METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1
REGULAR BOARD OF EDUCATION MEETING AGENDA
Metamora Grade School Library
Thursday, April 16, 2026, 7:00 PM

1 Call to Order - President Dana Smith
2 Roll Call - Secretary Mary Schierer
3 Pledge of Allegiance
4 **Reports from the Public**
A. Public Comments and/or Petitions to the Board

People wishing to address the Board of Education are guided by Board of Education Policy 2:230, "Public Participation at School Board Meetings and Petitions to the Board"

5 **Consent Agenda**
A. Minutes 2

METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT #1
Regular Board of Education Meeting–Metamora Grade School
Thursday, March 19, 2026 7:00 p.m.
DRAFT Minutes

ATTENDEES

The meeting was called to order at 7:04 pm. Those in attendance: Dana Smith, Jared Frye, Mary Schierer, Kristina Grebner-Rauh, Dave Gleissner, Matt Wilkerson, Trent Yoder, Dr. Lee, Mr. Damery, Mr. Dirks, Lisa DeVore, Anna Staab, Rose Efaw, Amy Abney, Danielle Buerkett, Megan Huss.

PUBLIC COMMENT

No Comments

CONSENT AGENDA

Motion by Dana Smith, second by Mary Schierer, motion passed 7-0

INFORMATIONAL ITEMS

Principal Reports

Academic Growth - Teacher evaluations are complete. IAR testing will take place April 8-17. Mr. Damery shared he has been having one-on-one meetings with K-4 teachers. The information gathered from these meetings will be used to drive grade level/school discussions to improve teaching/learning in the classroom. March 9th had a WCSEA strategic planning meeting to discuss behavior.

Engaged Learning Environments - BLT is working on lessons to demonstrate and model for staff. Mr. Dirks, Mrs. Huss, Mrs. Abney, Mrs. Domenighini attended an AI workshop.

Social Emotional/Wellness - SEL was held March 13th. Mrs. Abney's science classes hosted a Newton's 3 laws carnival for the younger students.

Community Engagement - PTO hosted Science night on Feb 27 with Bradley University Science Department.

Superintendent Report

Facilities and Operations - Dr. Lee provided an update on solar legislation that may help with the approval of our project that is still in Ameren's queue. Dr. Lee explained we're still seeking installers for the cafeteria floor this summer. Finally, all 37 of the remaining windows that need replacing can be done for $189,000. This saves over $1,500 per window if we do them at once as opposed to a handful at a time.

Community Partnerships - SRO Update - Officer Stone has been here a month assisting with arrival and dismissal and he is keeping a data log to share with the board next month. The draft intergovernmental agreement for a full time SRO has been shared with the board to review. The Park District draft contract for use of Black Partridge Park was shared with the board. Glo Bingo is this Friday March 20th. Since its inception the Foundation has purchased over $1M in equipment and supplies for MGS.

Regional Meeting
Jared Frye and Dana Smith shared their takeaways from the Jim Burgette speech at the IASB Region meeting they attended this month.

DISCUSSION ITEMS

The Board continued their monthly practice of reciting one item of the IASB Code of Conduct. They also briefly discussed the Park District draft contract and how it differs from our practice of having outside groups use our facilities.

The April Regular Board meeting date will be moved from April 9, 2026 to April 15, 2026.

ACTION ITEMS

In separate actions, the Board approved the following:

APPROVE JAYMIE FREEMAN AS CERTIFIED TEACHER
MOTION Dana Smith, SECOND Dave Gleissner; motion carried 7-0

APPROVE JAKE SULLIVAN AS CERTIFIED PE/HEALTH TEACHER
MOTION Dave Gleissner, SECOND Dana Smith; motion carried 7-0

APPROVE PARK DISTRICT CONTRACT RE: THE USE OF BLACK PARTRIDGE PARK FOR CROSS COUNTRY ATHLETIC PURPOSES
MOTION Matt Wilkerson, SECOND Dave Gleissner; motion carried 7-0

EXECUTIVE SESSION

Motion by Smith, Second by Schierer to close Regular Session and enter Executive Session at 8:14 p.m. Motion carried 7-0

ADJOURN

Motion by Wilkerson, Second by Frye to adjourn. Motion carried voice vote at 10:23 p.m.

_____ _____

Dana Smith, President Mary Schierer, Secretary

B. Bills and Payroll 5

Metamora CCSD #1
815 E Chatham
Metamora, IL 61548

Summary April Bills and March Payroll

April Bills	$	94,679.85
3/13/2026 Payroll	$	202,526.11
3/13/2026 Liabilities	$	126,477.82
3/27/2026 Payroll	$	140,086.02
3/27/2026 Liabilities	$	87,073.03
Total Bills and Payroll	**$**	**650,842.83**

Dana Smith, President

Mary Schierer, Secretary

Bills Payable List

Printed: 4/10/2026 9:45 AM
Metamora Com Cons Grade School Dist
Expense on Date: 4/1/2026 to 4/30/2026

Vendor Name / P.O. Number	Description	Override	Batch #	Amount	State Account Number
ADAC					
	St. Marys Title I		7	1,700.00	10-3700-311-30-430000-4
				$1,700.00	
Amazon Capital Services					
	Supplies other than food		7	109.99	10-2560-419-32-4
				$109.99	
AMEREN ILLINOIS					
	Natural Gas		7	1,504.23	20-2540-465-00
	Natural Gas		7	117.30	20-2540-465-00
				$1,621.53	
American Express - Amazon Busines					
	General Supplies		7	14.39	10-1110-410-00-4
	General Supplies		7	64.09	10-1110-410-00-4
	General Supplies		7	45.98	10-1110-410-00-4
	General Supplies		7	96.38	10-1110-410-00-4
	General Supplies		10	25.00	10-1110-410-00-4
	General Supplies		7	13.29	10-1110-410-00-4
	General Supplies		9	55.99	10-1110-410-00-4
	Title 1 Homeless Supplies		7	150.00	10-1250-410-30
	Florist Expense-Sarver		7	70.53	10-2310-691-00-4
	Special Meetings		7	72.20	10-2560-412-32-4
8438	Beanstack rewards/prizes		7	110.84	10-2222-410-00-4
Humphrey	Classroom Supplies		7	(171.58)	10-1110-410-02
	Field Trips-2nd Grade Normal		10	30.00	10-1110-314-01
				$577.11	
ATLAS SUPPLY CO.					
	Supplies - Custodial		7	217.78	20-2540-410-00-4
	Supplies - Custodial		7	3,160.55	20-2540-410-00-4
				$3,378.33	
Boyer, Thomas					
	Transportation by Parent/Guardian		7	246.40	40-2550-331-03
				$246.40	
Bushue Background Screening					
	Criminal Background Check		7	32.00	10-2310-318-00-4
	Criminal Background Check		7	62.00	10-2310-318-00-4
				$94.00	
COMMERCE BANK NA					
	Software License		7	21.64	10-1110-310-05-110000
	General Supplies		7	40.00	10-1110-410-00-4
	Unified Redbirds		7	0.84	10-1110-410-11-4
	Unified Redbirds		7	83.16	10-1110-410-11-4
	Special Meetings		7	94.24	10-2560-412-32-4
	Mop heads		7	83.73	10-2560-419-32-4
	mop heads		7	449.65	10-2560-419-32-4
	Supplies and Parts		7	10.00	40-2550-411-00-4
				$783.26	
Cresent Electric Supply Company					

Bills Payable List

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Metamora Com Cons Grade School Dist
Expense on Date: 4/1/2026 to 4/30/2026

Vendor Name / P.O. Number	Description	Override	Batch #	Amount	State Account Number
	Supplies - Custodial		7	131.18	20-2540-410-00-4
				$131.18	
DIGITAL COPY SYSTEMS LLC					
	Copier Rental and Equipment		8	2,472.00	10-1110-325-00-4
	Copier Rental and Equipment		8	2,472.00	10-1110-325-00-4
	Health/PE ESSER (TRS/NEC)		8	(2,472.00)	10-1100-211-03-499900-1
				$2,472.00	
Easter Seals Central Illinois					
	Tuition-Easter Seals		8	22,471.80	10-1912-670-00-300100-4
				$22,471.80	
ENTEC SERVICES, INC.					
	Freezer		7	420.45	10-2560-323-32-4
	Maintenance Contracts		7	906.17	20-2540-326-00-4
	leaking valve		7	974.96	20-2540-324-00-4
				$2,301.58	
ESI - Eichenauer Service Inc					
	Food Service Maint Contract		7	167.00	10-2560-310-01-4
	Metro holding cabinet		9	203.50	10-2560-323-32-4
				$370.50	
EVERGREEN FS INC.					
	Supplies - Gasoline		7	3,986.50	40-2550-464-00-4
				$3,986.50	
Heart Technologies Inc					
	Chromebook lease		7	3,064.35	10-1110-325-01
	Chromebook lease		7	1,029.68	10-1110-325-01
				$4,094.03	
Heart Technologies					
	Camera Repair		10	135.00	10-1110-310-01-110000
				$135.00	
I.D.E.S					
	Unemployment Insurance		8	10,235.48	80-2310-311-02
				$10,235.48	
Illinois Power Marketing					
	Acct # 400001732907		7	456.08	20-2540-465-00
	Acct # 400001723708		7	29.77	20-2540-465-00
	Acct # 400001733918		7	8,432.50	20-2540-465-00
				$8,918.35	
Imagine Learning LLC					
	Hombound learning		10	750.00	10-1110-310-01-110000
				$750.00	
ISCorp					
	Technology supplies		7	275.00	10-1110-410-05
				$275.00	
K & T Disposal, Inc.					
	Garbage		7	1,950.00	20-2540-321-00-4

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Vendor Name / P.O. Number	Description	Override	Batch #	Amount	State Account Number
				$1,950.00	
Kirby Foods Metamora					
	Sp. Ed. General Supplies		7	22.43	10-1220-410-00-300100-4
	Food Supplies		8	14.50	10-2560-410-32-4
	Supplies Other than Food		8	23.58	10-2560-419-32-4
	Supplies Other than Food		8	10.90	10-2560-419-32-4
				$71.41	
Kohl Wholesale					
	Food Supplies		8	8,751.34	10-2560-410-32-4
	Supplies Other than Food		8	249.41	10-2560-419-32-4
				$9,000.75	
Lanter Distributing LLC					
	Food Supplies		8	310.95	10-2560-410-32-4
				$310.95	
Mansfield Power & Gas LLC					
	Natural Gas		8	6,803.02	20-2540-465-00
	Natural Gas		8	226.39	20-2540-465-00
				$7,029.41	
METAMORA GRADE SCHOOL IMPRE					
	Unified Redbirds		7	80.25	10-1110-410-11-4
	Officials - Girls Athletics		7	(30.00)	10-1500-319-57-4
	Athletic Admissions		7	250.00	10-1711-00
	6th Gr BB Tournament - Athletic Admissions		7	300.00	10-1711-00
	Permits		7	4.00	40-2550-642-00-4
	Boys Athletics Officials		7	(120.00)	10-1500-319-55-4
				$484.25	
METAMORA, VILLAGE OF					
	Sewer/Garbage		8	120.00	20-2540-321-00-4
	Water		8	410.00	20-2540-370-00
	Sewer		8	15.04	40-2550-321-00
	Water		8	37.83	40-2550-370-00
				$582.87	
Metamora-Germantown Hills Rotary					
	Supt. Dues & Fees- Rotary		9	273.00	10-2321-640-00-4
				$273.00	
Midway Village Museum					
	Trunk Show		7	574.40	10-1110-420-00-4
				$574.40	
Midwest Bus Sales					
	check engine light VIN2924		7	44.80	40-2550-310-00
	Check Engine light VIN 5487		7	313.60	40-2550-310-00
	Check engine light VIN 2920		7	313.60	40-2550-310-00
	door repair VIN 2928		7	67.20	40-2550-310-00
				$739.20	
Midwest Equipment -Metamora					
	Supplies - Custodial		7	6.06	20-2540-410-00-4

Bills Payable List

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Vendor Name / P.O. Number	Description	Override	Batch #	Amount	State Account Number
	battery - mower		8	74.95	20-2540-410-00-4
				$81.01	
MILLER HALL & TRIGGS					
	Legal - Attorney		7	1,435.20	10-2310-318-00-4
				$1,435.20	
MTCO					
	Internet Services		7	1,234.92	10-1110-340-00-4
	Telephone		7	572.54	10-2540-340-00-4
				$1,807.46	
Neaveill Distributing Inc.					
	Food Supplies-Milk		8	1,545.00	10-2560-410-32-4
				$1,545.00	
ODP Business Solutions LLC					
	Supplies - Toner		7	147.25	10-1110-410-04-4
	Supplies - Toner		10	175.92	10-1110-410-04-4
				$323.17	
Olympia Academic Competition Que:					
	Scholastic Bowl Dues & Fees		7	12.50	10-1500-640-29-4
				$12.50	
Onsite Snow Solutions					
	Snow Removal		7	933.75	20-2540-322-00-4
				$933.75	
ORKIN					
	Extermination		7	173.05	20-2540-327-00-4
				$173.05	
Peoria County Regional Office of Ed:					
	Hospital Tutoring		10	(35.00)	10-1220-122-12-300100-4
	Hospital Tutoring		7	70.00	10-1220-310-00-300100-4
	Hospital Tutoring		10	35.00	10-1220-310-00-300100-4
				$70.00	
R.J. Rhodes Electric Inc					
	new outlets - kitchen/move outlets		7	755.00	20-2540-324-00-4
				$755.00	
Smith System					
	Extermination		7	45.00	20-2540-327-00-4
				$45.00	
THE MUSIC SHOPPE INC.					
	Upkeep - Band Equipment		7	147.00	10-1500-323-24-4
	Upkeep - Band Equipment		7	23.60	10-1500-323-24-4
	Upkeep - Band Equipment		7	35.00	10-1500-323-24-4
	Music Resale		7	30.99	10-1500-411-24-4
	Music Resale		7	5.09	10-1500-411-24-4
				$241.68	
Tom`s Tubs					
	Garbage		7	415.00	20-2540-321-00-4

Bills Payable List

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Vendor Name / P.O. Number	Description	Override	Batch #	Amount	State Account Number
				$415.00	
TROPHIES PLUS					
	General Supplies		7	5.75	10-1110-410-00-4
				$5.75	
UMB Bank					
	Service Charge on Bonds-MM22A		7	318.00	30-5400-640-00
				$318.00	
Unland Insurance & Benefits					
	Bond - Treasurer		7	850.00	10-2310-385-00-4
				$850.00	
			Report Total	$94,679.85	

C. Treasurer's Report and Fund Balance 12

METAMORA CCSD #1
815 E Chatham St
Metamora, IL 61548
March 31, 2026

Treasurer's Report

Beginning Balance of all Combined Funds 3/1/2026	$5,791,049.10
Deposits:	
Cash Deposits	$388,798.98
Expenses:	
Accounts Payable - February 2026(Bills & Payroll liabilities)	$1,032,260.49
Payroll 3/13	$140,086.02
Payroll 3/27	$202,526.11
Ending Balance of all Combined Accounts 3/31/2026	$4,804,975.46

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	Commerce	Goodfield	PMA	Total
10	$ 947,953.10			$947,953.10
20	$ 304,108.11			$304,108.11
30	$ 169,172.93			$169,172.93
40	$ 221.52			$221.52
50	$ 218,172.49			$218,172.49
60	$ 683,487.18			$683,487.18
70	$ 429,168.62		$ 1,652,138.03	$2,081,306.65
80	$ 181,153.61			$181,153.61
90	$ 219,399.87			$219,399.87
	$3,152,837.43	$0.00	$1,652,138.03	$4,804,975.46

Fund Balance Report

Printed: 4/6/2026 2:00 PM

Metamora Com Cons Grade School Dist

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
10	Education Fund	1,235,675.03	265,437.23	6,564,038.07	6,433,841.80	(130,196.27)	1,183,728.17	1,053,531.90
20	Oper, Build, & Maint Fund	46,611.32	5.92	455,071.64	559,291.03	104,219.39	199,888.72	304,108.11
30	Debt Service Fund or Fund Group	0.00	2.46	1,278,281.85	1,420,072.98	141,791.13	27,381.80	169,172.93
40	Transportation Fund	33,969.28	0.29	625,276.57	516,072.23	(109,204.34)	59,425.86	(49,778.48)
50	I.M.R.F./Soc. Sec. Fund	23,918.18	3.88	197,612.21	267,222.17	69,609.96	148,562.53	218,172.49
60	Capital Projects Fund or Fund Group	18,331.02	107,477.16	158,796.16	504,892.10	346,095.94	337,391.24	683,487.18
70	Working Cash Fund	0.00	37.55	150,000.00	112,273.43	(37,726.57)	2,169,033.22	2,131,306.65
80	Tort Immunity and Judgment Fund	0.00	2.69	117,835.44	250,504.65	132,669.21	48,484.40	181,153.61
90	Life Safety Fund	0.00	6.12	3,085.48	111,880.52	108,795.04	110,604.84	219,399.88
		$1,358,504.83	$372,973.30	$9,549,997.42	$10,176,050.91	$626,053.49	$4,284,500.78	$4,910,554.27

