

L. J. STEVENS  
INTERMEDIATE  
SCHOOL

TEACHER HANDBOOK



2020-2021

## Section 1: Mission Statement

The mission of LJ Stevens Intermediate School is to inspire life-long learners, have our students grow socially, emotionally, and academically in a safe and respectful environment, to prepare our students for college and career so that they may be productive citizens in an ever changing society.

Section 2: Building/Employees

**WILMINGTON COMMUNITY UNIT SCHOOL DISTRICT NO. 209-U  
209U WILDCAT DRIVE**

**WILMINGTON, ILLINOIS 60481-1488**

**Matt Swick, Superintendent**

**Kevin Feeney, Assistant Superintendent**

Phone - (815) 926-1751

Fax – (815) 926-1692

**L.J. STEVENS INTERMEDIATE**

221 Ryan Street

Wilmington, Illinois 60481-1287

Venita Dennis, Principal

Phone - (815) 926-1689

Fax - (815) 476-1941

**BRUNING ELEMENTARY**

1920 Bruning Drive

Wilmington, Illinois 60481-1710

Beth Norman, Principal

Phone - (815) 926-1683

Fax – (815) 476-0130

**WILMINGTON MIDDLE SCHOOL**

715 S. Joliet Street

Wilmington, Illinois 60481-1490

Adam Spicer, Principal

Brian Goff, Assistant Principal

Phone - (815) 926-1687

Fax – (815) 476-4256

**WILMINGTON HIGH SCHOOL**

209 Wildcat Dr.

Wilmington, Illinois 60481-1488

Scott Maupin, Principal

Jeff Reents, Assistant Principal

Phone - (815) 926-1752

Fax- (815) 926-1691

Mike McCormick - District Technology Coordinator - (815) 926-1732

**SOWIC TEAM**

Coordinator – Staci Plese

Psychologist –Nicole Williams

Social Worker – Angela Wallin

**LJ Stevens Intermediate Leadership Team**-Leadership will rotate on a monthly basis. Each grade level and specials should have one representative at the monthly meeting.

**L.J. Stevens Intermediate Home Page – [http://www.wilmington.will.k12.il.us/L.J. Stevens Intermediate/](http://www.wilmington.will.k12.il.us/L.J.StevensIntermediate/)**

**SIS Facebook Page-[www.facebook.com/Stevens-Intermediate-School-722707204469250](http://www.facebook.com/Stevens-Intermediate-School-722707204469250)**

### Section 3: General Information

**ADMISSIONS AND PROCEDURES** - Children entering Kindergarten must be five (5) years of age on or before September 1 of that school year. A birth certificate or other legal proof of age is required at the time of registration for each child entering Bruning Elementary School for the first time.

Children entering from another school district must furnish transfers and may be asked for age verification and several proofs of residency. Always refer an entering or leaving student to the office so that transfers and requests for release of records can be processed.

Students moving to another school must secure a transfer slip form our office before withdrawing. If possible, the classroom teacher should notify the office in advance of such a move.

After all registration forms are completed, the office prepares class lists for teachers, room mothers and office use. These lists contain students' names, addresses, phone numbers parents' names, and emergency contacts.

**SOWIC PROGRAMS:** Wilmington School District is a member district in the Southern Will County cooperative for Special Education (S.O.W.I.C.). SOWIC is directed by Bill Rosland and its administrative office is located in Joliet, 1205 N. Larkin Avenue, Joliet, IL 60435 (815)-741-7777. This special education cooperative provides for its member districts special services such as psychologists, social workers, and arranges for evaluation, assessment, placement and transportation of children with special needs to special classes. Some of the many ways pupils' special needs are met are listed below:

- **SPEECH THERAPY:** Speech testing is done early in each school year to detect speech and language needs and to bring these pupils into special classes for speech therapy. The speech therapist is available to conference with parents at any time to discuss student progress.
- **LEARNING DISABILITIES:** Both elementary schools have full time learning Disabilities teachers. Children who have been tested and been found to be in need of this kind of help are scheduled into these classes generally on a part time basis.
- **SPECIALIZED INSTRUCTION:** This program is a full time program designed to meet the needs of students with more severe learning disabilities or developmental lags.
- **HOME INSTRUCTION:** When students are unable to attend school for an extended period of time, home or hospital instruction may be made available through SOWIC.

**CHARACTER EDUCATION:** Teacher will designate one day each week for teaching the Character Education Curriculum. It may be scheduled during language arts or social studies.

**LUNCH COUNT & ATTENDANCE** - Each morning before **8:30 A.M.** a count of students and adults intending to buy hot lunch or salad (for teachers) and attendance should be sent to the office.

It would be very helpful if you let the office know when a parent gives you notice of any prearranged absence or tardy. Also, if a student arrives after you have sent the daily attendance to the office, make sure they have signed in at the office, as this would save some unnecessary phone calls.

**LUNCH PROGRAM** - All students (and staff) must prepay for their lunch. All students (whether they receive a free or reduced lunch, charge or prepay their lunch) will need to use their lunch ID card. Students paying for lunch should bring their money in an envelope marked with the teacher's name, student's name, amount enclosed and days for which they are paying. Teachers do not count money. All envelopes should be placed in a large manila and sent to the office each morning. Students will not be carrying their card. The teacher will be giving them their cards at lunchtime. The students will then give them to the cashier who will return them to the teacher's mailbox in the afternoon. No money will be available in the lunch line.

Please walk your students to their assigned lunch tables. The Lunch Supervisors will dismiss students to the lunch line.

**HOUSEKEEPING** - A teacher's classroom reflects in many ways his or her teaching. The arrangement of the room, the choice of materials, the ways in which materials are used, stored, displayed, are all unique to that teacher. Every classroom should provide a neat, organized, pleasant environment for learning. Safety should be an important factor in the arrangement and storage of materials in each classroom. This environment is the teacher's responsibility -- within the physical limitation of that room.

*The Teachers' Workroom/Lounge is a common area for all to use and enjoy. All staff will work together to keep it clean and neat. Personal items in the refrigerators should be labeled or they may be discarded after a period of time.*

**SICK LEAVE AND PERSONAL LEAVE** - Any questions which teachers may have concerning sick and personal or professional leave can be answered by the building principal with the help of the Agreement between the Board of Education and the Wilmington Council of AFT Local 604.

