder, other than the Superintendent, may charge no more than \$500 in a single purchase and no more than \$1000 within a given month without prior authorization from the Superintendent.
4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy.
7. The Superintendent shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in [105 ILCS 5/10-20.21](#), or any Board policy.
10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

LEGAL REF.:

[105 ILCS 5/10-20.21.](#)

[23 Ill.Admin.Code §100.70\(d\).](#)

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Student Activity and Fiduciary Funds), 5:60 (Expenses)

~~ADOPTED: March 17, 2022~~

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**Issue 110, October 2022**

# Document Status: Review and Monitoring

## OPERATIONAL SERVICES

### 4:110 Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Ill. State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, [740 ILCS 147/](#). The District may provide transportation for other students residing within one and one-half miles from their assigned school. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. The District may provide transportation to and from school-sponsored activities. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with [Section 45/1-15 of the Education for Homeless Children Act](#). Foster care students shall be transported in accordance with [Section 6312\(c\)\(5\)\(B\) of the Elementary and Secondary Education Act](#). [PRESSPlus1](#)

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Ill. Dept. of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

### Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.:

[20 U.S.C. §6312\(c\)\(5\)\(B\)](#), Elementary and Secondary Education Act.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-22.22](#) and [5/29-1](#) *et seq.*

[105 ILCS 45/1-15](#) and [/1-17](#).

[625 ILCS 5/1-148.3a-5](#), [5/1-182](#), [5/11-1414.1](#), [5/12-813.1](#), [5/12-815](#), [5/12-816](#), [5/12-821](#), and [5/13-109](#).

[23 Ill.Admin.Code §§1.510](#) and [226.750](#); [Part 120](#).

[92 Ill.Admin.Code Part 440](#).

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:280 (Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

**ADOPTED: March 17, 2022**

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**Issue 114, March 2024**

# *Document Status: Review and Monitoring*

## General Personnel

### **5:35 Compliance with the Fair Labor Standards Act**

#### Job Classifications [PRESSPlus1](#)

The Superintendent will ensure that all job positions are identified as either "exempt" or "non-exempt" according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are "exempt" or "non-exempt." "Exempt" and "non-exempt" employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

#### Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. "Overtime" is time worked in excess of 40 hours in a single workweek.

#### Overtime

A non-exempt employee shall not work overtime without his or her supervisor's express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off*.

#### Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

#### Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.



LEGAL REF.:

[820 ILCS 105/4a.](#)

[29 U.S.C. §201](#) et seq., Fair Labor Standards Act, [29 C.F.R. Parts 516, 541, 548, 553, 778,](#) and [785.](#)

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

~~ADOPTED: March 17, 2022~~

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## **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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**Issue 114, March 2024**

# Document Status: Review and Monitoring

## General Personnel

### 5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies. [PRESSPlus1](#)

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

#### LEGAL REF.:

[42 U.S.C. §12101 et seq.](#), Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), [Pub. L. 110-325](#); [29 C.F.R. §1630.1 et seq.](#)

[29 U.S.C. §791](#), Rehabilitation Act of 1973; [34 C.F.R. §104.1 et seq.](#)

[105 ILCS 5/24-5](#).

[20 ILCS 2305/6](#), Department of Public Health Act.

[820 ILCS 40/](#), Personnel Record Review Act.

[77 Ill.Admin.Code Part 690](#), Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

**ADOPTED: March 17, 2022**

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### PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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**Issue 114, March 2024**

# Document Status: Review and Monitoring

## General Personnel

### 5:170 Copyright

#### Works Made for Hire [PRESSPlus1](#)

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright.

#### Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

#### LEGAL REF.:

~~Federal Copyright Law of 1976~~, 17 U.S.C. §101 et seq., [Federal Copyright Law of 1976](#).

[105 ILCS 5/10-23.10](#).

CROSS REF.: 6:235 (Access to Electronic Networks)

~~ADOPTED: March 17, 2022~~

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**Issue 110, October 2022**

# Document Status: Review and Monitoring

## General Personnel

### 5:180 Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The School Board's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of his or her gross salary. [PRESSPlus1](#)

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant if the examination is job-related and consistent with business necessity.

#### LEGAL REF.:

[42 U.S.C. §12101](#) et seq., Americans with Disabilities Act.

[105 ILCS 5/10-22.4](#), [5/24-12](#), and [5/24-13](#).