D. Investment Reports 15

ISDLAF+ Monthly Statement

Metamora C.C.S.D. #1

Activity Summary (IL01-11327-0101) General Fund

3/1/2026 - 3/31/2026

Investment Pool Summary	LIQ	MAX
Beginning Market Balance	$1,207.04	$924.48
Dividends	$3.72	$2.79
Purchases	$0.00	$0.00
Redemptions	$0.00	$0.00
Ending Market Balance	$1,210.76	$927.27
Average Monthly Rate	3.548%	3.560%
NAV / Share Price	1.000	1.000
Total	**$1,210.76**	**$927.27**

Total Fixed Income	**$1,650,000.00**

Account Total	**$1,652,138.03**

Your Representative

Matt Pitstick
(630) 657-6433
matt.pitstick@ptma.com

Representatives are associated with PMA Securities, LLC

Metamora C.C.S.D. #1
815 E Chatham
Metamora, IL 61548-0552

PTMA Financial Solutions
2135 City Gate Lane, 7th Floor
Naperville, IL 60563

Transaction Activity (IL01-11327-0101) General Fund

LIQ 3/1/2026 - 3/31/2026

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	NAV / Share Price	Shares this Transaction
	03/31/2026	03/31/2026	Total Dividend Reinvestment	$0.00	$3.72	$1.000	3.720
				$0.00	**$3.72**		**3.720**

Beginning Market Value: $1,207.04 | Ending Market Value: $1,210.76

Transaction Activity (IL01-11327-0101) General Fund

MAX 3/1/2026 - 3/31/2026

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	NAV / Share Price	Shares this Transaction
	03/31/2026	03/31/2026	Total Dividend Reinvestment	$0.00	$2.79	$1.000	2.790
				$0.00	**$2.79**		**2.790**

Beginning Market Value: $924.48 | Ending Market Value: $927.27

Current Portfolio

3/31/2026

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV / Share Price	Face/Par/Shares	Market Value
LIQ				03/31/2026		LIQ Account Balance	$1,210.76	3.548%	$1.000	1,210.760	$1,210.76
MAX				03/31/2026		MAX Account Balance	$927.27	3.560%	$1.000	927.270	$927.27
CD	N	1377740-1	04/09/2025	04/09/2025	04/08/2026	NorthEast Community Bank, NY	$240,200.00	3.969%		249,707.420	$240,200.00
CD	N	1377739-1	04/09/2025	04/09/2025	04/08/2026	Solera National Bank, CO	$210,000.00	3.935%		218,240.860	$210,000.00
CD	N	1377742-1	04/09/2025	04/09/2025	04/08/2026	State Bank of Texas, TX	$239,200.00	3.943%		248,604.620	$239,200.00
CD	N	1377741-1	04/09/2025	04/09/2025	04/08/2026	First Pryority Bank, OK	$240,200.00	3.992%		249,762.000	$240,200.00
CD	N	1377744-1	04/09/2025	04/09/2025	04/08/2026	Veritex Community Bank, TX	$240,300.00	3.871%		249,575.560	$240,300.00
CD	N	1377738-1	04/09/2025	04/09/2025	04/08/2026	Cornerstone Bank, NE	$239,900.00	4.127%		249,773.550	$239,900.00
CD	N	1377743-1	04/09/2025	04/09/2025	04/08/2026	T Bank, National Association, TX	$240,200.00	3.981%		249,737.180	$240,200.00
							$1,652,138.03			**1,717,539.220**	**$1,652,138.03**

Time and Dollar Weighted Average Portfolio Yield: 3.975%

Weighted Average Portfolio Maturity: 8.00 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using “Market Value” and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation ($)	Description
LIQ	0.073%	$1,210.76	LIQ Account
MAX	0.056%	$927.27	MAX Account
CD	99.871%	$1,650,000.00	Certificate of Deposit

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Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par/Shares is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at “Cost” for fixed term investments or the balance at statement date for pool investments.

Deposit Codes

N	Single FEIN

ISDLAF+ MONTHLY STATEMENT DISCLAIMER

Securities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. Thus, certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from the issuance of municipal securities. PMA Securities,LLC and PMA Financial Network,LLC are operated under common ownership and are affiliated with PMA Asset Management, LLC.

Fixed Rate Investment Activity

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network,LLC or PMA Securities,LLC as applicable. It also shows the approximate market value of each security and DTC CD whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. Other CDs and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

ISDLAF+ Activity

This section shows all of the client's transactions in ISDLAF+. The Average Rate represents the average net interest rate over the previous month which is then annualized. Information regarding the ISDLAF+ investment objectives, risks, charges, and expenses can be found in the ISDLAF+ Information Statement, which can be obtained at www.iasbop2p.org/isdlaf/home or by calling PMA at the phone number listed. An investment in any series of ISDLAF+ is not a deposit of any bank, and is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, the U.S. Government, any state governmental agency or ISDLAF+. Investors could lose money investing in any series of ISDLAF+, and there can be no assurance that any series of ISDLAF+ that seeks to maintain a stable net asset value of $1.00 per share will be able to do so.

Money Market Fund

The Rate shown for the money market fund represents the average net interest rate over the previous month which is then annualized. Information regarding the money market fund's investment objectives, risks, charges, and expenses can be found in the money market fund's prospectus, which can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

Insured Cash Sweep Activity

Insured Cash Sweep (ICS) is an insured money market deposit account. ICS money balances are recorded under the "relationship bank" as shown above. The individual reciprocating banks in which your funds are placed will not be identified on the confirmation as they may change daily. A list of individual reciprocating banks will be provided upon request. PMA monitors investment balances placed through the PMA Network. Any investment activity outside the PMA Network while using ICS may result in placements in excess of FDIC insured limits. ICS investments are limited to clients of PMA whose investments (excluding the client's local bank) are fully managed by PMA and utilize the PMA Network. If you make or intend to make investments outside the PMA Network, you are not eligible for this program and should advise PMA immediately. Prior to investing outside the PMA Network, ICS investments must be liquidated to prevent placements in excess of FDIC insured limits

Additional Disclosures

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any non-DTC CD listed is located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

Debt Securities

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

A financial statement of PMA Securities,LLC is available for inspection at its office or a copy will be mailed to you upon written request.
PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.

How to Contact PMA - Please call (630) 657-6400 or write to us at PMA, 2135 City Gate Lane, 7th Floor, Naperville, Illinois 60563.

How to Contact Pershing, LLC - Please call (201) 413-3330 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

PMA Securities, LLC provides the following items of information pursuant to the Financial Industry Regulatory Authority ("FINRA") Rule 2267. (1) The FINRA BrokerCheck Hotline Number is 1-800-289-9999; (2) The FINRA Web site address is: www.finra.org.; and (3) FINRA publishes an investor brochure that includes information describing the FINRA BrokerCheck Program. This brochure is available by contacting FINRA at the above telephone number or on the FINRA website. PMA Securities,LLC is also registered as a municipal securities dealer and municipal advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB website address is www.msrb.org. Investor brochures relating to municipal securities firms and municipal advisory firms are available and posted on the website of the MSRB that describe the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.

E. Personnel Report 22

METAMORA CCSD #1
815 E. Chatham St. Metamora, IL 61548
(309) 367-2361, phone
(309) 367-2364, fax
mgsredbirds.org

Board of Education Personnel Report

April 2026

1. New Employment
   a.

2. Resignations
   a. Paul Weber, Director of Technology (May 1)
   b. Brandy Mallow, Dishwasher/Kitchen

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

BOARD OF EDUCATION
Dana Smith, President
Jared Frye, Vice President
Mary Schierer, Secretary
Dave Gleissner
Kristina Grebner-Rauh
Matt Wilkerson
Trent Yoder



Paul Weber

Wednesday, April 1, 2026

BOE 4.7.2026

Board of Education and Administration
Metamora CCSD #1- Metamora Grade School
815 E. Chatham St.
Metamora, IL 61548

Dear Board of Education and Administration,

I'm retiring as Metamora CCSD #1 Technology Coordinator.

Ensuring a seamless transition, I will share all relevant knowledge, documentation, and best practices, return all district-issued equipment to room 101 and prepare a comprehensive list of credentials, access codes, and system details for handover to the administration.

My accumulated unused **sick days convert to additional service credit** under IMRF provisions. Additionally, my spouse and will use the **IMRF-authorized option to continue health insurance coverage through the district's group plan**; a continuance of current plan, as permitted under Section 367j of the Illinois Insurance Code. We plan to have **premiums deducted pre-tax from my IMRF pension payments using IMRF Form 7.10** or any required equivalent documentation.

I respectfully request that the administration take the following actions now and in the future:

1. Acknowledge receipt and acceptance of this retirement notice in writing within two weeks, including confirmation of my **final employment date as May 1, 2026**.

2. Promptly process and submit all necessary retirement paperwork to IMRF, including the Notice of Termination of Participation that reports my final earnings, contributions, and unused sick days for conversion to service credit. Ensure this is completed within the required timeframe to allow my pension effective date to fall within 60 days of termination.

3. Facilitate enrollment in the health insurance continuation program for myself and my spouse by providing any required employer verification, forms, or coordination with IMRF and the insurance carrier. This includes confirming eligibility and assisting with the setup of pre-tax premium deductions from my pension.

4. Conduct a final review of any benefits, final paycheck processing, and issue any **tax documents**.

5. Maintain **open communication** regarding any post-retirement IMRF pension or healthcare issues.

It has been an honor to serve the district for two decades. I am grateful for the opportunities, professional growth, and relationships I have built during my tenure.

Sincerely,

Paul Weber



Paul Weber

Wednesday, April 1, 2026

BOE
4.7.2026

Board of Education and Administration
Metamora CCSD #1- Metamora Grade School
815 E. Chatham St.
Metamora, IL 61548

Please accept formal notification that I am retiring from my position, effective **May 1, 2026.**

I am formally electing to continue my current **Blue Cross Blue Shield** health insurance coverage through the district's group plan. Pursuant to the **Illinois Insurance Code (215 ILCS 5/367j)**, I understand that I am entitled to remain on the district's plan at the total group rate.

To ensure a seamless transition and accurate payments, I request the following:

1. **Premium Schedule:** Please provide the "total premium" amount (employer + employee portions) that I will be responsible for starting **May 2, 2026**.

2. **IMRF Form 7.10:** I intend to pay my premiums via automatic deduction from my monthly IMRF pension check. Please let me know when the district's **Authorized Agent** is ready to complete their portion of **IMRF Form 7.10** (Premium Deduction Authorization) so we can submit it to IMRF.

3. **Initial Payments:** Since it can take up to 8 weeks for my first pension check to arrive, please confirm where and how I should send my manual premium payments for those first two months to avoid any gap in coverage.

   Thank you for your assistance in finalizing these retirement benefits.

Sincerely,

F. Destruction of Executive Session Recordings Older than 18 Months

6 **Informational Items**

A. K-4 Principal Report 26

METAMORA GRADE SCHOOL
TIM DAMERY - K-4 PRINCIPAL
815 EAST CHATHAM ST.
METAMORA, IL 61548
tdamery@mgsredbirds.org
309-367-2361

BOARD OF EDUCATION REPORT

April 15, 2026

Academic Growth

- IAR testing is taking place. April 8-17.

Engaging Learning Environments

- The Building Learning Team meeting is scheduled for April 22. The teachers on that team are working on creating lessons to demonstrate and model for other teachers and staff.
- Field Trips are starting to get scheduled for the months of April and May. Grade level field trips will include the Children's museum in Bloomington, the Peoria Zoo, Wildlife Prairie Park, as well as walking field trips to Schupp park and other locations in Metamora.

Social Emotional/Wellness

- We have our next SEL day on Friday, April 17. There will be SEL activities in each grade level, buddy activities, as well as an assembly to honor students and extra curricular activities.

Community Engagement

- PTO had a Fun Day over spring break at Plaza Lanes. Families that were at home for Spring Break were able to bowl, play laser tag, and other activities.
- 132 Parent Contacts made as of March 31st.
- 32 Thrill Share Posts as of March 31st.
- Office Visits/Student Referrals



B. 5-8 Principal Report 28

METAMORA GRADE SCHOOL

BEN DIRKS - 5-8 PRINCIPAL

815 EAST CHATHAM ST.
METAMORA, IL 61548
bdirks@mgsredbirds.org
309-367-2361

BOARD OF EDUCATION REPORT

April 15, 2026

Academic Growth

- 5th and 8th grade have completed the IAR/ISA Science test before Spring Break.
- 5th - 8th graders will complete the IAR Math and ELA tests April 8 - 17

Engaging Learning Environments

- 6th graders went on a field trip to the Lincoln Museum in Springfield as a culminating activity for the novel they read in Literature called "Chasing Lincoln's Killer".

Social Emotional/Wellness

- The next SEL day will be April 17 to celebrate the end of IAR testing. Mr. Dirks will also be getting duct taped to the wall as part of the Glow Bingo fundraiser.
- Student Council night is Friday, April 10 for students in grades 6-8. There will be an open gym, bouncy houses, and snacks. This event is in replacement of the jr. high dance.
- Office Visits/Student Referrals
- 194 Parent Contacts
- 77 Classroom walkthroughs plus formal and informal observations
- 52 Thrillshare posts

Community Engagement

- KNZ Construction has offered to donate time and materials to renovate the roofing on the dugouts of the baseball and softball fields. I still need to work out the details but this will happen over the summer.

C. Superintendent Report 30

METAMORA CCSD #1
815 E. Chatham St. Metamora, IL 61548
(309) 367-2361, phone
(309) 367-2364, fax
mgsredbirds.org

April 2026 Superintendent Report

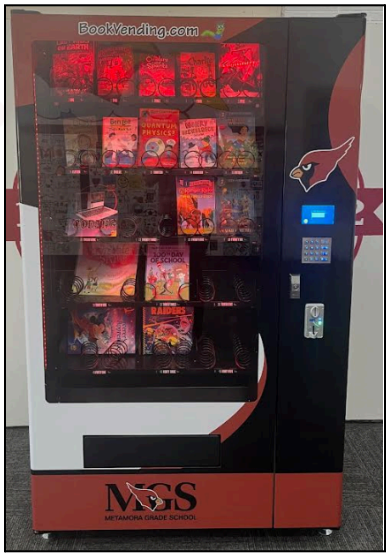
Strategic Pillar 2: Engaging Learning Environment

Our average class size remains small and competitive at 20 students per class. This is partly due to our declining enrollment. Specifically, the last three graduating 8th grade classes were a combined 290 students. The last three kindergarten classes have totaled 223 students, a net decrease of 67 students. There are currently 47 students signed up for kindergarten screenings for next year thus far, which is a similar amount at this point in the calendar compared to the previous couple of years. Meaning, we can anticipate another small kindergarten class, estimated to be nearly 20 students smaller than this year's outgoing 8th grade class.

Strategic Pillar 4: Facilities & Operations

Continuous maintenance is a reality in a 120,000 square foot building that was constructed in 1951 and has endured 11 different building additions. There are 39 windows still in need of replacement. The improved quality of the windows will enhance both the aesthetic and energy usage of the building.

MGS sits on 13.4 acres of land. With the grade levels we service and the total number of students, a total footprint of 40 acres is recommended from the feasibility study we completed two years ago. Meaning, any opportunity to "grow" in terms of property will benefit the district–whether it's green space, parking or other use.



Strategic Pillar 5: Community Partnerships

The District has made numerous safety improvements since 2021 and the Board continues to examine all safety avenues. The village has been very accommodating in providing the option of additional time for a School Resource Officer. Should the Board approve a full time SRO, none of the salary would be paid out of the Education Fund.

The MGS Foundation continues their fundraising prowess, clearing nearly $60,000 from this year's Glo Bingo event! They have supplied MGS teachers and students with over $1 million worth of technology and other innovative learning materials since its inception. One recent example is this book vending machine, for which students can earn special tokens and select a book of their choice!

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

BOARD OF EDUCATION
Dana Smith, President
Jared Frye, Vice President
Mary Schierer, Secretary
Dave Gleissner
Kristina Grebner-Rauh
Matt Wilkerson
Trent Yoder

D. Finance Committee Report 32

Finance Committee Meeting
April 9, 2026
5:30p.m. Conference Room

Attendees

Matt Wilkerson, Krsitina Grebner-Rauh, Jared Frye, Ben Lee

Executive Session for Purposes of Contract Negotiations & Salary Discussions

Investments

The committee reviewed current rates as our CD's matured this week. It was determined to reinvest $1 million for 12 months at 3.73% while keeping the remaining amount in a separate liquid account. Additional tax receipts will be invested in July-August.

Enrollment, EBF and Staffing projections

Our average class size remains small and competitive at 20 students per class. This is partly due to our declining enrollment. Specifically, the last three graduating 8th grade classes were a combined 290 students. The last three kindergarten classes have totaled 223 students, a net decrease of 67 students. There are currently 47 students signed up for kindergarten screenings for next year thus far, which is a similar amount at this point in the calendar compared to the previous couple of years. Meaning, we can anticipate another small kindergarten class, estimated to be nearly 20 students smaller than this year's outgoing 8th grade class. Dr. Lee shared that per the EBF formula that indicates the effective ratio of staffing, we're overstaffed in one area: special education aides.

Budget Discussion

Dr. Lee reviewed with the committee a deep dive into expenditure line items. Specifically, they reviewed where expenditures were compared to budgeted amounts. The committee also had a detailed revenue form to review. Dr. Lee shared the comprehensive EBF calculation link and showed how he estimates any additional Tiered funding amounts. The committee discussed the Transportation Fund and how we're waiting on two state payments. In spite of the payments (which are prorated), this fund will need to receive a transfer from Working Cash. Finally, Dr. Lee showed the committee the history of state payments received over the last two fiscal years.