Teachers who are unable to report to work due to illness must notify the school as soon as possible. If you know the day before, this is very helpful in getting a substitute teacher. If you call in the morning, please call **Sue C. at 815-326-5563** and text or e-mail the ***Principal beginning @ 6:00 A.M.***, or if calling the evening before your absence, please call **prior to 9:00 P.M.** Forms are available in the office for applying in advance for personal leave.

**STAFF MEETINGS** - Staff meetings will be held monthly and/or as the need arises as determined by the staff or administration. Agenda items should be given to the building principal or one of the leadership team members. Grade level teams will meet on a weekly basis.

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**NEWSLETTERS** - Newsletters/calendars are sent home to parents on a monthly basis.

**SUNSHINE COMMITTEE** – Each year L.J. Stevens Intermediate School has a committee that collects money from staff members for the purpose of get wells, birthdays, etc. Exact guidelines have been established by the committee.

**ASSEMBLY COMMITTEE** - Each year a committee is established to plan and coordinate assemblies at L.J. Stevens Intermediate School.

**CURRICULUM PAMPHLETS/GUIDE** - The Wilmington School District is dedicated to providing each student with a quality education. Our goals are to challenge students to reach their potential, to mature into lifelong learners and to become contributing members of the community. Our guides were developed to familiarize parents with the skills taught at each grade level and ensure that we have covered all areas of our curriculum.

**THE LEARNING CENTER** - The elementary schools' learning centers are ones of which we are justly proud. Their many opportunities for you and your students will become more and more apparent as you familiarize yourself with the centers.

Our Unit Librarian visits our Learning Center weekly to teach classes in library use to each grade. The classroom teacher is a partner to this endeavor and is expected to assist with these classes and continue their teaching back in the regular classroom.

**FIELD TRIPS** – Teachers must fill out a “Request for Field Trip” form prior to going on a field trip and **any time your class leaves the building**. This form must be filled out as far in advance as possible and at least 3 weeks prior to the pre-arranged date. Teachers must secure written permission from the parents before a student can go on a field trip. A medical permission slip must be completed by the parents and retained by the teacher to accompany them on the field trip. All of these forms are available in the school office.

**VIDEOS IN THE CLASSROOM** – Students can watch videos at home. Unless it is directly related to educational material that is being studied, we don't need to use videos at school. Students can rent videos at home (memo dated 10/15/96 from the superintendent's office). A “**Classroom Video Log**” must be submitted **prior** to showing any video in the classroom. **ONLY “G”** rated/educational videos are to be shown at school.

**GOAL-SETTING** - Late in the preceding school year or very early in the new school year, each staff member sets their achievement goals for the year. The principal may be involved in helping set these goals which will be guiding forces for the year. Late in the year serious evaluation of how well we met our goals helps us assess our success, our progress, and our needs for the future.

**HOMEWORK** - Our philosophy on homework is briefly this: Homework boosts achievement. Effective homework assignments supplement the classroom lesson, and also teach students to be independent learners. Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study and developing responsibility and self-discipline. Guidelines are 10 minutes per grade level (e.g, 40 minutes for grade 4 students, etc.)

**ACCIDENT REPORT** – Any student or staff member injured other than a minor injury must have an accident report filled out and submitted to the office the day of the accident. Any accident must be reported to the District Office immediately. If medical treatment is necessary the employee must go to Riverside Health Center in Wilmington, IL.

**LOST AND FOUND** - Articles of clothing found on school property are placed in a Lost and Found box in the gym. Students who may have lost such articles are urged to check this box at lunchtimes only. Teachers should not excuse a pupil to check the Lost and Found box at any other time. More valuable articles such as jewelry, glasses, books, etc. are to be checked on in the school office.

**EARLY DISMISSALS** - Early school closings, due to weather or other emergency, are announced over the following radio/T.V. stations:

Joliet	WJOL	AM 1340
Joliet	WBUS	FM 100.7
Kankakee	WKAN	AM 1320
Kankakee	WONU	FM 89.7
Kankakee	WVLI	FM 95.1
Wilmington	WKAT	FM 105.5
Morris	WJDK/WCSJ	AM1550 & FM 95.7
Chicago	WGN	AM 720, FM 98
Chicago	WLS	AM 890
Chicago	WMAQ	AM 67
Chicago	WBBM	AM 78/FM 94.7
Television Channels	Chicago	2, 5, 7, 9, or 32

Blackboard Connect is the automated system used to notify staff, students, and parents of emergencies, early dismissals, and school closings. All phone numbers must be kept up to date.

**P.T.O.** - No other organization has done more to promote an understanding of the objectives of our schools. Its close cooperation with the Board of Education, the administration, and the teaching staff has made it an important part of the educational life in this community. Participation in W.E.-P.T.O. projects provides the satisfaction of knowing many fine people who are deeply interested in the education and welfare of boys and girls.

**PARENT/STUDENT HANDBOOK** - All parents received a parent handbook folder at the beginning of the school year. This handbook includes the bus rules and regulations for all bus riders. Teachers should read and be familiar with the parent/student handbook.

**PERFECT ATTENDANCE** - Each nine weeks perfect attendance for all grades is identified at L.J. Stevens Intermediate School. To be named as a “Perfect Attendance Student”, the student must be present everyday during the nine-week period.

**Student of the Trimester:** This theme can be reflected across the curriculum, in bulletin boards, assemblies, selection of Super Citizens, and problem solving situations that arise in the classroom and on the playground. Two or more students from each class will be drawn each trimester to receive the Student of the Trimester Award.

1 <sup>st</sup> Trimester	Respect, Caring, and Fairness
2 <sup>nd</sup> Trimester	Responsibility and Trustworthy
3 <sup>rd</sup> Trimester	Citizenship and Perseverance

**VISITORS**-During school hours when staff and students are present, all visitors must report to the office first and sign in at the desk. A government issued photo ID will be scanned and retained during the visit. Visitors will be issued a visitor badge at this time. This does not include District 209-U employees or school board members from other buildings whose duties include performing necessary functions at LJS School. If a visitor does not display their badge, please stop them and politely inquire their business, and **return them to the office**. **Teachers should notify the office of any expected visitors.**



## Section 4: Schedules, duty dates, meeting dates, etc.

Meetings-2020-2021

Intervention/SHINE Meetings:

3rd grade 8:30-9:30    2nd grade 10-11    5th grade 12-1    4th grade 1:30-2:30

September 8 April 12	October 5 May 17	November 9	December 7	January 25	February 8	March 8,
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Aims+ Testing:

August 24-September 4

January 11-January 22

April 26-May-7

F and P Testing:

September 1-4 a grade level per day

May 4-7 a grade level per day

Faculty Meetings:

(7:15 a.m.)