*Elder v. School Dist. No. 127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

*School District No. 151 v. ISBE*, 154 Ill.App.3d 375 (1st Dist. 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

**ADOPTED: March 17, 2022**

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### PRESSPlus Comments

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**Issue 115, June 2024**

## *Document Status: Review and Monitoring*

### Educational Support Personnel

#### **5:290 Employment Termination and Suspensions**

##### Resignation and Retirement[PRESSPlus1](#)

An employee is requested to provide two weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least two months before the retirement date.

##### Non-RIF Dismissal

The District may terminate an at-will employee at any time for any or no reason, but not for a reason prohibited by State or federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the School Board consistent with the Board's goal of having a highly qualified, high performing staff. This includes recommending a non-licensed employee for immediate dismissal for willful or negligent failure to report an instance of suspected child abuse or neglect as required by [325 ILCS 5/](#).

##### Reduction in Force and Recall

The Board may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow [Sections 10-22.34c](#) (outsourcing non-instructional services) and [10-23.5](#) (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

##### Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

##### Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal



hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. Upon receipt of a recommendation from the Ill. Dept. Children and Family Services (DCFS) that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended, proceeding with:
  - a. A suspension with pay; or
  - b. A suspension without pay.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.:

[105 ILCS 5/10-22.34c](#) and [5/10-23.5](#)

[5 ILCS 430](#) *et seq.*, State Officials and Employees Ethics Act.

[325 ILCS 5/7.4](#)(c-10), Abused and Neglected Child Reporting Act.

[820 ILCS 105/4a](#), Minimum Wage Law.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:240 (Suspension), 5:270 (Employment At-Will, Compensation, and Assignment)

ADOPTED: March 17, 2022

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## PRESSPlus Comments

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**Issue 115, June 2024**



# Document Status: Review and Monitoring

## Educational Support Personnel

### 5:310 Compensatory Time-Off

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, [29 U.S.C. §201](#) *et seq.*, and (2) are not represented by an exclusive bargaining representative. [PRESSPlus1](#)

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

#### Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

#### LEGAL REF.:

Fair Labor Standards Act, [29 U.S.C. §201](#) *et seq.*; [29 C.F.R. Part 553](#).

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

**ADOPTED: March 17, 2022**

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#### **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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**Issue 115, June 2024**

# Document Status: Review and Monitoring

## INSTRUCTION

### 6:10 Educational Philosophy and Objectives

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to: [PRESSPlus1](#)

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become life long learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

**ADOPTED: March 17, 2022**

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### PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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**Issue 112, June 2023**

# *Document Status: Review and Monitoring*

## **INSTRUCTION**

### **6:40 Curriculum Development**

#### Adoption [PRESSPlus1](#)

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

#### Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

#### Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

#### Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments,

student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

LEGAL REF.:

[20 U.S.C. §1681](#), Title IX of the Education Amendments of 1972, implemented by [34 C.F.R. Part 106.105 ILCS 5/10-20.8](#) and [5/10-19](#).

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

~~ADOPTED: March 17, 2022~~

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## **PRESSPlus Comments**

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**Issue 114, March 2024**



## *Document Status: Review and Monitoring*

### **INSTRUCTION**

#### **6:110 Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program**

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following: [PRESSPlus1](#)

- Parent-teacher conferences
- Counseling services by social workers and/or school counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time
- Graduation incentives program
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.:

[105 ILCS 5/2-3.41](#), [5/2-3.66](#), [5/10-20.9a](#), [5/13B](#), [5/26-2a](#), [5/26-13](#), [5/26-14](#), and [5/26-16](#).

CROSS REF.: 6:280 (Grading and Promotion), 7:70 (Attendance and Truancy)

**ADOPTED: March 17, 2022**

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**Issue 115, June 2024**

# Document Status: Review and Monitoring

## INSTRUCTION

### 6:130 Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding. [PRESSPlus1](#)

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner.

The School Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.:

[105 ILCS 5/14A.](#)

[23 Ill.Admin.Code Part 227.](#)

CROSS REF.: 6:135 (Accelerated Placement Program)

**ADOPTED: March 17, 2022**

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### **PRESSPlus Comments**

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**Issue 110, October 2022**



# Document Status: Review and Monitoring

## INSTRUCTION

### **6:190 Extracurricular and Co-Curricular Activities**

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. *Co-curricular activity* refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. *Extracurricular activity* refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs. [PRESSPlus1](#)

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

#### Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

#### LEGAL REF.:

[105 ILCS 5/10-20.30](#) and [5/24-24](#).