Adjourn

7 **Discussion Items**
A. IASB Code of Ethics 34

IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

Code of Conduct for Members of School Boards

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:

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.

www.iasb.com

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B. **SRO Update and IGA** **36**

INTERGOVERNMENTAL AGREEMENT
BETWEEN THE VILLAGE OF METAMORA AND
METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1
TO PROVIDE FOR A SCHOOL RESOURCE OFFICER

THIS AGREEMENT is made and entered into this _____ day of _____, 2026, by and between the **VILLAGE OF METAMORA**, an Illinois municipal corporation ("Village") and the **BOARD OF EDUCATION OF METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1** ("Grade School").

WHEREAS, the Village and the Grade School desire to establish a School Resource Officer Program which will permit the Metamora Police Department to work directly within the Grade School in conjunction with school officials and personnel; and

WHEREAS, the purpose of the School Resource Officer Program is to enhance positive relationships among members of the Metamora Police Department and the Grade School, including school personnel, students, parents, and other related service agencies in order to promote a safe and secure education environment within the Grade School; and

WHEREAS, the Village and the Grade School are units of local government within the meaning of Section 10 of Article VII of the Illinois Constitution, 1970 and the Intergovernmental Cooperation Act (5 ILCS 220/1, *et seq.)*; and

WHEREAS, under Section 10 of Article VII of the Illinois Constitution and the Intergovernmental Cooperation Act, the Village and the Grade School are authorized to contract between each other to obtain and share services or exercise, combine, or transfer any power or function in any manner not prohibited by law or by ordinance;

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is acknowledged, the Village and the Grade School agree as follows:

1. **School Resource Officer**.

A. SRO Services. The Village, through its Police Department, shall provide to the Grade School one (1) Metamora Police Officer who will be designated as the School Resource Officer. The purpose, responsibilities, functions, guidelines, and general operation procedure for the School Resource Officer shall be as recited in the Metamora Police Department General Order – School Resource Officer Duties and Responsibilities, a copy of which is attached hereto as "Exhibit A", and incorporated in this Agreement as though fully set forth. The General Order – School Resource Officer Duties and Responsibilities may be modified, amended, or otherwise changed by the Village at the beginning of any renewal term, provided the Village has notified the Grade School of such modifications no later than four (4) months prior to the end of the initial term of the Agreement or renewal term, as deemed necessary and expedient by the Village and its Police Department, in their sole and exclusive discretion.

B. Training. The School Resource Officer shall complete the necessary SRO training requirements or receive a waiver as required under Illinois law.

C. Limitation of Village Code Enforcement. While performing under the terms of this Agreement, the School Resource Officer shall not issue students a monetary fine, fee, ticket, or citation for a Village Code violation for incidents that occur on school grounds during school hours or while the students are taking school transportation. Additionally, the School Resource Officer shall not issue a Village Code citation to penalize any students for breaking a school rule.

D. Law Enforcement Referral Data. As required under Illinois law, the Grade School shall maintain data regarding the number of students who were referred to a law enforcement agency or official (including an SRO) and the number of instances of referrals to law enforcement that students received. This data shall include law enforcement referrals for conduct occurring on school grounds, during school-related events or activities (whether in person or virtual), and while on school transportation. The Village, through the Metamora Police Department, shall cooperate with the Grade School to collect and submit this data to the Illinois State Board of Education annually, or as otherwise provided by law.

E. Program Evaluation. The Metamora Police Chief in conjunction with the Grade School shall review and evaluate the SRO program on an annual basis. This annual review shall be open to members of the public and shall seek community and stakeholder input.

2. **SRO Coverage**. The School Resource Officer shall provide coverage under the terms of this Agreement to the Grade School based upon the coverage guidelines as provided under the terms of this Agreement.

Except when exigent circumstances arise requiring the Village to call out all available or on-duty police officers, the Village will provide a police officer to be present at the Grade School during school hours on every day that students are required to be in attendance, not including summer school, whenever the School Resource Officer cannot be present.

During the summer, the School Resource Officer will utilize his vacation time, attend trainings, and, if needed to cover for another police officer's vacation time, will work as directed by the Village. When not needed for these purposes, the School Resource Officer will report to the Grade School to work with school staff on projects to improve security or other related issues.

3. **Financial Obligation for Grade School**. Although the School Resource Officer will be a full time employee of the Metamora Police Department, receiving the usual and customary benefits and salary, as solely determined and designed by the Village and the Grade School, in a cooperative effort to fund the School Resource Officer Program, shall pay to the Village during each contract year of this Agreement, the sum of Fifty-Five Thousand Dollars ($55,000.00) toward the School Resource Officer's base salary and fringe benefits. Payments under the terms of this paragraph will be made as follows:

A. The sum of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) on or before August 1st; and

B. The sum of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) on or before December 1st.

4. **Indemnification**. The Village shall save and hold the Grade School and their respective Board members, employees, and agents, free, harmless and indemnified from and against any and all claims, costs, damages, and liabilities brought by any School Resource Officer arising out of or related to the employment of the School Resource Officer, including, but not limited to, suits or administrative actions alleging discrimination, civil rights violations, noncompliance with employment statutes, workers' compensation claims; federal and state tax withholding claims; and overtime reimbursement claims. Further, the Village shall save and hold the Grade School and their respective Board members, employees, and agents, free, harmless and indemnified from and against any and all third party claims, costs, damages, and liabilities arising out of or related to any negligent, reckless, or willful or wanton act or omission by the School Resource Officer related to this Agreement. The parties acknowledge that it is the intent of this Agreement that the School Resource Officer be and remain an employee of the Village.

5. **Term of Agreement**. This Agreement shall remain in full force and effect for a three-year period from and after August 1, 2026, through July 31, 2029. This Agreement shall automatically renew for additional one-year terms upon the same terms and conditions as are applicable during the original term unless terminated as provided for in paragraph 8 of this Agreement. It is the intent of the parties hereto that this Agreement may be reviewed prior to July 31, 2029.

6. **Amendment**. This Agreement may be amended pursuant to written agreement of the Village and the Grade School. All amendments to this Agreement must be made in writing and signed by the authorized representatives of the Village and the Grade School. Furthermore, should the State of Illinois sign into law any legislation that changes the conditions under which a School Resource Officer may provide services for public school districts, the parties will work cooperatively in amending this Agreement to allow to the fullest extent possible the continuation of services of the School Resource Officer at the Grade School.

7. **Party Representatives**. The Grade School hereby designates its Superintendent of Schools as its authorized representatives for purposes of this paragraph. The Village hereby designates its Chief of Police of the Metamora Police Department as its authorized representative for purposes of this paragraph.

8. **Termination**. This Agreement may be terminated by the Village or the Grade School by providing written notice of termination to the other parties not less than ninety (90) days prior to July 31, 2029, or not less than ninety (90) days prior to July 31st of any renewal term of this Agreement when this Agreement shall be in force. However, should the State of Illinois sign into law any legislation that effectively prohibits a School Resource Officer from performing services at a public school district, this Agreement shall terminate on the effective date of such legislation.

9. **Notices**. All notices, demands or other writings of this Agreement provided to be given or made or sent, or which may be given or made or sent, by any party to the other, shall be deemed to have been fully given or made or sent when made in writing and deposited in the United States mail, postage prepaid, and addressed as follows:

To the Village:	Village President Village of Metamora 100 N. Davenport Street Metamora, IL 61548
With a copy to:	Chief of Police Village of Metamora 100 N. Davenport Street Metamora, IL 61548
To the Grade School:	Superintendent of Schools Metamora Community Consolidated School District No. 1 815 E. Chatham Street Metamora, IL 61548

The address to which any notice, demand, or other writing may be given or made or sent to a party as above provided may be changed by written notice given by such party to the other parties as above provided.

10. **Binding Effect**. This Agreement shall bind the heirs, executors, administrators, successors and assigns of the parties hereto.

11. **Time of Essence**. It is specifically declared that time is of the essence of this Agreement.

12. **Governing Law**. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Illinois.

13. **Entire Agreement**. This Agreement shall constitute the entire agreement between the parties. Any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon any party except to the extent incorporated in this Agreement. This Agreement supersedes and replaces in its entirety the current SRO agreement that is in place between the Parties (that was set to expire on July 31, 2028).

14. **Paragraph Headings**. The titles to the paragraphs of this Agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or add in the interpretation of the provisions of this Agreement. The recitals, however, shall be considered part of the agreement between the parties hereto.

15. **Compliance with Laws**. The Parties shall comply with all applicable laws, ordinances, rules, regulations and codes in providing the obligations hereunder, including, but not

limited to, the *Illinois Student Records Act*, the Illinois *Mental Health and Developmental Disabilities Confidentiality Act*, the federal *Family Educational Rights and Privacy Act*, *Health Insurance Portability and Accountability Act of 1996*, the *Illinois Personnel Records Review Act*, the *Freedom of Information Act*, and all rules and regulations governing the release of student, personnel, and medical records.

IN WITNESS WHEREOF, the Village and the Grade School have set their hands and seals on the date and year first above written.

VILLAGE OF METAMORA

Its Village President

ATTEST:

Its Village Clerk

BOARD OF EDUCATION OF METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 122

Its President

ATTEST:

Its Secretary

1. MGS Safety Upgrades Since 2021 42

MGS Safety Upgrades 2021-Present

Year	Description	Status
2021	1. Removed and replaced corrugated piping throughout the building. Replaced bathroom toilets, partitions. 2. Electrical upgrades--new panels. 3. Three large sections of new roofing. 4. Replace ADA portion of concrete sidewalk outside of main entrance. 5. Complete overhaul of master key system. 6. Staff ID badges 7. Bus Garage door replacements. 8. Replaced and added all digital two-way handheld radios for buses and school communication.	Complete
2022	1. Fire Alarm System Replacement. 2. Office Reconfiguration & Secure Entryway 3. Raptor background check and visitor check in system. 4. 3M shatterproof glass on entryways and office. 5. Added 15 security cameras 6. Social Work minutes increased via WCSEA. 7. Playground items replaced with ADA accessibility. 8. Behavior Threat Assessment Team started. 9. Student drop off procedure change.	Complete
2023	1. 2 factor digital authentication. 2. Exterior light replacement. 3. Window replacements. 4. Bus barn electrical panel replacement. 5. **SAEBRS–**social, emotional and behavior assessment that we acquired last year.	Complete
2024	1. Traffic signage and lighting. 2. Exterior signage and door identification. 3. Window replacements.	Complete
2025	1. Red Sneakers Food Allergy Safety Presentation 2. Boiler replacement 3. Tree removal 4. Comprehensive Safety Site Review 5. North parking lot addition to alleviate congestion in the main lot. 6. Joined ROE Mutual Aide Agreement	Complete

MGS Safety Upgrades 2021-Present

Year	Description	Status
2026	1. Safe Routes to School-IDOT Grant Application Started 2. Electrical upgrades throughout the building. 3. Window replacements. 4. One-Day Reunification Training/Exercise-ICC	In progress

Annual safety inspections, annual/biannual trainings include

1. Bleacher and backboard inspection.
2. Kitchen inspection.
3. Boiler inspection.
4. Mold inspection.
5. Asbestos inspection.
6. Fire alarm, smoke detector, sprinkler inspection.
7. Fire extinguisher inspection.
8. Termite inspection.
9. Lead, water inspection.
10. Backflow preventer inspection.
11. Emergency light inspection.
12. Kitchen Hood suppression system.
13. Carbon monoxide detector inspection.
14. Gym floors— refinishing
15. Compliance training & Erin's Law
16. School Bus Driver Certification and physical.
17. Bus inspection (every 6 months).

Teacher/staff Training

1. Sexual Harassment & Discrimination
2. Preventing and Responding to child sexual abuse
3. Opioid overdose
4. Mental illness, trauma and suicide
5. Mandated reporting of child abuse and neglect
6. Anaphylactic reactions and management
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11. First Aid, AED & CPR

C. MGS Facility Use
D. Student Handbook Draft 45

Metamora Grade School Handbook

2026-2027



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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 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 Student Services Coordinator.

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

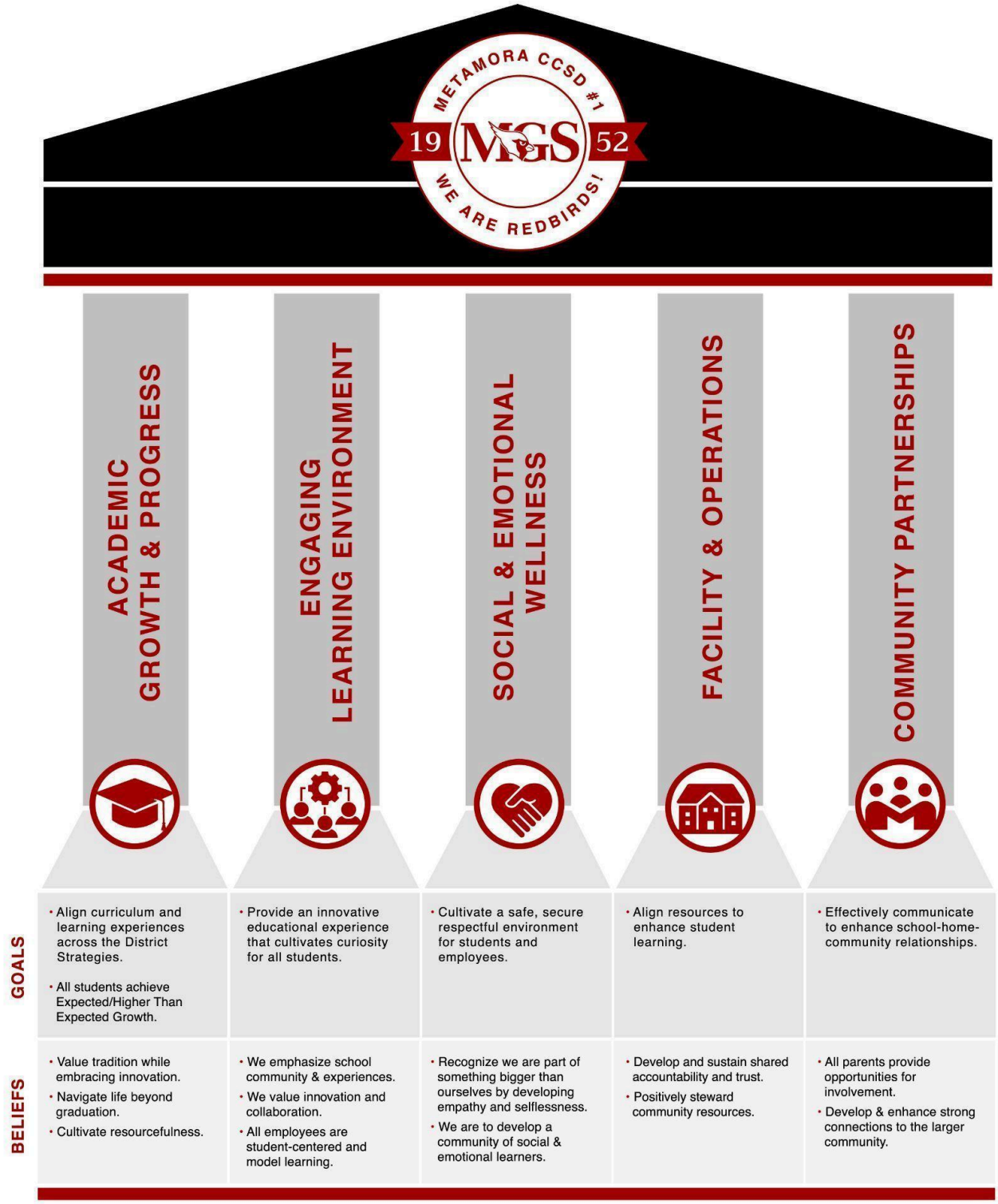
The mission of Metamora Community Consolidated School District #1 (Metamora CCSD #1) is to develop physical, social, and emotional potential. Our school exists for the benefit of our children, in partnership with parents and community, to provide the resources to help our students attain that potential. 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.

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 8th 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). 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 4th 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. 7th-8th 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 22nd 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.

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).

Grading Scale:
Kindergarten & 1st Grading Scale: 3=Meets grade level expectations; 2=Progressing Towards, but not yet meeting grade level expectations; 1=Does not meet grade level expectations

2nd -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 calendar year, 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 -8th 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.

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

3.10 School Lunch Program

Breakfast Program
A light breakfast entree 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. If the student completes breakfast after 8:10 AM, they must finish eating and arrive at class before 8:15 AM. Students are not required to sign up for the program and may eat breakfast whenever they choose to do so.

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- $4.25
hungryman-$1.50 (extra entree available for 5th-8th grade students)

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 Student Services Coordinator 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@mgsredbirds.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 4th birthday
Polio – 4 doses with last dose on or after 4th birthday

MMR – 2 doses with first dose on or after 1st birthday
Varicella – 2 doses with first dose on or after 1st birthday
Hepatitis B – 3 doses according to recommended guidelines
Tdap – 1 dose on or after age 11 (entering 6th grade)
Meningococcal – 1 dose (entering 6th 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, 2nd, 8th, 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-3rd, 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

5.10-E1 School Medication Authorization Form

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 or other class-wide treats must be nut-free. Per teacher approval, students may be permitted to bring a nut-free snack for themselves to eat in the classroom. Food containing nuts may only 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.

Party treats or birthday treats must be store bought and pre-approved by the teacher. See classroom teacher for a pre-approved list of snacks. Other treats may be approved only if clearly labeled as "peanut/tree nut free" or "made in peanut/tree nut free facility."