August 13-Time to be announced

September 9

October 14

November 11

December 9

January 13

February 10

March 10

April 14

May 12

SOWIC Team Meetings:

(7:15 a.m.)

September 23

October 28

November 18

January 27

February 24

March 24

April TBA

Leadership Team:

(7:15 a.m. )

September 1

October 6

November 3

December 1

January 5

February 2

March 2

April 6

May 4

Trimester Collaboration:

2nd/3rd Grade 8:30-9

3rd/4th Grade 9-9:30

4th/5th Grade 9:30-10

September 14

January 11

May 10

School Board Meetings:

(6:30 p.m. at WHS Board Room)

August 12

September 9

October 9

November 13

December 9

January 13

February 10

March 9

April 13

May 11

June 8

Grade Level Teams:

2nd grade-Wednesday @ 11:05

3rd grade-Wednesday @ 10:45

4th grade-Tuesday @ 11:30

5th grade-Tuesday @ 11:20

A set agenda will be followed for each meeting

WE-PTO:

September 1-Bruning 4:00

October 6-Bruning 4:00

November 3-WMS 4:00

January 5-WMS 4:00

February 2-WMS 4:00

March 2-SIS 4:00

April 6-SIS 4:00

May 4-SIS 4:00

# L. J. Stevens Intermediate School

## 2020-2021 Bell Schedule

<b>First Bell</b>	7:45 A.M.	
<b>Students in the Gym</b>	7:45 - 7:55 A.M.	
<b>Classes Begin</b>	8:00 A.M.	
<b>Dismissal</b>	2:50 P.M.	Car riders and walkers at 2:45 P.M. Bus riders do not need to be in the gym until 2:50
<b>Early Dismissal</b>	1:50 P.M.	Car riders and walkers at 1:45 P.M.
<b>Early Dismissal</b>	11:20 A.M.	Car riders and walkers at 11:15 A.M.

### Lunch Schedules

Grade	Enter Lunchroom	Dismiss To Playground	Return To Class
3	10:45	11:10	11:25
2	11:05	11:30	11:45
5	11:20	11:45	12:00
4	11:35	12:00	12:15

### P.M. PE

No P.M. PE On Early Dismissal Days	
Grade 3	1:15-1:30 p.m.
Grade 2	1:45-2:00 p.m.

LJ Stevens Intermediate School  
Supervision Schedule  
2020-2021

**7:45-8:00 Morning Duty and Bus Duty-Teachers See monthly calendar**

**7:45-8:00 Car Supervision/Crossing Guard**

Diane Proffitt  
Janice Alexander

**Bus**

Ellen McMaster-gym  
Jenna Boersma-5<sup>th</sup> grade hallway  
Tracy Smith-gym

**Lunch Supervision**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:45-11:10	Alexander	Alexander	Alexander	Alexander	Alexander
11:05-11:30	McMaster	McMaster	McMaster	McMaster	McMaster
11:25-11:45	Boersma	Boersma	Boersma	Boersma	Boersma
11:40-12:00	Proffitt	Proffitt	Proffitt	Proffitt	Proffitt

**Lunch Recess Supervision**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:10-11:25	Alexander	Alexander	Alexander	Alexander	Alexander
11:30-11:45	McMaster	McMaster	McMaster	McMaster	McMaster
11:45-12:00	Boersma	Boersma	Boersma	Boersma	Boersma
12:00-12:15	Proffitt	Proffitt	Proffitt	Proffitt	Proffitt

**P.M. PE**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:15-1:30	Wandless	Cavanaugh	Billingsley	Noffsinger	Rotate
3 <sup>rd</sup> grade	Alexander	Alexander	Alexander	Alexander	Alexander
1:45-2:00	Szepelak	Dinkins	Stralow	Horton	Rotate
	McMaster	McMaster	McMaster	McMaster	McMaster

**2:45-3:00 Car Supervision**  
Jenna Boersma  
Janice Alexander  
Diane Proffitt

**2:45-3:00 Bus Supervision- Teachers See monthly calendar**  
Ellen McMaster

Music		Mrs. Smith			
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Bus duty	Bus duty	Bus duty	Bus duty	Bus duty
8:00-8:15	Club/Band	Club/Band	Club/Band	Club/Band	Club/Band
8:15-8:45	Cavanaugh	Dinkins	Plan	Plan	
8:45-9:15	Billingsley	Wandless	Plan	Plan	Noffsinger
9:15-9:45	Szepelak		Stralow	Horton	
9:45-10:15	Stralow	Seiler	Wandless	Dinkins	Horton
10:15-10:45	Noffsinger	Stralow	Seiler	Rink	Szepelak
10:45-11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-11:40	Band	Band	Band	Band	Band
11:40-12:05	Band	Band	Band	Band	Band
12:15-12:45	Long	Engelman	Giot	Engelman	Long
12:45-1:15	Meents	Rink	Szepelak	Robbins	Giot
1:15-1:45	Plan	Plan	Meents	Dillon	Robbins
1:45-2:15	Dillon	Cavanaugh	Noffsinger	Cavanaugh	Plan
2:15-2:45	Dinkins	Billingsley	Horton	Billingsley	Wandless

P.E.	Mr. Fisher				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Plan	Bus Duty	Plan	Bus Duty	Plan
8:00-8:15	Plan	Plan	Plan	Plan	Plan
8:15-8:45	Billingsley	Wandless	Billingsley	Szepelak	Billingsley
8:45-9:15	Cavanaugh	Dinkins	Stralow	Wandless	Dinkins
9:15-9:45	Horton	Horton	Dinkins	Stralow	Cavanaugh
9:45-10:15	Szepelak	Szepelak	Plan	Horton	Stralow
10:15-10:45	Plan	Plan	Plan	Plan	Plan
10:45-11:30	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch

P.E.	Mr. Strong				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Bus Duty	Plan	Bus Duty	Plan	Bus Duty
8:00-8:15	Plan	Plan	Plan	Plan	Plan
8:15-8:45	Dillon	Rink	Dillon	Seiler	Dillon
8:45-9:15	Wandless	Meents	Cavanaugh	Meents	Meents
9:15-9:45	Seiler	Noffsinger	Seiler	Noffsinger	Noffsinger
9:45-10:15	Rink	Rink	Seiler		
10:15-10:50	Plan	Plan	Plan	Plan	Plan
10:50-12:15	Lunch duty	Lunch duty	Lunch duty	Lunch duty	Lunch Duty
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Long	Long	Long	Long	Robbins
1:15-1:45	Robbins	Giot	Robbins	Giot	Engelman
1:45-2:15	Giot	Robbins	Meents	Engelman	Rink
2:15-2:45	Engelman	Dillon	Engelman	Plan	Giot
2:45-3:00	Bus duty	Bus duty	Bus Duty	Bus duty	Bus Duty

SIS Picture Day  
Schedule

Time	Teacher
8:15 - 8:30	S Horton
	J Stralow
8:30-8:45	K Billingsley
	A Rink
8:45-9:00	K Cavanaugh
	J Meents
9:00-9:15	L Szepelak
	C Crawford
9:15-9:30	B Noffsinger
	K Ponton
9:30-9:45	T Girot
	K Long
9:45-10:00	R Tkach
	K Dinkins
10:00-10:15	M Mandac
	L Dillon
	Stragglers

## Section 6: Abuse/Neglect and Sexual Harassment

**SEXUAL HARASSMENT GUIDELINES** – The following information on sexual harassment is intended to enlighten all teachers and staff members on what constitutes sexual harassment and what to look for. Sexual harassment defined includes any unwelcome advances or requests for sexual favors or any conduct of a sexual nature. To meet qualifications for an incident(s) to be deemed as sexual harassment, the following areas must be present:

- The plaintiff is a member of a protected group, i.e. the plaintiff is a man or a woman.
- The sexual advances are UNWELCOME. (Isolated incidents of harassment or flirtations are not enough).
- The harassment must be sex or rather gender based.
- Acceptance or rejection of harassment must be an express or implied condition to the receipt of a job benefit or imposition of a tangible job detriment. For example the plaintiff's response had an effect on a term, condition or privilege of employment or educational advantages.
- The employee or student was subject to unwelcome harassment and the harasser's actions created a HOSTILE, INTIMIDATING, OR OFFENSIVE ENVIRONMENT for members of one sex or for the target of the harassment.
- Just as abuse cases we as teachers, administrators, and staff members are mandated reporters of sexual harassment. Whether or not the district knew about the harassment is irrelevant – the district will be held liable.

The following is a list of examples of what is considered to be sexual harassment:

1. uninvited letters, telephone calls or materials of a sexual nature
2. uninvited and deliberate touching, leaning over, cornering, or pinching another individual
3. uninvited sexually suggestive looks or gestures
4. uninvited pressure for sexual favors or dates
5. uninvited sexual teasing, jokes, remarks or questions
6. attempted or actual rape or sexual assault
7. unwanted sexual behavior, such as: touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking someone's movement, pulling at clothes, students "making out" in hallway, attempted rape, rape, or sexual assault.

**ABUSED AND NEGLECTED CHILD REPORTING ACT** – Sec. 2 The Illinois Department of Children and Family Services shall, upon receiving reports made under this Act, protect the best interests of the child, offer protective services in order to prevent any further harm to the child and to other children in the same environment or family, stabilize the home environment, preserve family life whenever possible and protect the health and safety of children in all situations in which they are vulnerable to child abuse or neglect.

Sec.3 "Person responsible for the child's welfare" means...any person who came to know the child through an official capacity or position of trust, including but not limited to health care professionals, educational personnel, recreational supervisors, and volunteers or support personnel in any setting where children may be subject to abuse or neglect.

“An unfounded report” means any report made under this Act for which it is determined after an investigation that no credible evidence of abuse or neglect exists.

“An indicated report” means a report made under this Act if an investigation determines that credible evidence of the alleged abuse or neglect exists.

Sec. 4 Mandated Reporters ... School personnel ..... truant officers, social worker ... registered nurse, licensed practical nurse.....

Whenever such person is required to report under this Act in his capacity as a member of the staff of a medical or other public or private institution, school, facility or agency, he shall make report immediately to the Department in accordance with the provisions of this Act and may also notify the person in charge of such institution, school, facility or agency or his designated agent that such report has been made. Under no circumstances shall any person in charge of such institution, school, facility or agency, or his designated agent to whom such notification has been made, exercise any control, restraint, modification or other change in the report or the forwarding of such report to the Department.

### **1-800-A-BUSE**

Sec. 4.02 Any other person required by this Act to report suspected child abuse and neglect who willfully fails to report such shall be guilty of a Class A misdemeanor.

Sec. 5 Any person authorized and acting in good faith in the removal of a child under this Section shall have immunity from any liability, civil or criminal that might otherwise be incurred or imposed as a result of such removal.



## Students

### Harassment of Students Prohibited

#### Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service;; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing , intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student’s educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

#### Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he and/or engages in other verbal or physical conduct, including sexual violence, engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
  - a. Substantially interfering with a student's educational environment;
  - b. Creating an intimidating, hostile, or offensive educational environment;
  - c. Depriving a student of educational aid, benefits, services, or treatment; or
  - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms “intimidating,” “hostile,” and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

#### Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

**Nondiscrimination Coordinator:**

Matt Swick, Superintendent  
Name  
209U Wildcat Court  
Address  
Wilmington, IL 60481  
815/926-1751  
Telephone

**Complaint Managers:**

Scott Maupin, Wilmington HS Principal  
Name  
209U Wildcat Court  
Address  
Wilmington, IL 60481  
815/926-1752  
Telephone

Venita Dennis, Stevens Intermediate  
Name  
221 Ryan St.  
Address  
Wilmington, IL 60481  
815/926-1689  
Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments.  
34 C.F.R. Part 106.  
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
23 Ill.Admin.Code §1.240 and Part 200.  
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).  
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).  
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).  
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited),  
7:10 (Equal Educational Opportunities); 7:180 (Prevention of and Response to  
Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited),  
7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular  
Activities)

ADOPTED: November 12, 2014

## **Board of Education**

### **Uniform Grievance Procedure**

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seqTitle VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
5. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
6. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
7. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
10. Curriculum, instructional materials, and/or programs;
11. Victims' Economic Security and Safety Act, 820 ILCS 180;
12. Illinois Equal Pay Act of 2003, 820 ILCS 112;
13. Provision of services to homeless students;
14. Illinois Whistleblower Act, 740 ILCS 174/.
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.)
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance

procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

#### Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

#### Deadlines

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

#### Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

#### Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

#### Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school business days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

#### Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

**Nondiscrimination Coordinator:**

Matt Swick, Superintendent

Name

209U Wildcat Court

Address

Wilmington, IL 60481

815/926-1751

Telephone

**Complaint Managers:**

Scott Maupin, Wilmington HS Principal

Name

209U Wildcat Court

Address

Wilmington, IL 60481

815/926-1752

Telephone

Venita Dennis, Stevens Intermediate

Name

221 Ryan St.

Address

Wilmington, IL 60481

815/926-1689

Telephone

Professional Personnel Grievance

**Please refer to the current Agreement Between the Board of Education for Wilmington School District 209-U Will County, Illinois and the Wilmington Council, AFT-Local 604 AFT-IFT, AFL-CIO.**

Educational Support Personnel Grievance

**Please refer to the current Agreement Between the Board of Education School District #209-U Will County, Illinois and the Wilmington Support Personnel Council AFT-Local 604 IFT/AFT, AFL-CIO.**

LEGAL REF.:

- Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
- Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
- Equal Pay Act, 29 U.S.C. §206(d).
- Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
- Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
- Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.
- McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
- Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
- Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
- Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.
- 105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
- Illinois Genetic Information Privacy Act, 410 ILCS 513/.
- Illinois Whistleblower Act, 740 ILCS 174/.
- Illinois Human Rights Act, 775 ILCS 5/.
- Victims' Economic Security and Safety Act, 820 ILCS 180, 56 Ill.Admin.Code Part 280.
- Equal Pay Act of 2003, 820 ILCS 112.
- Employee Credit Privacy Act, 820 ILCS 70/.
- 23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 5:30 (Hiring Process and Criteria), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

ADOPTED: December 9, 2015

## Section 8: Grading

**EVALUATING PUPIL PROGRESS** - It is assumed that each pupil's progress is undergoing constant evaluation. Trained professionals are knowledgeable in this area and understand that students are evaluated on two bases: in comparison to others of their age/grade level; and in comparison to their own potentials or abilities. In the elementary schools, the philosophy is that parents should be made aware of their children's progress in both terms of comparison.

Students in the elementary schools have their progress reported to their parents a minimum of six times per year. A mid-term progress report is given on each student half way through each trimester. At a point in the first trimester, pupil progress is reported by means of a parent-teacher conference. A time is provided for these conferences when students are not in attendance. Both day and evening conference times are available for these scheduled, by appointment, conferences.

At the end of the first, second, and third trimesters printed Progress Reports (or report cards) are sent home without a conference. Parents and/or teachers are encouraged to request conferences whenever needed for the benefit of the student.

**RETENTION OF STUDENTS** – Any student that is being recommended for retention must be informed in writing no later than the time report cards come out for the second trimester. Parents should be kept informed of all students' progress so that this is not a surprise at this time. Frequent communication should be **documented prior** to the retention recommendation. An official form may be secured from the principal's office for notification to the parents.

**PERFECT ATTENDANCE** - Each twelve weeks perfect attendance for all grades is identified at L.J. Stevens Intermediate School. To be named as a "Perfect Attendance Student", the student must be present every day during the twelve-week trimester.

### **GRADING SYSTEM –**

A = 90-100	D = 60-69
B = 80-89	F = 59 and below
C = 70-79	

**HONOR ROLL** - Each twelve weeks an honor roll of fourth and fifth grade students is identified at L.J. Stevens Intermediate School. To be named as an "Honor Roll Student", the student must maintain an average grade of "B" in all academic subjects (Math, Science, Social Studies, Reading, English, and Spelling).

A+, A, and A- = 5    B+, B, and B- = 4    C+, C, and C- = 3

Students must have an average of 4.0 with no D or F. No "Unsatisfactory" in Handwriting, Music, Art, Band, or P.E.

**HIGH HONOR ROLL STUDENTS** - Each twelve weeks students in the fourth and fifth grade at L.J. Stevens Intermediate School have the opportunity to earn a place for themselves on the list



of “High Honor Roll” members. To be a member of the “High Honor Roll”, a student must have an “A” in every academic subject (Math, Science, Social Studies, Reading, English, and Spelling).

Also, the student must not have an “Unsatisfactory” in Handwriting, Music, Art, Band, or P.E.

**D/F List:** Each trimester a D/F list, with students’ names that are receiving a D or F in a subject, will be printed. The classroom teacher and principal will meet to discuss the grade(s), reason(s), and ideas for improvement.

**Grades should be posted weekly to Skyward.**

Section 9: Behavior and Discipline

**RESPECT EXPECTATIONS AT  
L.J. STEVENS  
INTERMEDIATE SCHOOL**

**1.RESPECT SELF**

**2.RESPECT OTHERS**

**3.RESPECT PROPERTY**

**4.BE THERE / BE READY**

## DISCIPLINE GUIDELINES

Be firm, be fair – from the beginning. Good discipline is imperative in the movement of pupils and adults toward common goals of achievement. Each classroom teacher must set forth rules that he/she expects his/her pupils to abide by. The enforcement of these rules and other matters of discipline is primarily a teacher-student problem and should normally be resolved within the classroom. Each teacher is expected to have complete control of any instructional activity for which he/she is responsible. Effective classroom teaching is dependent upon teaching control of the classroom and surrounding areas, along with establishing an atmosphere that is conducive to learning. Classroom rules and consequences should be posted. A copy should be made and turned into Venita by the end of August.

Children should never be banished to the hall or a closet. Behavior management techniques that stress modification of behaviors should be employed. Behavior is learned; it is strengthened, weakened, or shaped by the behavior's consequences. Teachers may either reward a behavior to increase its frequency of occurrence, or not reward the behavior to decrease its frequency of occurrence. Rewards include recognition, praise, privileges, things to do, etc. (avoid edibles, especially candy).

Teachers may also ignore behavior or punish inappropriate acts to decrease frequency. However, undesirable side effects may often be seen in a child's behavior when punishment is used.

Students may be timed-out in a **quiet area of the room** until they are ready to join the group. Often behavior check sheets concentrating on one behavior have proven to be effective.

Calls to parents or parent conferences are often extremely helpful in controlling misbehaving students. Parent cooperation in our building is very good. Parent contract is not only recommended, but a necessity in handling behavior problems. It is one of the most effective tools.

When a teacher has tried the suggested disciplinary techniques (rewards, praise, recognition, parent contracts, privileges, behavior checksheets, ignoring detentions, punishing, time-out, etc.) and still does not reach the student, the teacher may want to refer the student to the principal's office for further action. The "Student Discipline Report" form must accompany the student to the office. Please be specific in describing the problem and the steps you have taken to mediate it. The referring teacher and the homeroom teacher will each get a copy of the report, along with parents.