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 8:20 (Community Use of School Facilities)

**ADOPTED: March 17, 2022**

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### **PRESSPlus Comments**

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**Issue 112, June 2023**

# Document Status: Review and Monitoring

## INSTRUCTION

### 6:240 Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [PRESSPlus1](#)

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.:

[105 ILCS 5/29-3.1.](#)

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

**ADOPTED: March 17, 2022**

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**Issue 112, June 2023**



# Document Status: Review and Monitoring

## STUDENTS

### 7:170 Vandalism

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. [PRESSPlus1](#)

LEGAL REF.:

740 ILCS 115/, [Parental Responsibility Law](#).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

~~ADOPTED: March 17, 2022~~

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**Issue 115, June 2024**

## *Document Status: Review and Monitoring*

### COMMUNITY RELATIONS

#### **8:25 Advertising and Distributing Materials in Schools Provided by Non-School Related Entities**

No material or literature shall be posted or distributed that would: (1) disrupt the educational process, (2) violate the rights or invade the privacy of others, (3) infringe on a trademark or copyright, or (4) be defamatory, obscene, vulgar, or indecent. No material, literature, or advertisement shall be posted or distributed without advance approval as described in this policy. [PRESSPlus1](#)

#### Community, Educational, Charitable, or Recreational Organizations

Community, educational, charitable, recreational, or similar groups may, under procedures established by the Superintendent, advertise events pertinent to students' interests or involvement. All advertisements must (1) be student-oriented, (2) prominently display the sponsoring organization's name, and (3) be approved in advance by the Superintendent or designee. The District reserves the right to decide where and when any advertisement or flyer is distributed, displayed, or posted.

#### Commercial Companies and Political Candidates or Parties

Commercial companies may purchase space for their advertisements in or on: (1) athletic field fences; (2) athletic, theater, or music programs; (3) student newspapers or yearbooks; (4) scoreboards; or (5) other appropriate locations. The advertisements must be consistent with this policy and its implementing procedures and be appropriate for display in a school context. Prior approval from the Board is needed for advertisements on athletic fields, scoreboards, or other building locations. Prior approval is needed from the Superintendent or designee for advertisements on athletic, theater, or music programs; student newspapers and yearbooks; and any commercial material related to graduation, class pictures, or class rings.

No individual or entity may advertise or promote its interests by using the names or pictures of the School District, any District school or facility, staff members, or students except as authorized by and consistent with administrative procedures and approved by the Board.

Material from candidates and political parties will not be accepted for posting or distribution, except when used as part of the curriculum.

#### LEGAL REF.:

Lamb's Chapel v. Center Moriches Union Free Sch. Dist., 508 U.S. 384 (1993).

Berger v. Rensselaer Central Sch. Corp., 982 F.2d 1160 (7th Cir. 1993), *cert. denied*, 113 S.Ct. 2344 (1993).

Sherman v. Community Consolidated Sch. Dist. 21, 8 F.3d 1160 (7th Cir. 1993), *cert. denied*, 8 F.3d 1160 (1994).

Hedges v. Wauconda Community Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

Victory Through Jesus Sports Ministry v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011), *cert. denied*, 565 U.S. 1036 (2011).

DiLoreto v. Downey Unified Sch. Dist., 196 F.3d 958 (9th Cir. 1999).

CROSS REF.: 7:325 (Student Fundraising Activities)

ADOPTED: March 17, 2022

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**Issue 112, June 2023**

# Document Status: Review and Monitoring

## COMMUNITY RELATIONS

### 8:95 Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:

1. Keep parents/guardians thoroughly informed about their child's school and education. [PRESSPlus1](#)
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the School Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: March 17, 2022

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Issue 112, June 2023





# Metamora CCSD #1

## JOB DESCRIPTION

**Position Title:** Student Services Coordinator

**Reports to:** Superintendent

**FLSA Class:**

**Effective Date:** 5/6/2025

### SUMMARY

This position serves as a consultant, resource person, guidance specialist, researcher and educator. This role supports the academic and social emotional needs of students and serves as a student advocate.