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 Scarlet Fever	Sore throat, headache, nausea, fever The only way to rule out Strep is with a throat culture	After 24 hours on antibiotics and fever free for 24 hours
"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	Fever free (less than 100) for 24 hours without having been given fever reducing medication or

	nose, congestion, body aches, extreme tiredness, vomiting or diarrhea	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-8th 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 6th-8th, 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 should 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 Student Services Coordinator, 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 Student Services Coordinator or principal of violations of policies or expectations. A confidential disciplinary record for all students referred to the Student Services Coordinator or 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, Student Services Coordinator 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 detainments will be referred to administration.)
- Detention after school on Tuesdays and Thursdays from 3:15 -4:30 (K-8th) *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 Student Services Coordinator, etc.

Consequences for Major Infractions – administered by the 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 Student Services Coordinator or 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 See Physical or Psychological Harm of Others for a detailed definition found on page 23.	Minor: Student engages in non-serious, but inappropriate physical contact. Major: Intentional 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 Detailed Definition found on page 22	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. The bus is an extension of the classroom and disciplinary actions listed apply to the bus as well.	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 See Cyber/Cellular Bullying for a detailed definition found on page 22-23.	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 See Physical or Psychological Harm of Others for a detailed definition found on page 23	Minor: Low-intensity name calling or other rude social interactions. Major: Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes bullying, 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 ethnic origin, disabilities, or other personal matters.	Minor: Consequences include but are not limited to Warning, Detainment, or Detentions. Major: Consequences include but are not limited to Parent Conference, Detentions, Suspension, or Expulsion.
Gang Activity	Major: A gang is a group of two or more persons whose purpose	Major: Gang activity includes, but is not limited to, wearing, using, or distributing,	Major: Consequences include but are not limited to Parent Conference,

	includes the commission of illegal acts.	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.	Suspension, Legal Authorities, or Expulsion.
Honor Code Violation See Academic Dishonesty (Cheating) for a Detailed Definition found on page 22,	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	Major: Consequences include but are not limited to Parent Conference, Suspension, or Expulsion.

		person through the use of a computer, electronic devices, or cellular phone.	
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 See Weapons/Firearms for a Detailed found on page 23	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 Student Services Coordinator 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 Student Services Coordinator 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

5th-8th grade students involved in an extracurricular activity are assessed an activity fee for each extracurricular activity. The athletic/other extracurricular activity fees ($50.00 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 11:45 AM, and through the end of the school day, on the school day prior to the contest.

5th-8th Passing Grades Required

5th-8th 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.

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 6th-8th 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 6th/7th grade team, and an 8th 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 6th/7th grade boys' and the 8th grade boys' teams begin their season with tryouts in October. Their season ends in February.

Our 6th grade boys' team runs a shortened season of games, with tryouts beginning after 7th grade tryouts are completed. The 6th graders that make the 7th grade team do not have to try out for the 6th grade team and are included on the 6th grade team roster. Practices begin in December or January, and their game season runs through February or the beginning of March. The 6th 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 6th-8th 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 6th-8th 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 5th-8th 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 6th-8th 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—5th-8th 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 6th-8th 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—5th-8th 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)

Scholastic Bowl—is open to all 6th-8th 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 6th 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 6th grade curriculum. There is no activity fee charged for Science Club.

Softball—is open to all incoming 6th-8th 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 5th-8th 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 6th-8th 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 6th grade team, a 7th grade team, and an 8th grade team. Games begin in January and end in March. Our 6th grade team is an introduction to the game of volleyball, teaching the fundamentals of the game. 6th grade matches are played after 7th and 8th grade games. Our 7th and 8th grade teams play their matches after school. (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.** 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^{th}-8^{th} 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-5th 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. Party treats or birthday treats must be store bought and pre-approved by the teacher. These treats may be approved only if clearly labeled as "peanut/tree nut free" or "made in peanut/tree nut free facility." See classroom teacher for a pre-approved list of snacks.

9.30 Homeroom Assignments And Lockers

Students in grades K-8th 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 5th-8th 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. 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.

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 fall. 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.

E. Diplomas at Graduation-BOE
F. 2026 Board Conference-Attendees? November 20-22
G. Tech Director
H. Board Meeting Dates 2026-2027 86

METAMORA CCSD #1
815 E. Chatham St. Metamora, IL 61548
(309) 367-2361, phone
(309) 367-2364, fax
mgsredbirds.org

2026-2027 MGS
Board of Education Meeting Dates

Regular Meeting Dates (Thursdays)
June 18, 2026 (30 days b/t June-July)
July 9, 2026
August 13, 2026 (30 days b/t Aug-Sept)
September 17, 2026
October 8, 2026
November 12, 2026 (30 days b/t Nov-Dec)
December 17, 2026
January 14, 2027
February 11, 2027
March 11, 2027
April 8, 2027
May 13, 2027
June 10, 2027

Regular Meeting Dates (if Mondays)
June 8, 2026
July 13, 2026
August 10, 2026
September 14, 2026
October 12, 2026
November 9, 2026
December 14, 2026
January 11, 2027
February 15, 2027
March 8, 2027
April 12, 2027
May 10, 2027
June 14, 2027

Education Policy: Smith, Yoder, Grebner-Rauh
September
November
February
April

Facility Committee: Wilkerson, Gleissner, Frye
August
January

Finance Committee: Frye, Wilkerson, Grebner-Rauh
October
February
May

Transportation Committee: Schierer, Gleissner
Director Stephens will address the full Board at August & November BOE meetings with transportation updates.

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
Mary Schierer, Secretary
Brian Palmisano
Nik Adams
Jared Frye
Trent Yoder

8 **Action Items**

A. Approve Consolidated District Plan for Title Grants as Required by Illinois State Board of Education 88

Close Printer Friendly Page

Applicant: METAMORA C C SCH DIST 1
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-53-102-0010-04

County: Woodford

Consolidated District Plan

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Click to Return to Application Select

Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☐ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☐ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Metamora Grade School is a targeted assistance school. Measures of Academic Progress (MAP) assessment scores will continue to be utilized by grades 1-8 as universal screening tool. In grades 6-8, Title students which are Tier 2 and Tier 3 students every 6 weeks in order to gather several data points for use in progress monitoring. In addition to MAP scores, Dolch vocabulary checks are used n 9 weeks at the kindergarten level and ISEL and Dolch vocabulary checks are used three times yearly. Additionally, Grades: 2-8 students were assessed three times a year using MAP. Running records Current Level of Development or Implementation: These assessments are analyzed by regular classroom RTI, specialty teacher, and special ed. teachers and reviewed to provide individual student in and IXL data/indicators will be reviewed and analyzed so we can increase students' individual growth, especially for students not meeting on the IAR Assessment or below the 25th percentile on MAP scheduled 3 times a year; Tier II students are monitored quarterly and Tier 3 students are monitored 1 time monthly. MAP was utilized as the Universal Screener for the RTI program in math. In 2nd assessed more frequently so response to math interventions can be assessed. Go math assessments will be utilized to support the screening process. Current Level of Development or Implementatio K-8 on a quarterly basis for the Tier II students as a screening tool to gather enough data points to make decisions to drive curricular math interventions. Tier III students will be screened every 3-4 interventions. K-4 instruction included time for interventions. Evidence: IAR and MAP data/indicators will be reviewed and analyzed so we can increase students' individual growth, especially for stud below the 25th percentile on MAP Students who are found eligible will receive direct instruction from our Title I teacher/assistants. In addition, they remain in the regular education reading/math clas on their needs, may receive services from the Title I teacher either by "push in" or "pull out" depending on how best the student(s) learn. Additionally, students receive instruction one on one and in assistance and/or in the Title I reading/math classroom. Student in Grade K-8 are served by the program if found to be eligible. We have two full time Title I aides who were able to give students mo

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

Using measures from 5 Essentials Survey, internal surveys and professional development CPDU survey results--as well as student performance review--Title 2 dollars will be targeted to develop teacl personalization and differentiation. Furthermore, best practice research and training techniques will be implemented into a new teacher appraisal tool--of which committee members will attend traini

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

L. IDEA, Part B - Preschool

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Applicant: METAMORA C C SCH DIST 1
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-53-102-0010-04

County: Woodford

Consolidated District Plan

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Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- ☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s):

☑ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All studetns will have a safe learning environment, both socially, emotionally and physically.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined be

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Bullying and harassment is prohibited at Metamora Grade School, and the school promotes several anti-bullying campaigns throughout the school year. The district also hosts a "diversity challenges of those with disabilities. Ant bullying campaigns are given each year by our school social worker and psychologist, and the district works with both the school resource officer a interventions. We have recently had staff trained for risk assessment, focusing on both the potential of students to harm themselves or others. An Erin's Law curriculum is taught at all gra

Response from the prior year Consolidated District Plan.

Bullying and harassment is prohibited at Metamora Grade School, and the school promotes several anti-bullying campaigns throughout the school year. The district also hosts a "diversity challenges of those with disabilities. Ant bullying campaigns are given each year by our school social worker and psychologist, and the district works with both the school resource officer a interventions. We have recently had staff trained for risk assessment, focusing on both the potential of students to harm themselves or others. An Erin's Law curriculum is taught at all gra

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

While the district currently does not have any homeless students, funds have been allocated to be used through our school social worker and psychologist to coordinate home care, and pr transportation is provide, as is a waiver of all school-related fees for those students who may be identified as homeless.

Response from the prior year Consolidated District Plan.

While the district currently does not have any homeless students, funds have been allocated to be used through our school social worker and psychologist to coordinate home care, and pr transportation is provide, as is a waiver of all school-related fees for those students who may be identified as homeless.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)
[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

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Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goa

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes addressing historic inequities.
- ☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique aca child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

☑ All students will learn in a safe and engaging learning environment, socially, emotionally and physically.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or target 1111(d).* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)
no schools identified under this part.

Response from the approved prior year Consolidated District Plan.
no schools identified undewr this part.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institutio

- ○ Yes
- ◉ No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure th counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

- ☑ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☑ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☑ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☑ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of thos educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan

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([count] of 7500 maximum characters used)

Metamora Grade School is a targeted assistance school. Students who are found eligible will receive direct instruction from our Title I teacher/assistants. In addition, they remain in the regul students, depending on their needs, may receive services from the Title I teacher either by "push in" or "pull out" depending on how best the student(s) learn. Additionally, students receive i classroom with assistance and/or in the Title I reading/math classroom. Student in Grade K-8 are served by the program if found to be eligible. We have two full time Title I aides who were a

Response from the approved prior year Consolidated District Plan.
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5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, ANI parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)
1. The target population are the students identified as homeless and free/reduced lunches.
2. All homeless students will be serviced as targeted students.
3. All students that receive free lunches will be assessed by a variety of assessments (MAP Reading, MAP Math, K-3 Map Fluency/Fluency, etc.) Through benchmark testing results these stud below a set criteria. For example, Grade 3: Reading: (3-A-R). Example: Criteria for movement from Tier 1 to Tier II: Grade 3: (A-R). MAP-at or below 25th percentile; (B-R). Classroom base 85%); (C-R). Teacher Input; and (D-R). Sight Words. Must meet 4 of the 5 Criteria and must have had Tier 1 interventions for a minimum of four weeks.
Criteria for movement from Tier II back to Tier I: (A-R). MAP at or above 25th percentile; (B-R). 3 consecutive Fluency scores improved -ORF above 25th percentile accuracy move than 90% 76%); (D-R). Teacher input; Must meet 3 of the 4
Criteria for movement from Tier II and III: (3-A-R.) MAP at or below 10th percentile; (B-R). 3 consecutive Fluency scores/ROI decrease *ORF *accuracy more than 90%; (C-R). Grades on re

input; Must meet 3 out of 4 plus average score below 76% Documentation of student present for intervention at least 8 weeks and must show document one change in intervention; reduce
match need.
4. Once identified as needing Title I services by the Title I teacher, regular teacher, principal, the parents will be contacted and information will be signed agreeing to the service, and survey
student will begin support/needed interventions and progress monitoring will occur by regular classroom teacher, Title teacher/aides, principal, parents on a monthly basis.
5. Every 6-8 weeks, the targeted student's assessment results will assess the amount of assessment, interventions, etc. by the by regular classroom teacher, Title teacher/aides and principa
6. Parent will be notified of any change in service.
7. The RTI process is used to monitor the interventions for these students. (A). Metamora has created a K-8 "Tiered Criteria" guidelines to address the following indicators: a) Focus Area; b)
Assessments; d) Activities/Interventions; e) Timeline/Review of Plan; f) Person Responsible;g) Professional Development; and h) Resources Needed.

(B) The K-8 "Tiered Criteria" guidelines is based on specific criteria for movement from a. Tier I to Tier II; b) movement from Tier II to Tier I; c) movement from Tier II to Tier III d) Tier III
There is an established timeline to review students' assessments, plans/goals and interventions.

8. At least monthly, the regular classroom teacher, Title teacher/aides and principal confer to share concerns and identify specific deficit area. Based on the RTI process, assessments, progre

Response from the approved prior year Consolidated District Plan.

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2. All homeless students will be serviced as targeted students.
3. All students that receive free lunches will be assessed by a variety of assessments (MAP Reading, MAP Math, K-3 Map Fluency/Fluency, etc.) Through benchmark testing results these stud
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Title I Requirement:

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*Required field

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IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use I Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goa

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique aca child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [x] All students will meet adequate academic growth targets.

1. **How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identi programs funded by IDEA.**

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   The comprehensive needs identified is:

   Indicators 1 & 2: Graduation and Drop Out--educating students in the least restrictive environment. This requires intentional training and ongoing support for teachers to effectively co-teach within a tier 1 setting. Our goal is to have 80% or more students with an IEP educated in the general education setting 80% of the time or more.

   Indicator 3: Statewide Assessments--Social emotional training for teachers, screenings for students and a comprehensvie social-emotional learning curriculum will be implemented.

   Indicator 4: Suspension/Expulsion--The SEL work in indicator 3 will help reduce the suspensions.

   Indicator 8: Parnt Invovlement--Getting a strong parent involvement helps build the climate and culture for all; our parent advisory group is intended to enhance communication and transpa work towards success. It's also helpful to have parental support for the staff. Everyone is a team for the positive outcomes of every child.

   Response from the approved prior year Consolidated District Plan.

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2. **Summarize the activities and programs to be funded within the grant application.***

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Progress monitoring/curriculum-based assessments, functional behavior assessments, and behavior intervention plans will be developed and implemented based on assessment results.

   Response from the approved prior year Consolidated District Plan.

   Progress monitoring/curriculum-based assessments, functional behavior assessments, and behavior intervention plans will be developed and implemented based on assessment results.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   IEP goals, behavior intervention plans and the writing of measurable IEP goals has been gathered during the school year. Based on the data, the IEP teams and staff will implement changes

   Response from the approved prior year Consolidated District Plan.

   IEP goals, behavior intervention plans and the writing of measurable IEP goals has been gathered during the school year. Based on the data, the IEP teams and staff will implement changes

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicat Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/Special-Education-Programs.aspx

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   ([count] of 7500 maximum characters used)

   Parent involvement-we involve students as part of the IEP process which will in turn increase parent involvement. Additionally, we house a cooperative skill builder program within our buildin programs.

*Required field

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Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Titl I Specific
Youth in Care Stability Plan Requirements | Youth in Care Stability Plan Contacts | Best Interest Determination Plan

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while th personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Placement will be made i agencies, administration, the student when appropriate, counseling, the students' respective teacher(s), guardians and the transportation director. We will work with the guardian to provide the ne conjunction with the new district that they reside. This may involve the school being flexible to allow extra school activities and the maturity level of the students; as this may weigh in on the leng those established by Illinois School Code, a Judge appointed court order, or determination from any child service organization, including but not limited to Catholic Family Services, DCFS, etc. Base agencies, a decision will be made to determine the best placement for the child or children. It is understood that if a final decision cannot be agreed upon, agencies such as DCFS or a court order c While Metamora Grade School does not have any students identified as English Learners, in the event that we do, all necessary steps will be taken to provide the student with a well-rounded educ of appropriate ESL staff. The best interest of the child will always be the primary consideration as collective decisions are made. DCFS has the final say if a resolution cannot be determined.

Additionally, if the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination worker, teacher and other essential members of best interest determination will share information on the appropriateness of the current educational setting. Factors that will be considered in deter
The length the placement is expected to to last in relation to the permanent plan.
The number of schools the child has previously attended in recent years.

Response from the approved prior year Consolidated District Plan.
Placement will be made in conjunction with a variety of stakeholders including state and local agencies, administration, the student when appropriate, counseling, the students' respective teacher(guardian to provide the needed services for the duration of the needed change in housing in conjunction with the new district that they reside. This may involve the school being flexible to allow e: weigh in on the length of the transportation time. All legal aspects will be followed, including those established by Illinois School Code, a Judge appointed court order, or determination from any ch Services, DCFS, etc. Based on the research conducted in coordination with all the respective agencies, a decision will be made to determine the best placement for the child or children. It is under: DCFS or a court order of school attendance will have final say in student placement/attendance. While Metamora Grade School does not have any students identified as English Learners, in the ev with a well-rounded education. This may range from additional paraprofessional support, to the hire of appropriate ESL staff. The best interest of the child will always be the primary consideration cannot be determined.