**Students should not be sent to the office for offenses that can be taken care of by the classroom teacher.** All other methods of discipline should be tried initially. Students should be sent to the office for gross misconduct, gross disobedience, gross disrespect, or fighting.

Each staff member is expected to follow these guidelines and to enforce proper behavior and discipline in all areas of the school premises. If all staff members work together in matters of discipline, showing concern, not only for the behavior of one class, but for the good conduct of all students, the job of maintaining proper school discipline becomes easier and more pleasant for everyone. Do not hesitate to discipline any student under school supervision when observed misbehaving.

The building principal will give help, and in every possible way, support your efforts to accomplish and maintain good discipline. Teachers are asked, however, to take care of their own discipline whenever possible. This strengthens the teacher's position and makes administrative support more effective when it is really necessary.

A purple form should accompany each child that is referred to the office for discipline. The form should be completed by the teacher and sent with the student or be brought down by another student.

## **L.J. Stevens Intermediate School Positive Behavior System**

**L.J. Stevens Intermediate School** has implemented a school-wide positive behavior system. In order for students to be successful within the school environment, school needs to be a safe and inviting place. By creating an atmosphere where students can focus on learning, we can help to ensure academic, social, and emotional growth. To do this, we need to set clear expectations, and teach students about these expectations.

All staff members will promote positive student behavior by teaching and reinforcing the respect expectations throughout the building.

The L.J. Stevens Intermediate School behavior system has three components:

- A matrix describing the behavioral expectations throughout the building
- A reinforcement system to promote positive behavior
- Consequences to deal with behaviors that do not meet expectations

**L.J. Stevens Intermediate School** behavioral expectations are:

**Respect Yourself**  
**Respect Others**  
**Respect Property**  
**Be There; Be Ready**

The L.J. Stevens behavior expectations will be clearly posted throughout the building. The “respect expectation” posters should be visible in all classrooms. All staff members will be expected to reinforce the “**respect expectations**” in all areas of the building. Consistently teaching, modeling, and positively reinforcing these expectations during **the entire school year** will be the key to successful implementation.

SIS BEHAVIOR MATRIX

	Respect Yourself	Respect Others	Respect Property	Be There; Be Ready
Classroom (includes library, intervention groups, P.E. & music)	<ul style="list-style-type: none"> <li>* Do your best work</li> <li>* Be on task</li> </ul>	<ul style="list-style-type: none"> <li>* Use kind words</li> <li>* Keep hands/feet/ objects to self</li> <li>* Let others do their best</li> <li>* Use appropriate voice levels</li> </ul>	<ul style="list-style-type: none"> <li>* Pick up after self</li> <li>* Use materials appropriately</li> <li>* Keep desks organized and clean</li> </ul>	<ul style="list-style-type: none"> <li>* Have supplies and materials ready for class</li> <li>* Listen and follow directions</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>* Walk</li> <li>* Use safe hands</li> </ul>	<ul style="list-style-type: none"> <li>* Be Quiet</li> <li>* Walk on the right side</li> <li>* Observe personal space</li> </ul>	<ul style="list-style-type: none"> <li>* Keep hands off the walls</li> <li>* Keep hallways and lockers clean</li> </ul>	<ul style="list-style-type: none"> <li>* Walk in single file.</li> <li>* Face forward</li> </ul>
Restroom	<ul style="list-style-type: none"> <li>* Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>* Be quiet</li> <li>* Wait patiently</li> <li>* Respect privacy and space</li> </ul>	<ul style="list-style-type: none"> <li>* Use what you need</li> <li>* Use the toilet, urinal, sink, and soap properly</li> <li>* Throw towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>* Use restroom and wash hands quickly</li> <li>* Return to class or line immediately after use</li> <li>* Sign in and out when necessary</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>* Eat your own lunch</li> <li>* Sit on seat, not on feet</li> <li>* Stay in your seat</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Keep hands/feet/ objects to self</li> <li>* Chew with mouth closed</li> <li>* Use proper manners</li> </ul>	<ul style="list-style-type: none"> <li>* Throw away garbage</li> <li>* Pick up garbage on floor</li> <li>* Put tray in return rack</li> </ul>	<ul style="list-style-type: none"> <li>* Walk at all times</li> <li>* Face forward</li> <li>* Be quiet immediately after quiet clap or whistle</li> </ul>
Recess  <i>Inside</i>	<ul style="list-style-type: none"> <li>* Have a plan</li> <li>* Be aware of others around you</li> </ul> <ul style="list-style-type: none"> <li>*Walk</li> </ul>	<ul style="list-style-type: none"> <li>* Include everyone</li> <li>* Use hands, feet, and equipment appropriately</li> <li>* Follow game rules</li> </ul> <ul style="list-style-type: none"> <li>* Find something to do and sit down</li> <li>* Use appropriate voice levels.</li> </ul>	<ul style="list-style-type: none"> <li>* Use equipment correctly</li> <li>* Play in assigned areas</li> </ul>	<ul style="list-style-type: none"> <li>* Walk to line immediately when bell rings or whistle blows</li> <li>* Stay in boundaries</li> <li>* Quietly line up straight facing forward</li> <li>* Be quiet immediately after quiet clap or whistle</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>* Sit on seat, not on feet</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate applause</li> <li>* Keep hands/feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>* Keep feet quiet on the bleachers</li> </ul>	<ul style="list-style-type: none"> <li>* Be quiet</li> <li>* Keep eyes on speaker</li> <li>* Listen</li> </ul>
Bus	<ul style="list-style-type: none"> <li>* Sit on seat, not on feet</li> <li>* Face forward</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Use kind words</li> <li>* Keep Hands / Feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>* Keep materials in your book bag</li> <li>* Pick up garbage</li> <li>* Sit in assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>* Walk to and from bus.</li> <li>* Line up quickly and safely</li> <li>* Know bus shape &amp; color</li> </ul>
Dismissal (walkers) (car riders) (Bus Riders)	<ul style="list-style-type: none"> <li>* Walk</li> <li>* Use safe hands</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Walk on correct side</li> </ul>	<ul style="list-style-type: none"> <li>* Keep hands off walls</li> <li>* Keep materials in book bag</li> </ul>	<ul style="list-style-type: none"> <li>* Face forward</li> <li>* Line up quickly and safely</li> <li>* Stay in assigned areas</li> </ul>