### DUTIES

1. Provide developmental guidance both directly and indirectly to all students on a regular basis by teaching students social, emotional, academic, behavioral, literacy, and self-efficacy skills, individually and in small groups.
2. Help students learn how to approach life situations involving coping skills/problem solving.
3. Assist with planning, applying, and reflecting on the RTI tiered system of supports through the identification, diagnosis, and remediation of individual students with specialized needs, attending conferences when properly notified by the special needs teacher and when necessary.
4. Assist administration in implementing all policies and rules governing student life and conduct; and maintain order in area(s) supervised in a fair and just manner.
5. Assist the MGS SEL team in objectives including but not limited to tracking discipline data and facilitating student interventions.
6. Provide teachers with appropriate student personnel information including interpretation of standardized test scores, when it is necessary in dealing with students with a unique background or problem.
7. Provide employees with strategies to improve students' social, emotional, academic, behavioral, literacy, and self-efficacy skills.
8. Assist with planning and delivering professional development opportunities for staff members.
9. Provide 1:1 problem solving in responding to MGS Tiered System of Supports by documenting conversation highlights with students, delivering consequences for student misbehavior per the student handbook, and communicating disciplinary infractions to parents, teachers, and other appropriate staff.
10. Serve as building leader and act as LEA during Special Education/504 meetings when assigned
11. Assist in the organization, implementation, and interpretation of district evaluation and screening programs and individual results.
12. Consult with parents, staff, administration, and community agencies regarding all facets of student development and various district programs and procedures.
13. Coordinate with social workers, school psychologists, teachers, and principals as part of the Problem Solving Team as well as Behavioral Threat Assessment Team.
14. Work with ROE and the Truancy Outreach program to create and maintain a directory that provides an overview of services for families in need.
15. Assist in creating and implementing a student-family academic goal and reflection tool.
16. Assist in creation of the Master Schedule.
17. Promote the District through contact with the public and use of the media.
18. Demonstrate effective planning and organization in execution of job functions.
19. Advise students and families related to academics, career planning and graduation.
20. Assist students and parents with the course selection according to state credit and graduation requirements and student needs and interests.
21. Work with administration to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate.

22. Perform any other duties as may be requested by the Superintendent.

### **QUALIFICATIONS**

1. Illinois Professional Educator License (PEL) additional training is desirable but not required.
2. Ability to guard, maintain, and preserve confidential information.
3. Strong organizational skills, detail-oriented with the ability to prioritize multiple tasks.
4. Ability to communicate with students, parents and staff in an acceptable/courteous manner.
5. Must have excellent oral and written communication skills to work with students, teachers, education support personnel, building administrators and the general public.
6. Ability to enforce school regulations and policies in a professional manner.
7. Ability to maintain good working relationships with fellow employees and pupils.
8. Ability to lift and carry up to 20 lbs.
9. Ability to push and pull up to 10 lbs.

### **SCHEDULING**

Working hours will be 7:45 a.m. to 3:15 p.m. The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement. This position does not include designated preparation time.





**SRO Duties-Typical Day**

- 8:00 Morning Crosswalk/Arrival Duty
- 8:15 Student Mentoring
- 8:30 Class supervision assistance
- 9:15 Rounds
  - Email
  - Check Doors
  - Check Bathrooms
- 10:15 Office check-in
  - New orders of protection
  - See task list below
- 10:50 Cafeteria Supervision
- 12:00 Lunch
- 12:30 Recess Supervision
- 12:45 Rounds
  - Check Doors
  - Check in with certain students
  - Foot patrol of hallways between class
  - See task list below
- 2:30 Student Mentoring
- 2:50 Dismissal assistance-traffic control
- 3:15 Finish and loose ends/email/
- 3:30 Leave

**Task List**

1. Assist in locker searches
2. ALICE educator
3. Reunification coordinator
4. Student services team member
5. Student threat assessment team member
6. Medical planning/Disaster planning team member
7. Train bus drivers on situational awareness and how to handle/prevent incidents on buses
8. Handle all bus complaints involving other motorists
9. Monitor radio and advise faculty and staff of in progress crime near the school
10. Teach classes on bicycle/cyber/other safety as requested
11. Explain orders of protection to the staff members as received
12. Parental agreement plans
13. Investigations involving cyber and physical crime
14. Investigations for child abuse, neglect etc.
15. Check well being of students absent as requested by school
16. Respond to calls of aggressive students or parents
17. Available for after school events if requested
18. Handle all other requests asked of me by the school.

ROE 53	# of Districts	Survey Completed	Full Time SRO
Elementary	14	12	3
High School	4	4	4
Unit	12	6	2
Total	30	22	9

**DR. BENJAMIN LEE, SUPERINTENDENT**  
**MR. TIM DAMERY, PRINCIPAL K-4**  
**MR. BEN DIRKS, PRINCIPAL 5-8**

**BOARD OF EDUCATION**  
Dana Smith, President  
Heather Ioerger, Vice President  
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Brian Palmisano  
Nik Adams  
Jared Frye  
Trent Yoder

- 5 Other Items
- 6 Adjourn