Additionally, if the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination worker, teacher and other essential members of best interest determination will share information on the appropriateness of the current educational setting. Factors that will be considered in deter
The length the placement is expected to to last in relation to the permanent plan.
The number of schools the child has previously attended in recent years.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Sect

See IDEA legislation here | **See Section 504 here**

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
All laws will be followed by the district regarding all decisions with disabilities. IEP and 504 Plans will be followed to the letter in which they are written. The district will provide transportation fund IDEA, including the responsibility for transportation while all disputes are being resolved. The best interest of the child will always be the primary consideration as collective decisions are made.

Response from the approved prior year Consolidated District Plan.
All laws will be followed by the district regarding all decisions with disabilities. IEP and 504 Plans will be followed to the letter in which they are written. The district will provide transportation fund IDEA, including the responsibility for transportation while all disputes are being resolved. The best interest of the child will always be the primary consideration as collective decisions are made.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
As both the education and child welfare decide what is the most educationally beneficial, and cost effective manner in which to provide transportation services, the district will continue to provide options will be explored to allow for the child to maintain consistency in educational delivery. All stakeholders have input, but the joint responsibility lies with the educational and child welfare ager determined by the ELA. While Metamora Grade School does not have any students identified as English Learners, in the event that we do, all necessary steps will be taken to provide the student w paraprofessional support, to the hire of appropriate ESL staff. The best interest of the child will always be the primary consideration as collective decisions are made.

Students in Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational programming. Considerati any and all appropriate programs the district has to offer.

Response from the approved prior year Consolidated District Plan.
As both the education and child welfare decide what is the most educationally beneficial, and cost effective manner in which to provide transportation services, the district will continue to provide options will be explored to allow for the child to maintain consistency in educational delivery. All stakeholders have input, but the joint responsibility lies with the educational and child welfare ager determined by the ELA. While Metamora Grade School does not have any students identified as English Learners, in the event that we do, all necessary steps will be taken to provide the student w paraprofessional support, to the hire of appropriate ESL staff. The best interest of the child will always be the primary consideration as collective decisions are made.

Students in Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational programming. Considerati any and all appropriate programs the district has to offer.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest det

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the fi

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
DCFS has the final say if a resolution cannot be reached. A dispute resolution will involve all parties necessary to reach a viable solution, including school and district level administration, parents a necessary). If the student has an IEP, the special education cooperative will also be involved. While the goal is to resolve the dispute as the first level of conversation/meeting, the school board an believes in following the chain-of-command to resolve all disagreements, including a best interest determination. Should a parent have a disagreement, the building principal will be contacted to fi stated will become involved as needed to reach a solution. If a resolution cannot be reached at this level, the superintendent will then be contacted. The final step, should the disagreement still no parents are still not satisfied with the resolution as presented by the Board of Education, legal authorities may become involved. Should the court system become involved in the process, the distri

Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Superintendent) who will act as dispute mediators, should the need arise. The student's sc is made. DCFS has the final determination if a resolution cannot be agreed upon.

Response from the approved prior year Consolidated District Plan.
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Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Superintendent) who will act as dispute mediators, should the need arise. The student's sc is made. DCFS has the final determination if a resolution cannot be agreed upon.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

In cooperation with our special education cooperative, staff members will engage in timely training to provide awareness of ESA requirements for students who are identified as Youth in Care. Add

*Required field

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Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Titl I Specific
Youth in Care Stability Plan Requirements | Youth in Care Stability Plan Contacts | Best Interest Determination Plan

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. We will be looking at the child first, while maintaining a low time of travel and safety while exploring options. The group shall include from the school district; the Superintendent, Principal, and Transportation Director. The the ROE, Superintendent, DCFS, and the School Social Worker, who would work with the Special Education Director from our co-op to explore the best option to maintain the educational environm with the Transportation Director and the Supt. would authorize funding for the person who could be aid mileage to drive them to school or use a private taxi company to take them to their school l around the placement if in the Peoria area. The placement can also be affected by the student's maturity or behavioral level, of the way the districts set up their daily schedules of certain program activities that the student is involved in depending on the time of the year and the duration of the placement.

Response from the approved prior year Consolidated District Plan.
We will be looking at the option that provides the least stress on the child first, while maintaining a low time of travel and safety while exploring options. The group shall include from the school dis Transportation Director. The principal is our contact and would be contacting the ROE, Superintendent, DCFS, and the School Social Worker, who would work with the Special Education Director fro maintain the educational environment for the child. This would then be discussed with the Transportation Director and the Supt. would authorize funding for the person who could be aid mileage to company to take them to their school building. Many times this is determine by traffic around the placement if in the Peoria area. The placement can also be affected by the student's maturity or b their daily schedules of certain programs. We also try to look at the impact on possible activities that the student is involved in depending on the time of the year and the duration of the placemen

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

  IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST pc per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.
- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The Regional Office of Education keeps the district informed of all legal aspects of educating students in foster care. This includes transportation. As for funding, Title IV-E of the Social Security Act Title 1 of ESEA as Amended by ESSA, IDEA funds if the student has an Individual Educational Plan that includes provisions for specialized transportation, State special education transportation fun funds.

Response from the approved prior year Consolidated District Plan.
The Regional Office of Education keeps the district informed of all legal aspects of educating students in foster care. This includes transportation. As for funding, Title IV-E of the Social Security Act Title 1 of ESEA as Amended by ESSA, IDEA funds if the student has an Individual Educational Plan that includes provisions for specialized transportation, State special education transportation fun funds.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
In the event that the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student ir DCFS to come to an agreement as soon as possible. If an agreement is not able to be made after 5 school days, then the District foster Liaison may refer the situation to ISBE for further assistanc District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved descr transportation plan. The School Of Origin is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.
In the event that the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student ir DCFS to come to an agreement as soon as possible. If an agreement is not able to be made after 5 school days, then the District foster Liaison may refer the situation to ISBE for further assistanc District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved descr transportation plan. The School Of Origin is responsible for the transportation while all disputes are being resolved.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are beir

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The school will use the route by which we can transport identified students to school in the quickest and safest way. As the school of origin we are responsible for student transportation during the

Response from the approved prior year Consolidated District Plan.
The school will use the route by which we can transport identified students to school in the quickest and safest way. As the school of origin we are responsible for student transportation during the

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become av such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Bus meetings are scheduled at the start of each school year. In cooperation with school administration, the special education cooperative, as well as any other legal agencies that may need to be i bus drivers of the respective needs of all students. In addition, school personnel, in addition to the transportation department, are kept informed of students who are eligible for services. The trans school personnel who may be involved in assuring the necessary services are provided.

Response from the approved prior year Consolidated District Plan.
Bus meetings are scheduled at the start of each school year. In cooperation with school administration, the special education cooperative, as well as any other legal agencies that may need to be i
bus drivers of the respective needs of all students. In addition, school personnel, in addition to the transportation department, are kept informed of students who are eligible for services. The trans
school personnel who may be involved in assuring the necessary services are provided.

*Required field

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Applicant: METAMORA C C SCH DIST 1
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-53-102-0010-04

County: Woodford

Consolidated District Plan

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Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a writ be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will·

(A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and imple to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organi engaging parents and family members in education.

(C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.

(D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to gr and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.

(E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family er

(F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group o represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

☐ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance
Title Grants Administration Parent and Family Engagement Website
Parent and Family Engagement Policy Template

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFE
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File | No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any r Version number to the name.

☐ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available data, private schools within the district`s boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:
Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.
Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?
(●) Yes ( ) No

LEA has informed Private Schools of the Title II/Title IV transfer.
(●) Yes ( ) No ( ) N/A

Nonpublic School Consultation Form

Nonpublic School Participation List Form

Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St Marys School	☐	(●) Yes ( ) No Number of Low-Income Student(s): 14	(●) Yes ( ) No Total Enrollment Number Student(s): 14	(●) Yes ( ) No Total Enrollment Number Student(s): 14	Choose File No...sen Delete File: ☐ NonPublic Form 2026 .pdf

Comments:

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Applicant: METAMORA C C SCH DIST 1
Application: 2026-2027 Consolidated District Plan - 00
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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Titl I Specific

Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All students will grow at or above academic level.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

If the district does not offer early childhood education programs, enter
No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district will work with the Special Education program to assure that all of needs of the students are being met. In addition, reading specialists, school counseling, and kindergarten staff w

Response from the approved prior year Consolidated District Plan.

The district will work with the Special Education program to assure that all of needs of the students are being met. In addition, reading specialists, school counseling, and kindergarten staff w

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, S-284
Springfield, Illinois 62777-0001

NONPUBLIC SCHOOL CONSULTATION PARTICIPATION FORM GRANT APPLICATION IN THE 2026 - 2027 SCHOOL YEAR (Based on data gathered in FY 2026)

TITLE GRANTS ADMINISTRATION

Instructions: This form is to be completed by nonpublic school officials. The completed form is then to be uploaded into the district's Consolidated District Plan.

Title I-A Improving Basic Programs Operated By State and Local Education Agencies
Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
Title IV-A Student Support and Academic Enrichment Grants

PUBLIC DISTRICT NAME AND NUMBER	PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
Metamora CCSD #1	53-102-0010-04
NONPUBLIC SCHOOL NAME	NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
St. Mary's Catholic School	Woodford County
NONPUBLIC SCHOOL ADDRESS (Street, City, State, ZIP Code)	NONPUBLIC TOTAL ENROLLMENT
400 W. Chatham St., Metamora IL 61548	115

Please check the appropriate boxes to indicate participation.

Title I-A—Equitable share is based on number of low-income students attending nonpublic schools regardless of where the schools are based. Services are based on those students in academic need who reside in the public school district's boundaries. Estimated number of low-income students 14. ☒ Yes ☐ No

Title II-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. ☒ Yes ☐ No

Title IV-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. ☒ Yes ☐ No

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify needs.
- What services the LEA will offer.
- How and when the LEA will make decisions about delivery of services.
- How, where, and by whom the LEA will provide services.
- How the LEA will academically assess program success.
- Size and scope of services. When, including the approximate time of day, services will be provided.
- Method of sources of data to determine number of students.
- Equitable services the LEA will provide to teachers and families.
- Service delivery mechanisms.
- Consideration and analysis of the views of the private school officials about third party providers and whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
- How the proportion of funds allocated for equitable services is determined.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services for programs covered under Section 8501 (b).

We ☒ **agree** ☐ **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title I-A program.

We ☒ **agree** ☐ **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title II-A program.

We ☒ **agree** ☐ **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program

03/09/2026
Date

Mike Birdoes
Print Name of Nonpublic, Nonprofit School Official

Mike Birdoes
***Digital or Original** Signature of Nonpublic, Nonprofit School Official*

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Applicant: METAMORA C C SCH DIST 1
Application: 2026-2027 Consolidated District Plan - 00
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County: Woodford

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Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- ☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s):

☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Students will learn in an engaging learning environment that promotes innovation.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement t

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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([count] of 7500 maximum characters used)

1. Reading Goals/Objectives: MAP will be utilized by grades 1-8 as universal screening tool. In grades 6-8, Title teacher and assistants will assess targeted Title students which are Tier 2 and points for use in progress monitoring. MAP and Dolch vocabulary checks are used monthly at Grade 1. Running records are used 4th 9 weeks at the kindergarten level and ISEL and Dolch voc Grades: 2-8 students were assessed three times a year using Star Reading. Running records are utilized quarterly for K-5 Tier III students. Current Level of Development or Implementation: specialty teacher, and special ed. teachers and reviewed to provide individual student interventions; Evidence: Assessments: IAR, MAP, and STAR data/indicators will be reviewed and analyze for students not meeting on the IAR Assessment or below the 25th percentile on MAP. Status: Ongoing and benchmark testing is scheduled 3 times a year; Tier II students are monitored qua Math Goals/Objectives: Star Math was utilized as the Universal Screener for the RTI program in math. In 2nd-8th, Tier II and Tier III students will be assessed more frequently so response tc will be utilized to support the screening process. Current Level of Development or Implementation: Star Math was utilized in grades K-8 on a quarterly basis for the Tier II students as a scree drive curricular math interventions. Tier III students will be screened every 3-4 weeks in order to provide effecting math interventions. K-4 instruction included time for interventions. Evidenc analyzed so we can increase students' individual growth, especially for students not meeting on the IAR Assessment or below the 25th percentile on STAR3. The well-rounded educational pro studies, Spanish, technology, health, physical education, and fine arts (band, choir, and art).Math. Status: Benchmark testing is scheduled 3 time a year for all students. Evidence: Assessmer benchmark testing is scheduled 3 time a year; Tier 3 students are monitored approximately 1 time monthly.

Response from the prior year Consolidated District Plan.

1. Reading Goals/Objectives: MAP will be utilized by grades 1-8 as universal screening tool. In grades 6-8, Title teacher and assistants will assess targeted Title students which are Tier 2 and points for use in progress monitoring. MAP and Dolch vocabulary checks are used monthly at Grade 1. Running records are used 4th 9 weeks at the kindergarten level and ISEL and Dolch voc Grades: 2-8 students were assessed three times a year using Star Reading. Running records are utilized quarterly for K-5 Tier III students. Current Level of Development or Implementation: specialty teacher, and special ed. teachers and reviewed to provide individual student interventions; Evidence: Assessments: IAR, MAP, and STAR data/indicators will be reviewed and analyze for students not meeting on the IAR Assessment or below the 25th percentile on MAP. Status: Ongoing and benchmark testing is scheduled 3 times a year; Tier II students are monitored qua Math Goals/Objectives: Star Math was utilized as the Universal Screener for the RTI program in math. In 2nd-8th, Tier II and Tier III students will be assessed more frequently so response tc will be utilized to support the screening process. Current Level of Development or Implementation: Star Math was utilized in grades K-8 on a quarterly basis for the Tier II students as a scree drive curricular math interventions. Tier III students will be screened every 3-4 weeks in order to provide effecting math interventions. K-4 instruction included time for interventions. Evidenc analyzed so we can increase students' individual growth, especially for students not meeting on the IAR Assessment or below the 25th percentile on STAR3. The well-rounded educational pro studies, Spanish, technology, health, physical education, and fine arts (band, choir, and art).Math. Status: Benchmark testing is scheduled 3 time a year for all students. Evidence: Assessmer benchmark testing is scheduled 3 time a year; Tier 3 students are monitored approximately 1 time monthly.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, l applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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([count] of 7500 maximum characters used)

Metamora has created a K-8 "Tiered Criteria "guidelines to address the following indicators: a) Focus Area; b) Current Resources/Status; c) Action Plan/Goals/Current Assessments; d) Activit Responsibleg) Professional Developmenth) Resources Needed

2. The K-8 "Tiered Criteria "guidelines is based on specific criteria for movement from a. Tier I to Tier II; b) movement from Tier II to Tier I; c) movement from Tier II to Tier III d) Tier II to There is an established time line to review student's assessments, plans/ goals and interventions. Reading: Example: Criteria for movement from Tier 1 to Tier II: Grade 2: STAR-at or below score below 76%; ORF Accuracy (below 85%); 4. Teacher Input; and 5. Sight Words. Must meet 4 of the 5 Criteria and must have had Tier 1 interventions for a minimum of four weeks. Crite above 25th percentile; 2. 3 consecutive MAP scores improved -ORF above 25th percentile accuracy move than 90%; 3. Grades on reading tests (average scores above 76%); 4. Teacher input and II: STAR at or below 10th percentile; 2. 3 consecutive MAP scores/ROI decrease *ORF *accuracy more than 90%; 3. Grades on reading tests (average school below 76%); 4. Teacher inp Documentation of student present for intervention at least 8 weeks and must show document one change in intervention; reduce group size, increase time, or change intervention to better m The aforementioned plan is implemented to effectively intervene or accurately identify students with Special Education eligibility.

Response from the prior year Consolidated District Plan.

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3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional he language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrai develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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([count] of 7500 maximum characters used)

The Title I teacher, specialty teachers, administrator, and Title I aides confer regularly (monthly) concerning targeted students with classroom teachers to share progress, share concerns, and documentation (assessment results and interventions are charted-on teacher share), our related services are an ongoing monitoring process of students. Along with the on-going student mor and/or interventions are provided based on needs.

Response from the prior year Consolidated District Plan.

The Title I teacher, specialty teachers, administrator, and Title I aides confer regularly (monthly) concerning targeted students with classroom teachers to share progress, share concerns, and

documentation (assessment results and interventions are charted-on teacher share), our related services are an ongoing monitoring process of students. Along with the on-going student mor and/or interventions are provided based on needs.

4. **Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student lear includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for Eng applicable.* [4]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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   ([count] of 7500 maximum characters used)

   MGS Title I teacher and assistants incorporate the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), into their direct instruction activities c teacher and assistants concentrate on the following components: number sense, understanding of geometric principles and using geometric properties of two-and three-dimensional shapes; understanding of measurement; and interpreting data displays, algebraic and functional reasoning and using operations and models to solve problems. Research based interventions are used are used to make connections, infer, and summarize, synthesize/evaluate, and use interactive writing. For example, math strategies as modeling, visual representations, thinking aloud, and u mention, and used often.

   Response from the prior year Consolidated District Plan.

   MGS Title I teacher and assistants incorporate the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), into their direct instruction activities c teacher and assistants concentrate on the following components: number sense, understanding of geometric principles and using geometric properties of two-and three-dimensional shapes; understanding of measurement; and interpreting data displays, algebraic and functional reasoning and using operations and models to solve problems. Research based interventions are used are used to make connections, infer, and summarize, synthesize/evaluate, and use interactive writing. For example, math strategies as modeling, visual representations, thinking aloud, and u mention, and used often.