## Section 10: Emergency Information

### QUICK REFERENCE EMERGENCY RESPONSE PROCEDURES

#### Intruder-Lockdown:

- Call Wilmington Police Department-911
- Call a lockdown code
  - o Soft Lockdown
  - o Hard lockdown
- Students in the hallway should be removed to a classroom
- Teachers should lock doors, barricade, and spread students throughout the room ready to counter.
- Green should be posted on the door and outside window if the classroom is O.K.
- Red should be posted on the door and outside window if the classroom is not O.K.
- Absence of green or red indicates something is wrong
- The police/fire coordinator should be directed outside if the environment is safe
- All doors should remain locked until an administrator or police/fire official unlocks the door

#### Bomb Threat:

- Anyone who receives a bomb threat should utilize the checklist posted by each phone, and immediately call the Superintendent 926-1735 or 693-5937
- Call Wilmington Police-911
- Call Wilmington Fire-911
- Call the Assistant Superintendent 926-1710 or 693-5949
- Call the building administrators

Bruning 815-926-1706

SIS 815-926-1689

WMS 815-926-1687

WHS 815-926-1711

Ed Center 815-926-1729

If an evacuation is necessary utilize the following steps:

1. Announce “It is time for a walking field trip”
2. Evacuate staff and students to safe place
3. Teachers bring Operation All Clear Binder

#### Demonstration/Riot:

- Secure and lock exterior doors
- Keep students away from doors, windows, exits, and entrances
- Call Wilmington Police-911
- Call the Superintendent 926-1735 or 693-5937
- Call the Assistant Superintendent 926-1710 or 693-5949

#### Fire:

- Sound the fire alarm
- Call Wilmington Police and Fire-911
- Evacuate the building
- Call the school nurse 926-1749 or 693-5944
- Call the Superintendent 926-1735 or 693-5937
- Call the Assistant Superintendent 926-1736 or 693-5949

#### Serious Injury or Illness:

- Call 911
- Call the school nurse 926-1749 or 693-5944
- Announce a “Code Blue”
- Remove students and staff from the hallways
- Contact the parent/legal guardian
- Call the Superintendent 926-1735 or 693-5937
- Fill out an accident report

#### Tornado:

- Sound the school warning system: 3 short blast of the bell
- Move students to tucked positions in appropriate areas
- Keep students away from doors, windows, etc.

If the tornado siren is sounded, the district office will contact all four buildings to inform them (in case it is not heard in some buildings).



## Section 11: Evaluation

**EVALUATION OF STAFF** - The principal evaluates all staff members. These evaluations are based on observations and visits by the principal. The whole evaluation form is discussed with the teacher in a conference at which time the teacher can read and sign the evaluation form.

Evaluation is seen as a cooperative effort between the teacher and the principal with the improvement of instruction as its outcome. Guidelines and schedules for evaluation are discussed fully in the Agreement between the Board of Education and the Wilmington Council of AFT Local 604.

### **Teacher Evaluation Procedures Wilmington School District 209U**

**Purpose:** *The primary purpose of this teacher evaluation plan is to give teachers the feedback needed to grow and improve in their teaching.*

#### **Monitoring of the Teacher Evaluation Plan**

This Teacher Evaluation Plan will be continually monitored by the PERA Joint Committee, which will solicit periodic feedback from teachers.

#### **Notice**

At the start of the school term (i.e., first day of student attendance), the school district shall provide a written notice that a performance evaluation will be conducted in that school term to each teacher affected. The written notice shall include a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating; and a summary of the manner in which measures of student growth and professional practice relate to the ratings.

#### **Evaluation Schedule**

Tenured teachers, those in contractual continued service, shall be evaluated at least once every two years.

Probationary teachers shall be evaluated every year.

A tenured teacher who has obtained a Needs Improvement rating or Unsatisfactory rating shall be evaluated the year following either of those ratings.

Tenured teachers, in their off-evaluation year, will not need to submit Type III assessment data to the evaluator since this data will come from the evaluation year. However, these teachers may still use the pre-test/post-test process for their own professional development. They are encouraged to maintain this Type III evidence as it could supplement the current evaluation year data if the teacher and evaluator so agree.

**Evaluation Cycle** runs from the first day of school until all evaluation materials have been submitted.

**Professional Practice:** Professional Practice will comprise 70% of a teacher's evaluation rating.

#### **Formal Observations**

A formal observation is a specific window of time scheduled to directly observe the professional practices of the teacher in his/her classroom for a minimum of 45 minutes at a time; or during a complete lesson; or during an entire class period. It shall be preceded by a conference between the evaluator and the teacher at which a discussion of the planned lesson takes place.

In advance of this conference, the teacher shall submit to the evaluator a written lesson or unit plan and other evidence of planning for the instruction and recommendations for areas in which the evaluator should focus. Following the observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The evaluator shall provide written feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation. The teacher shall consider his or her instruction and, if applicable, may provide to the evaluator additional information or explanations about the lesson presented.

### **Informal Observations**

An informal observation is not announced in advance and not subject to a minimum time requirement. Following an informal observation, the evaluator shall provide feedback to the teacher either orally or in writing and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator. Evidence gathered during an informal observation may be considered in determining the performance evaluation rating, provided it is documented in writing.

### **Number of Observations**

Tenured teachers rated Excellent or Proficient in the last evaluation, must receive a minimum of two observations, one of which must be formal.

Tenured teachers rated Needs Improvement or Unsatisfactory in the last evaluation, must receive a minimum of three observations, two of which must be formal.

Probationary teachers must receive a minimum of three observations, two of which must be formal.

### **Strengths and Weaknesses**

As required under Section 24A-5 of the School Code, the evaluation plan shall specify the teacher's strengths and weaknesses and the reasons for identifying the areas as such.

### **Domains I and IV**

Since Domains I and IV do not lend themselves to observational evidence, artifacts and teacher reporting will be required by means of the Professional Responsibility Form.

### **Lack of Evidence for an Observable Component**

If an observation takes place and there is a component for which there is no evidence recorded, that component will remain open for evidence from a future observation. However, teachers may submit artifacts, such as a lesson plan, as evidence for that component.

### **Teacher Attendance**

A teacher's attendance will be reflected in Component 4f, Showing Professionalism.