5. **Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at hi inexperienced, or out-of-field teachers.**[5]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   All students are instructed by teachers which are highly qualified so disparities do not occur. We do not hire new teachers that are not highly qualified for the area in which they will teach. Ad passed State required certification. Teachers and paraprofessionals working with the targeted students are observed informally and formally by administrators. A record of dates are kept of c evaluations. In addition, all students are assessed within the district and students can receive academic help and/or opportunities based on assessment results; thus, all students (minority, lo Primarily, the principal monitors students' assessment, growth based on assessments, grades, etc., along with the specialty teachers, regular classroom teachers, Title teachers, and assistant

   Response from the prior year Consolidated District Plan.

   All students are instructed by teachers which are highly qualified so disparities do not occur. We do not hire new teachers that are not highly qualified for the area in which they will teach. Ad passed State required certification. Teachers and paraprofessionals working with the targeted students are observed informally and formally by administrators. A record of dates are kept of c evaluations. In addition, all students are assessed within the district and students can receive academic help and/or opportunities based on assessment results; thus, all students (minority, lo Primarily, the principal monitors students' assessment, growth based on assessments, grades, etc., along with the specialty teachers, regular classroom teachers, Title teachers, and assistant

6. **Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop achievement.** [6]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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   ([count] of 7500 maximum characters used)

   Digital literacy skills are provided in various ways; however, it is provided by our computer teacher and not through the library programs. Kindergarten and first grade receive digital literacy s computer labs to receive their digital literacy skills. They are assigned on 35 minutes period per weeks and can obtain more computer time by checking out one of the two computer labs or cl students receive digital literacy skills in the form of excel, typing skills, Word, Videotaping, movie makers, typing extended responses, and understanding technology terms/computer vocabul chrome books within the classroom to complete research projects and assignments, to complete videotaping, movie makers, Prezi, Storybird, Slideshare, WeVideo, iVideo, and MovieMaker, Te the computer teacher uses and teachers can check out one of the other 2 computer labs or 9 carts of chrome books. History through technology and Media literacy is taught to 8th grade stuc

   Response from the prior year Consolidated District Plan.

   Digital literacy skills are provided in various ways; however, it is provided by our computer teacher and not through the library programs. Kindergarten and first grade receive digital literacy s computer labs to receive their digital literacy skills. They are assigned on 35 minutes period per weeks and can obtain more computer time by checking out one of the two computer labs or cl students receive digital literacy skills in the form of excel, typing skills, Word, Videotaping, movie makers, typing extended responses, and understanding technology terms/computer vocabul chrome books within the classroom to complete research projects and assignments, to complete videotaping, movie makers, Prezi, Storybird, Slideshare, WeVideo, iVideo, and MovieMaker, Te the computer teacher uses and teachers can check out one of the other 2 computer labs or 9 carts of chrome books. History through technology and Media literacy is taught to 8th grade stuc

7. **Describe how the district will identify and serve gifted and talented students by using objective criteria.** [7]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r

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   ([count] of 7500 maximum characters used)

   The gifted and/or talented students are provided higher level support in various ways. At the K-6 grade level students receive special instruction, lessons, and projects based on assessments, example, our Go Math and reading series provide enriched activities for the students that excel in math and reading. Leveled reading books are provided for those students that function at hi grade level, enriched math (Algebra) and enriched literature are offered to students that scored above average on assessments and their grades and effort are considered too. All 8th grade st they do not need RTI support.

   Response from the prior year Consolidated District Plan.

   The gifted and/or talented students are provided higher level support in various ways. At the K-6 grade level students receive special instruction, lessons, and projects based on assessments, example, our Go Math and reading series provide enriched activities for the students that excel in math and reading. Leveled reading books are provided for those students that function at hi grade level, enriched math (Algebra) and enriched literature are offered to students that scored above average on assessments and their grades and effort are considered too. All 8th grade st they do not need RTI support.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

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County: Woodford

Consolidated District Plan

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Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad each and every child.
- ☑ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to that meets their needs.

District Goal(s):

☑ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Staff will model continuous learning.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise,

Program and Description

A. Title I, Part A - Improving Basic Programs

Not providing

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Staff will participate in a regional math instructional cohort, learning and applying innovative and hands on instructional strategies to improve math outcomes. Additionally, staff will partici opportunities.

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Not providing.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Professional development, including but not limited to, instructional strategies to personalize learning for all students will be included as a component of IDEA> Social Emotional Learning i academic areas are both enhanced.

L. IDEA, Part B - Preschool

Not providing.

Legislative Requirement:
[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [ ] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

The funds that are received will be applied to those specific areas that they are intended, including paraprofessionals to assist in special education classrooms, as well as instructional tools to assist in the learning process for our special needs students. To assure success of all programs, both local and state funding will be used to carry out the respective activities. Additionally, IDEA requirements and specifications will be followed in coordinating and aligning funds.

Title 1 funds, specifically, will be devoted to support staff salaries and web-based assessment programs, including NWEA MAP benchmarking and various other assessments to track student progress.
Title 2 funds will be used for teacher professional development opportunities--both locally and state-wide.
Finally, title 4 funds will be used for school safety initiatives.

Response from the approved prior year Consolidated District Plan.

The funds that are received will be applied to those specific areas that they are intended, including paraprofessionals to assist in special education classrooms, as well as instructional tools to assist in the learning process for our special needs students. To assure success of all programs, both local and state funding will be used to carry out the respective activities. Additionally, IDEA requirements and specifications will be followed in coordinating and aligning funds.

Title 1 funds, specifically, will be devoted to support staff salaries and web-based assessment programs, including NWEA MAP benchmarking and various other assessments to track student progress.
Title 2 funds will be used for teacher professional development opportunities--both locally and state-wide.
Finally, title 4 funds will be used for school safety initiatives.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

○ Yes ◉ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

○ Yes ◉ No

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our special needs population still demonstrated an achievement gap on standardized assessments. Additionally, students with IEP's incurred more disciplinary infractions. In an effort to narrow the performance gap, our Title 1 funds will be utilized for assessment programs to assess and identify student progress in a timely manner, ultimately identifying gaps early with appropriate intervention and accommodation services following, Furthermore, Title 2 dollars will be provided to train teachers in addressing student differentiation so that students of all ability levels are able to be taught at their level--which would raise the achievement of all learners.

This approach has worked the past two years in narrowing the achievement gap--and we anticipate Title dollars will continue to help us in these efforts.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☐ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☐ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Metamora Grade School is a targeted assistance school. Measures of Academic Progress (MAP) assessment scores will continue to be utilized by grades 1-8 as universal screening tool. In grades 6-8, Title students which are Tier 2 and Tier 3 students every 6 weeks in order to gather several data points for use in progress monitoring. In addition to MAP scores, Dolch vocabulary checks are used n 9 weeks at the kindergarten level and ISEL and Dolch vocabulary checks are used three times yearly. Additionally, Grades: 2-8 students were assessed three times a year using MAP. Running records Current Level of Development or Implementation: These assessments are analyzed by regular classroom RTI, specialty teacher, and special ed. teachers and reviewed to provide individual student in and IXL data/indicators will be reviewed and analyzed so we can increase students' individual growth, especially for students not meeting on the IAR Assessment or below the 25th percentile on MAP scheduled 3 times a year; Tier II students are monitored quarterly and Tier 3 students are monitored 1 time monthly. MAP was utilized as the Universal Screener for the RTI program in math. In 2nd assessed more frequently so response to math interventions can be assessed. Go math assessments will be utilized to support the screening process. Current Level of Development or Implementatio K-8 on a quarterly basis for the Tier II students as a screening tool to gather enough data points to make decisions to drive curricular math interventions. Tier III students will be screened every 3-4 interventions. K-4 instruction included time for interventions. Evidence: IAR and MAP data/indicators will be reviewed and analyzed so we can increase students' individual growth, especially for stud below the 25th percentile on MAP Students who are found eligible will receive direct instruction from our Title I teacher/assistants. In addition, they remain in the regular education reading/math clas on their needs, may receive services from the Title I teacher either by "push in" or "pull out" depending on how best the student(s) learn. Additionally, students receive instruction one on one and in assistance and/or in the Title I reading/math classroom. Student in Grade K-8 are served by the program if found to be eligible. We have two full time Title I aides who were able to give students mo

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

Using measures from 5 Essentials Survey, internal surveys and professional development CPDU survey results--as well as student performance review--Title 2 dollars will be targeted to develop teacl personalization and differentiation. Furthermore, best practice research and training techniques will be implemented into a new teacher appraisal tool--of which committee members will attend traini

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

L. IDEA, Part B - Preschool

Flow through dollars will be utilized to fund special education programs within the district as well as through our special education cooperative - WCSEA. MGS will work with WCSEA administration to allocate funds accordingly.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Stakeholder Involvement

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

The district conducts kindergarten screenings to better prepare staff for all students' education. All MGS staff are certified and the district supports ongoing professional development.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

A. [x] Teachers (1,7,8)
B. [x] Principals (1,7,8)
C. [x] Other school leaders (1,8)
D. [x] Paraprofessionals (1)
E. [ ] Specialized instructional support personnel (1,2,3,4,8)
F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
H. [ ] Parent liaisons
I. [ ] Title I director (1)
J. [ ] Title II director (1)
K. [ ] Bilingual director (Administrator overseeing EL Services) (1,6,8)
L. [ ] Title IV director (1)
M. [x] Special Education director
N. [ ] Guidance staff
O. [ ] Community members and community based organizations (7)
P. [ ] Business representatives (2,3,4)
Q. [ ] Researchers (7)
R. [ ] Institutions of Higher Education (7)
S. [ ] Homeless Liaison (1)
T. [ ] Other - specify
U. [ ] Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)
During the school year, RTI/Special Ed./Title I/Speech PLC, SIP committee, and PLC executive steering committee, aides, administrators and parents (PTO executive board) have meet throughout the school year. Those meetings have resulted to analyze student academic and behavioral data, coordinate parent and teacher resources to empower students to improve learning. The building learning team created classroom walkthroughs to identify instructional needs.
Additionally, other cross sections of stakeholders met including business leaders, parents, school board members and teachers to develop our strategic plan, which will support everything and everyone.

Response from the prior year Consolidated District Plan.
During the school year, RTI/Special Ed./Title I/Speech PLC, SIP committee, and PLC executive steering committee, aides, administrators and parents (PTO executive board) have meet throughout the school year. Those meetings have resulted to analyze student academic and behavioral data, coordinate parent and teacher resources to empower students to improve learning. The building learning team created classroom walkthroughs to identify instructional needs.
Additionally, other cross sections of stakeholders met including business leaders, parents, school board members and teachers to develop our strategic plan, which will support everything and everyone.

3. **Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)
Our parent advisory committee routinely provides feedback on all aspects of our district's academic performance and programs. Furthermore, all aspects of our strategic plan--not just limited to academic growth--are created with the help of parents.

Response from the prior year Consolidated District Plan.
Our parent advisory committee routinely provides feedback on all aspects of our district's academic performance and programs. Furthermore, all aspects of our strategic plan--not just limited to academic growth--are created with the help of parents.

4. **Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)
When a child has been identified as needing our Title I program, parents are contacted by letter informing them of the recommendation for participation in the MGS program based on a variety of assessment information and teacher input. Parent permissions are required. Parents are then given a questionnaire to complete that will provide information based on their child's interests and any concerns the MGS staff may need to be aware of. Our Title I teacher attends the majority of our fall parent teacher conferences, explaining our Title 1 program, asking for parent input regard their child's program, and providing updates concerning their students' assessment results. Consistent communication between home and school includes notes, phones calls, and email, etc. Every fall the Title I teacher hosts a parent involvement evening, including family reading and math activities/games, and providing reading/math strategies/ideas to help their child at home. We also lend book packs for students with books, educational games, and supplies, etc. School Parent Compact is used to increase communication, stressing responsibilities of the team (at school and home).

Response from the prior year Consolidated District Plan.
When a child has been identified as needing our Title I program, parents are contacted by letter informing them of the recommendation for participation in the MGS program based on a variety of assessment information and teacher input. Parent permissions are required. Parents are then given a questionnaire to complete that will provide information based on their child's interests and any concerns the MGS staff may need to be aware of. Our Title I teacher attends the majority of our fall parent teacher conferences, explaining our Title 1 program, asking for parent input regard their child's program, and providing updates concerning their students' assessment results. Consistent communication between home and school includes notes, phones calls, and email, etc. Every fall the Title I teacher hosts a parent involvement evening, including family reading and math activities/games, and providing reading/math strategies/ideas to help their child at home. We also lend book packs for students with books, educational games, and supplies, etc. School Parent Compact is used to increase communication, stressing responsibilities of the team (at school and home).

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.
ESEA section 1113(c)(3)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
[2] Title I, Part A, Section 1116(a)(2)
[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field
**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

B. Approve Intergovernmental Agreement with Metamora Police Department for School Resource Officer 112

INTERGOVERNMENTAL AGREEMENT
BETWEEN THE VILLAGE OF METAMORA AND
METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1
TO PROVIDE FOR A SCHOOL RESOURCE OFFICER

THIS AGREEMENT is made and entered into this _____ day of _____, 2026, by and between the **VILLAGE OF METAMORA**, an Illinois municipal corporation ("Village") and the **BOARD OF EDUCATION OF METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1** ("Grade School").

WHEREAS, the Village and the Grade School desire to establish a School Resource Officer Program which will permit the Metamora Police Department to work directly within the Grade School in conjunction with school officials and personnel; and

WHEREAS, the purpose of the School Resource Officer Program is to enhance positive relationships among members of the Metamora Police Department and the Grade School, including school personnel, students, parents, and other related service agencies in order to promote a safe and secure education environment within the Grade School; and

WHEREAS, the Village and the Grade School are units of local government within the meaning of Section 10 of Article VII of the Illinois Constitution, 1970 and the Intergovernmental Cooperation Act (5 ILCS 220/1, *et seq.)*; and

WHEREAS, under Section 10 of Article VII of the Illinois Constitution and the Intergovernmental Cooperation Act, the Village and the Grade School are authorized to contract between each other to obtain and share services or exercise, combine, or transfer any power or function in any manner not prohibited by law or by ordinance;

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is acknowledged, the Village and the Grade School agree as follows:

1. **School Resource Officer**.

A. SRO Services. The Village, through its Police Department, shall provide to the Grade School one (1) Metamora Police Officer who will be designated as the School Resource Officer. The purpose, responsibilities, functions, guidelines, and general operation procedure for the School Resource Officer shall be as recited in the Metamora Police Department General Order – School Resource Officer Duties and Responsibilities, a copy of which is attached hereto as "Exhibit A", and incorporated in this Agreement as though fully set forth. The General Order – School Resource Officer Duties and Responsibilities may be modified, amended, or otherwise changed by the Village at the beginning of any renewal term, provided the Village has notified the Grade School of such modifications no later than four (4) months prior to the end of the initial term of the Agreement or renewal term, as deemed necessary and expedient by the Village and its Police Department, in their sole and exclusive discretion.

B. Training. The School Resource Officer shall complete the necessary SRO training requirements or receive a waiver as required under Illinois law.

C. Limitation of Village Code Enforcement. While performing under the terms of this Agreement, the School Resource Officer shall not issue students a monetary fine, fee, ticket, or citation for a Village Code violation for incidents that occur on school grounds during school hours or while the students are taking school transportation. Additionally, the School Resource Officer shall not issue a Village Code citation to penalize any students for breaking a school rule.

D. Law Enforcement Referral Data. As required under Illinois law, the Grade School shall maintain data regarding the number of students who were referred to a law enforcement agency or official (including an SRO) and the number of instances of referrals to law enforcement that students received. This data shall include law enforcement referrals for conduct occurring on school grounds, during school-related events or activities (whether in person or virtual), and while on school transportation. The Village, through the Metamora Police Department, shall cooperate with the Grade School to collect and submit this data to the Illinois State Board of Education annually, or as otherwise provided by law.

E. Program Evaluation. The Metamora Police Chief in conjunction with the Grade School shall review and evaluate the SRO program on an annual basis. This annual review shall be open to members of the public and shall seek community and stakeholder input.

2. **SRO Coverage**. The School Resource Officer shall provide coverage under the terms of this Agreement to the Grade School based upon the coverage guidelines as provided under the terms of this Agreement.

Except when exigent circumstances arise requiring the Village to call out all available or on-duty police officers, the Village will provide a police officer to be present at the Grade School during school hours on every day that students are required to be in attendance, not including summer school, whenever the School Resource Officer cannot be present.

During the summer, the School Resource Officer will utilize his vacation time, attend trainings, and, if needed to cover for another police officer's vacation time, will work as directed by the Village. When not needed for these purposes, the School Resource Officer will report to the Grade School to work with school staff on projects to improve security or other related issues.

3. **Financial Obligation for Grade School**. Although the School Resource Officer will be a full time employee of the Metamora Police Department, receiving the usual and customary benefits and salary, as solely determined and designed by the Village and the Grade School, in a cooperative effort to fund the School Resource Officer Program, shall pay to the Village during each contract year of this Agreement, the sum of Fifty-Five Thousand Dollars ($55,000.00) toward the School Resource Officer's base salary and fringe benefits. Payments under the terms of this paragraph will be made as follows:

A. The sum of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) on or before August 1st; and

B. The sum of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) on or before December 1st.

4. **Indemnification**. The Village shall save and hold the Grade School and their respective Board members, employees, and agents, free, harmless and indemnified from and against any and all claims, costs, damages, and liabilities brought by any School Resource Officer arising out of or related to the employment of the School Resource Officer, including, but not limited to, suits or administrative actions alleging discrimination, civil rights violations, noncompliance with employment statutes, workers' compensation claims; federal and state tax withholding claims; and overtime reimbursement claims. Further, the Village shall save and hold the Grade School and their respective Board members, employees, and agents, free, harmless and indemnified from and against any and all third party claims, costs, damages, and liabilities arising out of or related to any negligent, reckless, or willful or wanton act or omission by the School Resource Officer related to this Agreement. The parties acknowledge that it is the intent of this Agreement that the School Resource Officer be and remain an employee of the Village.

5. **Term of Agreement**. This Agreement shall remain in full force and effect for a three-year period from and after August 1, 2026, through July 31, 2029. This Agreement shall automatically renew for additional one-year terms upon the same terms and conditions as are applicable during the original term unless terminated as provided for in paragraph 8 of this Agreement. It is the intent of the parties hereto that this Agreement may be reviewed prior to July 31, 2029.

6. **Amendment**. This Agreement may be amended pursuant to written agreement of the Village and the Grade School. All amendments to this Agreement must be made in writing and signed by the authorized representatives of the Village and the Grade School. Furthermore, should the State of Illinois sign into law any legislation that changes the conditions under which a School Resource Officer may provide services for public school districts, the parties will work cooperatively in amending this Agreement to allow to the fullest extent possible the continuation of services of the School Resource Officer at the Grade School.

7. **Party Representatives**. The Grade School hereby designates its Superintendent of Schools as its authorized representatives for purposes of this paragraph. The Village hereby designates its Chief of Police of the Metamora Police Department as its authorized representative for purposes of this paragraph.

8. **Termination**. This Agreement may be terminated by the Village or the Grade School by providing written notice of termination to the other parties not less than ninety (90) days prior to July 31, 2029, or not less than ninety (90) days prior to July 31st of any renewal term of this Agreement when this Agreement shall be in force. However, should the State of Illinois sign into law any legislation that effectively prohibits a School Resource Officer from performing services at a public school district, this Agreement shall terminate on the effective date of such legislation.

9. **Notices**. All notices, demands or other writings of this Agreement provided to be given or made or sent, or which may be given or made or sent, by any party to the other, shall be deemed to have been fully given or made or sent when made in writing and deposited in the United States mail, postage prepaid, and addressed as follows:

To the Village:	Village President Village of Metamora 100 N. Davenport Street Metamora, IL 61548
With a copy to:	Chief of Police Village of Metamora 100 N. Davenport Street Metamora, IL 61548
To the Grade School:	Superintendent of Schools Metamora Community Consolidated School District No. 1 815 E. Chatham Street Metamora, IL 61548

The address to which any notice, demand, or other writing may be given or made or sent to a party as above provided may be changed by written notice given by such party to the other parties as above provided.

10. **Binding Effect**. This Agreement shall bind the heirs, executors, administrators, successors and assigns of the parties hereto.

11. **Time of Essence**. It is specifically declared that time is of the essence of this Agreement.

12. **Governing Law**. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Illinois.

13. **Entire Agreement**. This Agreement shall constitute the entire agreement between the parties. Any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon any party except to the extent incorporated in this Agreement. This Agreement supersedes and replaces in its entirety the current SRO agreement that is in place between the Parties (that was set to expire on July 31, 2028).

14. **Paragraph Headings**. The titles to the paragraphs of this Agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or add in the interpretation of the provisions of this Agreement. The recitals, however, shall be considered part of the agreement between the parties hereto.

15. **Compliance with Laws**. The Parties shall comply with all applicable laws, ordinances, rules, regulations and codes in providing the obligations hereunder, including, but not

limited to, the *Illinois Student Records Act*, the Illinois *Mental Health and Developmental Disabilities Confidentiality Act*, the federal *Family Educational Rights and Privacy Act*, *Health Insurance Portability and Accountability Act of 1996*, the *Illinois Personnel Records Review Act*, the *Freedom of Information Act*, and all rules and regulations governing the release of student, personnel, and medical records.

IN WITNESS WHEREOF, the Village and the Grade School have set their hands and seals on the date and year first above written.

VILLAGE OF METAMORA

Its Village President

ATTEST:

Its Village Clerk

BOARD OF EDUCATION OF METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 122

Its President

ATTEST:

Its Secretary

C. Approve MGS Facility Use Procedures 118

METAMORA CCSD #1
815 E. Chatham St. Metamora, IL 61548
(309) 367-2361, phone
(309) 367-2364, fax
mgsredbirds.org

Current Year Facilities Use Rates

	Rental Fee Schedule		
FACILITY	**Organizational and/or General Use Fee**	**MGS STAFF & MGS Resident NOT FOR PROFIT (Personal Use)**	**STAFF FOR PROFIT**
Classroom	Full Day: $60 Half Day: $40	MGS Resident or MGS Staff member(s) must be present for the entire rental period	Full Day: $25 Half Day: $20
MGS Commons	Full Day: $100 Half Day: $70		Full Day: $60 Half Day: $40
Main Gymnasium	Full Day: $100 Half Day: $70		Full Day: $60 Half Day: $45
Frisk Gymnasium	Full Day: $85 Half Day: $55		Full Day: $45 Half Day: $30
MGS Baseball/Softball Fields *(+$10 for Cages)*	Full Day: $45 Half Day: $30		Full Day: $30 Half Day: $20
Certificate of Insurance Required **Waiver of this can be determined by the district in the agreement contract*	Yes	Yes	Yes (If funds for personal profit)
Custodial Fee ($20) **Waiver of this can be determined by the district in the agreement contract*	Yes	Yes	Yes (If funds for personal profit)

Priority of Availability:

1) MGS Teams/Clubs
2) MYSA/MATBO Recreational Teams
3) Staff
4)Other Organizations

All Funds Collected will be placed in Athletic Team Budgets or used for Facility & Equipment Maintenance

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

BOARD OF EDUCATION
Dana Smith, President
Jared Frye, Vice President
Mary Schierer, Secretary
Dave Gleissner
Kristina Grebner-Rauh
Matt Wilkerson
Trent Yoder

ADDITIONAL INFORMATION:

1. The facility use rate must be paid before using the facility and a deposit of $50 is required for all Not for Profit and For-Profit rentals.
2. Deposits and proof of an active liability insurance policy must be provided during the reservation.
3. Deposits will be returned after authorized MGS Staff review the condition of facilities.
4. Organizations and individuals should report damage to any grounds or facilities to the building principal and head of grounds and maintenance within one calendar day of the event.
5. MGS reserves the right to assess damage fees above and beyond the amount of the deposit paid.
6. MGS reserves the right to deny any requests for facilities or grounds use.
7. School-sponsored organizations are exempt from paying facilities use fees and deposits.
8. Before use, individuals requesting a rental and access to field or building equipment must receive training from the Head of Grounds and Maintenance.

****Facility Use Agreement Continues on Next Page****

METAMORA GRADE SCHOOL GRADUATE • WE ARE REDBIRDS • RESPONSIBLE EMPATHETIC PROBLEM SOLVER PERSEVERANT

To: _____
From: MGS Schools
Topic: Use of MGS Facilities or Grounds

Application/Request to Use School Facilities

Community use of facilities is encouraged as long as the use is for a lawful purpose and does not interfere with the District's educational programming. Community entities interested in using MGS facilities will be determined as needed and subject to District approval. Permission to use a facility is conditional and may be denied or rescinded as necessary by District personnel.

Name of Individual(s) Requesting Use: _____

Phone number: _____ Email: _____

Name of Participant(s): _____

Purpose of Activity: _____

Facility Being Used: _____

Dates (please circle): M / T / W / Th / F / Sat / Sun Frequency: Once / Weekly / Monthly / Other: _____
**A seasonal usage package is available upon request

Times requested: _____

AGREEMENT AND INSURANCE The person or organization entering into this agreement with the School District for the use of facilities or equipment described above certifies that the information given in this application is current and accurate. The undersigned further states that he/she has the authority to make this application for the applicant and agrees that the applicant will observe all rules and regulations. The applicant further agrees to reimburse the School District for any damage arising from the applicant's use of said facilities. Any accident involving injury to participants or damages to facilities or equipment occurring during the use of facilities or equipment will be reported to District authorities immediately. The District suggests individuals using District facilities to maintain an insurance policy to cover their participants. The District may request proof of insurance before allowing participants to use facilities or equipment.

The applicant agrees that the School District and its agents or employees will not be liable for any damage to person or property because of negligent acts of the applicant, its agents or employees, invitees or participants. Applicant agrees to protect, indemnify for legal costs and other expenses, and hold harmless, the School District and its officers, employees, directors and agents from claims, liabilities, or suits arising out of injury to person or property from negligent acts of applicant, directly or indirectly attributable to user's activities and/or use of premises except for sole negligence of the School District. The district reserves the right to cancel an applicant's access to facilities without reason and will promptly provide the notice.

_____ (initial) I have read the rules and regulations above as well as those included in the next page and agree with the conditions and charges as established.

☐ Custodial Fee waived ☐ Certificate of Insurance waived Admin Initials: _____

Signature: _____ Date: _____

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

BOARD OF EDUCATION
Dana Smith, President
Jared Frye, Vice President
Mary Schierer, Secretary
Dave Gleissner
Kristina Grebner-Rauh
Matt Wilkerson
Trent Yoder

Rules & Regulations

1. The above-listed individual is solely responsible for the supervision, safety, and conduct of his/her participant(s) for the entirety of the requested time.
2. Access to facilities outside of the times and location outlined in the agreement, are prohibited. Any use outside of the agreed-upon time will result in immediate rescinding of access to the facility or grounds.
3. The above-listed individual will have access to the above-listed area of the facilities and restroom access as appropriate. Access to other areas of the facility or grounds is prohibited for safety and security purposes. If access to other areas is made it can result in rescinding of access to the facility or grounds moving forward.
4. Any change in time or if facilities are not going to be used at the stated specified time must be communicated to district personnel promptly. Any changes or adjustments to timing must be approved before use, based on availability.
5. Supplies needed for any programming should be provided by the applicant who is requesting the use of District facilities.
6. Any damage, excess litter, or misuse of facilities may result in rescinding of access to facilities or grounds.
7. Make sure access to the building is secure and lights are turned off when finished. At no time can entryway doors be propped open or manually unlocked to allow access to the building. Please have volunteers or players grant entry to the building during its use.
8. Report any broken items immediately to vuzelac@mgsredbirds.org.

Cleaning Regulations

- Grounds and facilities should be maintained accordingly, and be left in the same or better condition than when use begins. Items should be placed in their appropriate area or returned to the same condition they were found. Any misuse of equipment, or neglect and non-return may result in rescinding of access to facilities or grounds.
- Bleachers- Sweep up all food and debris left over from the event. Mop up all spills before putting the bleachers away.
- Gym floor- Sweep playing surface and mop up any spills left on the court.
- Foyer- Vacuum carpet, sweep tiled floor, remove all trash, and mop up any spills. Do not take trash out to the dumpster through the carpeted hallway. Dumpster is located on the west side of the building behind the cafeteria.
- Bath/locker rooms- Sweep and mop floors. Sanitize all porcelain including urinals, toilets, and sinks.
- Remove and replace trash.

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

BOARD OF EDUCATION
Dana Smith, President
Jared Frye, Vice President
Mary Schierer, Secretary
Dave Gleissner
Kristina Grebner-Rauh
Matt Wilkerson
Trent Yoder

D. Approve Contract with Ameresco for Window Replacement 123

FIRST AMENDMENT
TO THE ENERGY SERVICES AGREEMENT
BY AND BETWEEN
METAMORA CUSD 1
AND
AMERESCO, INC.

THIS FIRST AMENDMENT TO THE ENERGY SERVICES AGREEMENT (this "First Amendment") is entered into this 15 day of April, 2026, by and between Metamora CUSD 1, having its principal place of business located at 815 E. Chatham St., Metamora, IL 61548 (hereinafter referred to as "Customer") and Ameresco, Inc., having its principal place of business at 111 Speen Street, Suite 410, Framingham, MA 01701 (hereinafter referred to as "Ameresco"). The parties to this Agreement shall be collectively referred to as the "Parties" and individually as a "Party".

WHEREAS, Customer and Ameresco entered into an Energy Services Agreement dated January 11, 2022, as well as Change Order 1 dated April 8, 2022, and Change Order 2 dated November 17, 2022 (as so amended, the "Agreement") under the terms of which Ameresco is to provide services, in phases, for the design and execution of an energy consumption reduction and facility improvement project ("Project") consisting of certain energy conservation and facility improvement services and installations ("Scope of Services") at Customer's buildings that are described therein (the "Property"); and

WHEREAS, the Parties have agreed that an added Scope of Services (the "Additional Scope") shall be provided by Ameresco and that such Additional Scope will result in a corresponding increase in the Contract Cost (hereafter the "Additional Contract Cost") as well as an increase in the Annual Guaranteed Savings Amount (hereafter the "Additional Annual Guaranteed Savings Amount"); and

WHEREAS, Customer and Ameresco have mutually determined that such changes, reflected in the Additional Scope, Additional Annual Guaranteed Savings Amount, and Additional Contract Cost are necessary and desirable to them, in this limited instance and that the Agreement should be amended to reflect these changes; and

WHEREAS, Section 22 of the Agreement indicates that the Agreement may not be modified or amended except in a writing signed by the Parties;

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein, the Parties hereby agree as follows:

1. Capitalized terms not defined herein shall have the same meaning as those set forth in the Agreement.

2. The Additional Contract Cost to be charged for the Additional Scope is **TWO HUNDRED FIVE THOUSAND NINE HUNDRED NINETY-FOUR AND 00/100 DOLLARS ($205,994.00).** The Contract Cost, as modified by this First Amendment to the Agreement, shall now be **ONE MILLION THREE HUNDRED TWENTY-THREE**

THOUSAND ONE HUNDRED EIGHTY-SEVEN AND 00/100 DOLLARS ($1,323,187.00).

3. The Additional Annual Guaranteed Savings Amount associated with the Additional Scope is **TEN THOUSAND THREE HUNDRED FIVE DOLLARS AND 00/100 DOLLARS ($10,305.00)** as further described in Exhibit C-1 which is attached hereto and made a part of this First Amendment. The Annual Guaranteed Savings Amount set forth in Attachment C of the Agreement as modified by this First Amendment, shall now be **SIXTY THOUSAND NINE HUNDRED TWELVE AND 00/100 DOLLARS ($60,912).**

4. Attachment A of the Agreement is hereby amended by adding to the existing Property Description, the Additional Buildings described in Exhibit A-1 which is attached hereto and made a part of this First Amendment.

5. Attachment B of the Agreement is hereby amended by adding to the existing Scope of Services, the Additional Scope described in Exhibit B-1 which is attached hereto and made a part of this First Amendment.

6. Attachment C of the Agreement is hereby amended by adding the First Amendment Savings Guarantee set forth in Exhibit C-1 which is attached hereto and made a part of this First Amendment.

7. Attachments D(1) – D(3) of the Agreement are hereby amended by adding the corresponding First Amendment Certificates set forth in Exhibits D(1)-1 – D(3)-1 which are attached hereto and made a part of this First Amendment.

8. Attachment E of the Agreement is hereby amended by adding the Notice to Proceed set forth in Exhibit E-1 which is attached hereto and made a part of this First Amendment.

9. Attachment F of the Agreement is hereby amended by adding the Change Order set forth in Exhibit F-1 which is attached hereto and made a part of this First Amendment.

10. Attachment G of the Agreement is hereby amended by adding the Additional Savings Calculations which are set forth in Exhibit G-1 which is attached hereto and made a part of this First Amendment.

11. Attachment H of the Agreement is hereby amended by adding the Training set forth in Exhibit H-1 which is attached hereto and made a part of this First Amendment.

12. Attachment I of the Agreement is hereby amended by adding the Measurement and Verification Fee Schedule set forth in Exhibit I-1 which is attached hereto and made a part of this First Amendment.

13. All other provisions of the Agreement not expressly changed by this First Amendment shall remain in full force and effect including but not limited to, Section 25 of the Agreement, Representations and Warranties, which representations and warranties are incorporated herein by reference with respect to this First Amendment.

IN WITNESS WHEREOF, the duly authorized officers or representatives of the Parties have set their hand on the date first written above with the intent to be legally bound.

AMERESCO, INC.

_____
Authorized and Required Signature
Name: Ron Haxton
Title: Senior Vice President Date: _____

METAMORA CUSD 1

_____
Authorized and Required Signature

Name: _____

Title: _____ Date: _____

EXHIBITS TO ENERGY SERVICES AGREEMENT
BETWEEN
AMERESCO, INC.

AND

METAMORA CUSD 1

EXHIBIT A-1

PROPERTY DESCRIPTION

The following buildings, facilities, and areas, which are owned and operated by CUSTOMER, are included in the Scope of Services set forth in Exhibit B-1:

Building Name	Address	City, State, Zip Code
Metamora Grade School	815 E. Chatham St.	Metamora, IL 61548

EXHIBIT B-1

SCOPE OF SERVICES

This Exhibit sets forth a description of the Energy Conservation Measures (ECM) and related equipment to be installed by Ameresco at the buildings, facilities, and areas set forth in Exhibit A-1 within the Property. Installation of the ECM(s) and the included equipment is subject to change if Ameresco discovers unforeseen conditions at the Property that render its preliminary analysis of the Property inaccurate, or significantly affect achievement of the Guaranteed Savings. Any changes to the installation of the ECM(s) and the included equipment are subject to the approval of the Customer and issuance of a Change Order, which approval shall not be unreasonably withheld, conditioned or delayed.