### **Student Growth: Student growth will comprise 30% of a teacher's evaluation rating.**

Student growth is defined as a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

**Type I** = Reliable assessments that measure students or a subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, administered either statewide or beyond. Examples: MAP Reading Assessment, MAP Mathematics Assessment

**Type II** = Assessments developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade/subject area. Example: common grade level assessments

**Type III** = Assessments that are rigorous and aligned to the course's curriculum and that the evaluator and teacher determine measures student learning in that course. Examples: student work samples, teacher-created assessments.

PERA requires at least one assessment must be a Type I or Type II and one a Type III. If no Type I or Type II can be identified, then both can be Type IIIs.

### **Assessment #1**

Each teacher will have 15% of his/her evaluation rating determined by an Adjusted Growth Target calculation of a Type II pre and post assessment (whenever possible). Any teacher without the availability of a Type II assessment option would utilize a second Type III assessment.

### **Assessment #2**

Each teacher will have the remaining 15% of his/her evaluation rating determined by an Adjusted Growth Target calculation of a Type III pre and post assessment. \*See Creating Type III Assessments below.

### **Creating Type III Assessments**

\*Nothing prevents two or more teachers at the same grade level or subject area from using the same Type III assessment. Although an assessment given by all teachers at a grade level may be classified as a Type II assessment, PERA permits a Type II assessment to qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

The pre-test and post-test can be the same document. PERA states assessments used for each data point in a measurement model may be different provided that they address the same instructional content. Pre-tests and post-tests should be sufficiently challenging as to allow all students to show growth.

Type III assessments, instruments that measure a student's acquisition of specific knowledge and skills, shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards/Common Core State Standards and shall align to the school's and district's school improvement goals.

### **Assessment Inventory**

An inventory of each Type III assessment shall include a copy, the general nature of each assessment, the process and criteria used to develop it, a short description of the content or skills being assessed, and the approximate time an average student would take to complete it. This inventory will be updated annually.

### **Students Being Assessed**

Student growth data for Type III assessments will come from students in one class or subject area selected by the teacher and the evaluator. (If the selected class cannot be agreed upon, the superintendent and union president will decide.) There are a number of options where two teachers co-teach or one teacher goes into the classroom of another teacher to service certain students. Subject to the approval of the teacher and evaluator, the students serviced by both teachers may take the same assessment and count it as Type III student growth data for both teachers, or the students serviced by both teachers may take different Type III assessments with each assessment focusing on different skills or content, or one teacher may choose to avoid that same time period for his/her Type III unit.

### **Interval of Instruction**

The interval of instruction (time between pre and post tests) should be sufficient time to complete an instructional unit but must be a minimum of four weeks.

### **Student Attendance**

Type III data used to determine a teacher's student growth score must be based on students who have taken the pre-test, post-test and are present for 85% of the classroom lessons during the interval of instruction of the selected unit. Exceptions to this requirement may be students refusing to take either the pre-test or post-test.

### **Class/Group Sizes**

Although some classes/sections may be unusually small, there is no minimum number of students needed to provide the student growth part of a teacher's rating.

### **Make-Up Exams**

Students absent from the post-test will be allowed five school days (or periods at the high school) to make up this assessment. Pre-tests may be given to students returning from an absence within a reasonable time period.

### **Midpoint Review of Student Growth**

Midpoint reviews, mandated by PERA, require the teacher to collect data specific to student learning but not the same data used in the performance evaluation plan to rate the teacher's performance. Teachers should communicate to their principal any students who are struggling academically whether receiving a D or F grade, not meeting District Standards, or in danger of grade level failure. This communication may be satisfied by sending the principal the names of such students or copies of 2<sup>nd</sup> or 3<sup>rd</sup> quarter Progress Reports.

### **Assessment Administration/Scoring Procedures**

The teacher of each class/section assessed should score the Type III assessments. The procedures used to administer and score both the pre-test and post-test need to be written by the teachers of each assessment. They should include such information as duration of the assessment, directions given to students, points awarded for partial answers, etc.

### **Student Grades**

Post-tests should count for students' grades while pre-tests should not. If a teacher feels it is inappropriate to meet this requirement, the teacher should send a request to the evaluator with the rationale for an exception.

### **Students' Awareness of PERA**

It is possible your students will inquire as to the significance of the PERA assessments. If any student asks, teachers should answer their questions honestly and forthrightly. Explain to them that all assessments are used to measure their academic growth.

### **Accommodations**

Any student receiving special education services should receive the same accommodations as written in the student's IEP. The same is true for students with Section 504 Plans and those currently receiving accommodations for ELL services. Accommodations should be the same for both the pre-test and post-test.

### **Storage and Security of Scored Assessments**

Scored assessments must be maintained until the Summative Conference, at which time it will be determined by the principal and teacher as to when the scored assessments may be destroyed. Teachers should attach a blank copy of the Type III assessment to the Summative Rating Sheet.

### **Teachers Receiving Final Rating of Either Needs Improvement or Unsatisfactory**

A tenured teacher receiving a Needs Improvement rating must have a Professional Development Plan created within 30 days of receiving the rating. It must be directed to areas identified as needing improvement and any supports the district will provide. A tenured teacher rated Unsatisfactory must have a Remediation Plan created and commenced within 30 days, provided deficiencies are deemed remediable. This plan shall provide for 90 school days of remediation unless bargained for fewer. (Remediation process is outlined in the law.)

*If the evaluator determines that the evidence collected to date may result in the teacher receiving either a Needs Improvement or Unsatisfactory performance evaluation rating, then the evaluator shall notify the teacher of that determination. (PERA Section 50.120 c5C)*

### **Professional Development**

Any professional development provided as part of a Professional Development Plan or Remediation Plan shall align to Standards for Professional Learning (2011) published by Learning Forward. The district shall provide a number of options for the professional development of teachers who receive ratings of Needs Improvement and Unsatisfactory. Some of these options are:

### **Assessment Issues Needing Immediate Attention**

An emergency issue that needs immediate resolution will be handled by each teacher's principal. The decision should then be shared with the other principals to better ensure that all follow the same procedures.

### **Appeal and Review Issues**

Any teacher may submit an Extenuating Circumstances Report to his/her evaluator if either the professional practice part or student growth part has been affected by certain unique occurrences. Some examples of extenuating circumstance may be a fire alarm or student disruption that occurred during a post-test, etc. The Superintendent will review any teacher evaluation resulting in a Needs Improvement rating or an Unsatisfactory rating prior to it becoming the summative rating.