The ECMs described below are included in the Scope of Services:

ECM 1: Window Replacements

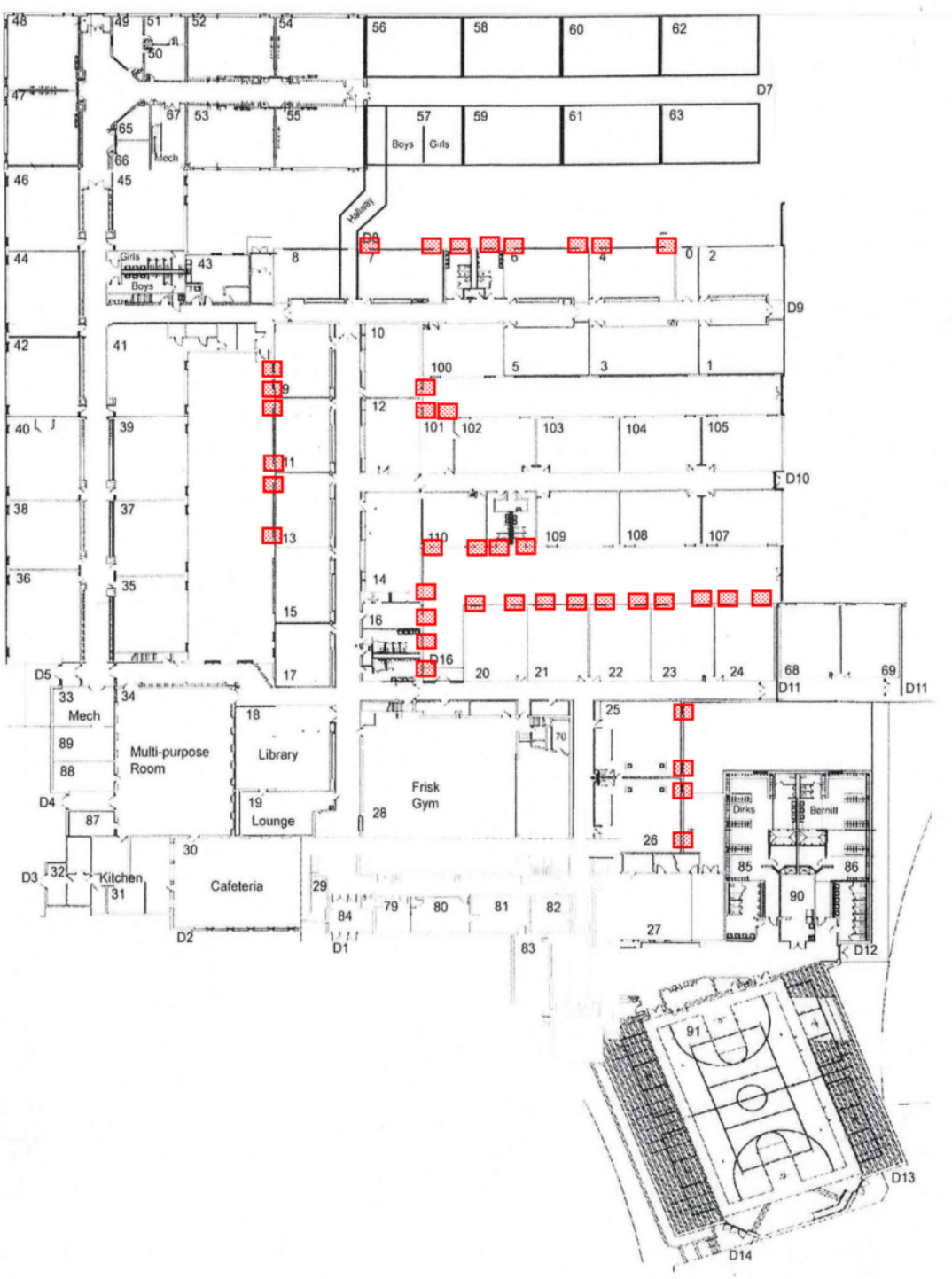
Ameresco shall furnish all labor, materials, equipment, supervision, and services necessary to provide and install thirty-nine (39) new window units throughout the Metamora Grade School facility. The new window systems shall closely match the previously upgraded window systems installed by the Customer under a prior construction project. Similar windows will be installed that matches in type, style, configuration, and performance.

The specific window locations included in this scope of work are identified in **red** on drawing A1 below.

The scope of work shall include, but shall not be limited to, the following:

1. Remove and dispose of thirty-nine (39) single pane windows. Based on communications with the Customer, it is assumed that caulking material surrounding the existing window systems do not contain asbestos containing materials. Should it be discovered that asbestos containing materials are present within the Scope of Services, an additional cost to the Customer will be incurred and payable under a separate agreement.
2. Provide temporary security, if necessary, between the demolition and installation stages of construction. This includes the installation of a plywood barrier in the location of the demolished window prior to the new window installation.
3. Glass and frame color samples will be provided to the Customer for selection. Glass tint options will be provided along with the frame selection of clear anodized or dark bronze. Colors will be based on manufacturer's standard colors.
4. Windows will be field measured to ensure installation of the existing window locations. Openings vary in size with an average opening based on 46" x 72".
5. Glass material will consist of double pane, one (1) inch tinted SN68 high performance low-e tempered glass, or equivalent.
6. Lower section of the window system will be of hopper style that will push outward.

Drawing A1


Boys
Girls
Hallway
Mech
Girls
Boys
Mech
Multi-purpose Room
Library
Lounge
Frisk Gym
Kitchen
Cafeteria
Dirks
Bernill
D1
D2
D3
D4
D5
D7
D9
D10
D11
D12
D13
D14

General Scope of Services Comments:

- Unless specifically noted in the Scope of Services – abatement of asbestos containing material and other hazardous materials is excluded.
- As final engineering is not started and equipment is not ordered until Ameresco has a signed contract / notice to proceed - Ameresco cannot guarantee delivery dates / system start-up and is not responsible for costs associated with additional mobilizations, temporary equipment, etc. if long lead times affect construction schedule.
- Material ordering and final scheduling will not occur until a signed agreement is received.
- Ameresco pricing assumes 100% availability of rooms to do the work. Unless noted otherwise, pricing based on first shift only (Monday through Friday).
- Unless specifically noted in the Scope of Services – paint / patch is excluded. If noted in the Scope of Services – only the affected areas will be addressed (not the entire area / wall). Paint will match existing adjacent as close as possible but an exact match cannot be guaranteed.

EXHIBIT C-1

SAVINGS GUARANTEE

GUARANTEED SAVINGS AMOUNT; GUARANTEE PERIOD

Ameresco hereby guarantees to Customer that the amount of the Annual Savings shall equal or exceed the "***Guaranteed Savings***" (as specified in Table C-1 below), over the Guarantee Period (defined below).

The Annual Guaranteed Savings Amount is made up of one (1) savings component:

1. Operating Cost Savings

Ameresco, guarantees the total Annual Guaranteed Savings Amount, but does not guarantee the savings amount achieved by each individual savings measure.

Sources of Energy and Operating Cost Savings are set forth in Exhibit G-1. Operating Cost Savings can result from avoided expenditures for operations, maintenance, equipment repair, or equipment replacement and/or capital funds for projects that, because of the project, will not be necessary including costs of planned renovation, renewal, or repair avoided as a result of the Project.

Calculation of the Annual Savings shall be performed under, and governed by, the methods, formulas, and procedures described in the Measurement and Verification Plan set forth in Exhibit G-1.

Table C-1

Year	Operating Cost Savings	Total Guaranteed Savings
1	$10,305	$10,305
2	$10,614	$10,614
3	$10,933	$10,933
4	$11,261	$11,261
5	$11,599	$11,599
6	$11,946	$11,946
7	$12,305	$12,305
8	$12,674	$12,674
9	$13,054	$13,054
10	$13,446	$13,446
11	$13,849	$13,849
12	$14,265	$14,265
13	$14,693	$14,693
14	$15,133	$15,133
15	$15,587	$15,587
16	$16,055	$16,055
17	$16,537	$16,537

18	$17,033	$17,033
19	$17,544	$17,544
20	$18,070	$18,070

The Guarantee Period shall be 20 years unless terminated earlier as a result of termination of the Agreement.

The Customer has reviewed the Guaranteed Savings calculations, assumptions, and methodologies contained in the M&V Plan and the Baseline set forth in Exhibit G-1, and finds them to be reasonable.

This Exhibit C-1, comprising two (2) pages, is attached to and made part of the Agreement.

METAMORA CUSD 1

By: _____

Name: _____

Title: _____

Date: _____

AMERESCO, INC

By: _____

Name: Ron Haxton

Title: Senior Vice President

Date: _____

EXHIBIT D (1)-1

DELIVERY AND ACCEPTANCE CERTIFICATE

PROJECT COMPLETION LOG

Sub-Project Tasks/Punch List items	***Completion Date***

Notes (special instructions, etc.):

Items furnished to CUSTOMER with this Delivery and Acceptance Certificate:

- ☐ Receipt of owner's manuals;_____sets.
- ☐ Receipt of instruction and training; _____
- ☐ Completion of inspection and walk-through.
- ☐ Receipt of warranty information.

The punch list items are hereby completed in accordance with the Agreement. [Customer agrees that the Energy Savings and Operating Cost Savings, as applicable, have been satisfied for the term of the Guarantee Period.]

CUSTOMER	By:	Title:	Date:

EXHIBIT D (2)-1

PERCENT COMPLETE ACKNOWLEDGEMENT CERTIFICATE

Customer hereby acknowledges receipt and acceptance of the _____ portion of the Energy Conservation Measure (the "ECM") described in Exhibit B-1 to the Energy Services Agreement (the "Agreement") dated _____, 202_ between Customer and Ameresco. Customer certifies that the work described in the related application for payment submitted by Ameresco has been completed in accordance with the Agreement and that the ECM(s) are _____ percent complete, as substantiated by sufficient detail provided by Ameresco. Customer agrees to make payment to Ameresco as set forth in Section 4 of the Agreement.

Date Accepted by Customer:_____

Accepted for:

Accepted by:

Name: _____

Title: _____

ACKNOWLEDGMENT OF AMERESCO

Ameresco hereby acknowledges that the total amount due based upon percent complete for the ECM's described in Exhibit B-1, and the Notice to Proceed, hereto is $_____.

Date Accepted by Ameresco:

Accepted for: AMERESCO, INC.

Accepted by:

Name:

Title:

EXHIBIT D (3)-1

SUBSTANTIAL COMPLETION CERTIFICATE

PROJECT NAME & ADDRESS: _____

PROJECT NO.: _____
CONTRACT DATE: _____
DESCRIPTION: _____

The installation of [list each ECM being accepted with this certificate] under the Agreement has/have been reviewed and found to be substantially complete. The date of Substantial Completion of the forgoing ECM(s) is hereby established as:

SUBSTANTIAL COMPLETION DATE: _____

The date of Substantial Completion of an ECM is the date when such ECM is sufficiently complete in accordance with the Agreement so that Customer derives beneficial use thereof. The punch list items are hereby completed in accordance with the Agreement. [Customer agrees that the Energy Savings and Operating Cost Savings, as applicable, have been satisfied for the term of the Guarantee Period.]

The Substantial Completion date set forth above is the date of commencement of applicable warranties for such ECM(s), as required by the Agreement. A list of items to be completed or corrected is identified below as punch list items.

CONTRACTOR: Ameresco, Inc., 111 Speen Street, Suite 410, Framingham, Massachusetts 01701

AUTHORIZED _____ **DATE:** _____

NAME: _____
(type or print)

CUSTOMER:

AUTHORIZED _____ **DATE:** _____

NAME: _____
(type or print)

PUNCHLIST ITEMS

Attach additional page(s) as necessary. Number of pages attached ____.

EXHIBIT E-1

NOTICE TO PROCEED

_____, 2026

Ron Haxton
Senior Vice President
Ameresco, Inc.
1900 Spring Road, Suite 400
Oak Brook, IL 60523

SUBJECT: NOTICE TO PROCEED

Mr. Haxton:

In accordance with the terms of the Energy Services Agreement dated January 11, 2022, Customer hereby issues this **Notice to Proceed** to Ameresco in relation to the Scope of Services for this Phase set forth in this First Amendment to such Agreement.

Sincerely,

METAMORA CUSD 1

_____
Signature

_____
Name

_____
Title

EXHIBIT F-1

CHANGE ORDER
(Agreement for change in Scope of Services)

CUSTOMER:

Ameresco Project No.

I. REQUEST Date:

(a) Requested by **CUSTOMER pursuant to Section 8 of the Energy Services Agreement dated**

(b) Description of change Description of change.

II. AMERESCO'S AGREEMENT

For all costs involved in this change including extensions of time herein requested, Ameresco proposes to perform the additional work described in the Attachments listed below (which are hereby incorporated herein by reference into the Agreement resulting from this Change Order #X), in accordance with the provisions of the Agreement entered into ESA Date, (excluding the original Attachments, except where indicated, but including the Attachments listed below) for the Contract Cost as follows.

Payment shall be made on the basis of:
(x) Predetermined lump sum total of (add) **00/100 DOLLARS ($).**

An extension of contract time of calendar days to is required.

ATTACHMENTS

[Tailor to Change Order and Scope]

All references in the Agreement to Attachments shall also mean and refer to Attachments A- , B- , etc., included in this Change Order as a separate Scope of Services.

All other provisions of the Agreement not expressly modified by this Change Order shall remain in full force and effect including but not limited to, Section 25 of the Agreement, Representations and Warranties, which representations and warranties are incorporated herein by reference with respect to this Change Order.

IN WITNESS WHEREOF, the Parties hereto have caused this Change Order to be duly executed and

delivered by their proper and duly authorized officers as of the date first written above.

Contract Award	$
Previous Additions	$
Previous Deductions	$
Net Total	$
This Change	$
Total	$

AMERESCO, INC.:

_____	_____
By: Ron Haxton	By:
Title: Senior Vice President	Title:
Date:	Date:
(Signature Required)	

CUSTOMER APPROVAL:
CUSTOMER

_____
By: _____
Title: _____
Date: _____

EXHIBIT G-1

MEASUREMENT AND VERIFICATION PLAN; METHODOLOGY OF CALCULATING SAVINGS

SECTION 1: SAVINGS MEASUREMENT AND VERIFICATION

Operating Cost Savings

Actual Annual Savings from Operating Cost Savings shall be determined as set forth in Table G1 below, based on guidance from the U.S. DoE Federal Energy Management Program's publication How to Determine and Verify Operating and Maintenance (O&M) Savings in Federal Energy Savings Performance Contracts, August 2024. This guidance allows for cost savings from avoided renovation, renewal, or repair costs as a result of the Project.

Table G1: M&V Approach for Operating Cost Savings

M&V Plan Description	Methods for the measurement and verification of Operating Cost Savings have not been developed for either FEMP or IPMVP M&V Guidelines. However, FEMP does provide a guidance publication on verification of O&M Savings, including avoided current or planned capital expense. This approach has been customized for this project based on the FEMP guidance document.
Baseline Performance Parameters	The baseline performance parameters are the cost budget estimates, set forth in Table G2 below, for the alternative project the Customer would have undertaken to complete the Scope of Services and meet the functional requirements for such Scope.
Post Installation Performance Parameters	The post installation performance parameters are the actual cost for completing the Scope of Services under this agreement and the delivered functional capability of the Scope of Services as documented prior to final delivery and acceptance.
Performance Assurance Activities	• The Project site will be surveyed with the Customer to confirm the Scope of Services is complete and in conformance with the Scope of Services and are performing as specified prior to delivery and acceptance. • The final cost of the Scope of Services completed under this Amendment will be reviewed with the Customer to ensure that it does not exceed the baseline annualized costs set forth in Table G2. • If the Scope of Services has been completed per the specifications / Scope of Services, meeting the functional requirements of the Customer, then at final acceptance, it will be agreed that the alternative project to complete the Scope of Services will not be necessary and the related avoided costs will be deemed the Operating Cost Savings attributable to this Project. • Document the avoided Operating Cost Savings in the delivery and acceptance certificate and M&V Report.

M&V Services

No later than sixty (60) days after the Delivery and Acceptance date, Ameresco will complete the one-time post installation measurement and verification activities as described above and will submit to Customer a measurement and verification report (the "M&V Report") documenting the Annual Savings for the first Guarantee Year. Customer shall provide written acceptance of the M&V Report within thirty (30) days of Ameresco's submission of such report. Regardless of whether Customer provides such written acceptance, if Customer does not notify Ameresco in writing of any objection to the M&V Report within such thirty (30) days, Customer shall be deemed to have accepted such M&V Report. Upon any such acceptance, the Guaranteed Savings will be deemed achieved for the balance of the Guarantee Period and no further M&V Services will be performed under this Agreement.

Customer is aware that optional on-going M&V Services are available, at additional cost, for the duration of the Guarantee Period and Customer has determined not to incur such costs for noted services.

Dispute Resolution

Any dispute, claim, or disagreement of any kind or nature between the Parties arising out of or in connection with this M&V Plan or the Savings Guarantee shall be resolved in accordance with the Dispute Resolution procedures set forth in Section 13 of the Agreement.

SECTION 2: METHODOLOGY USED TO CALCULATE PROJECT SAVINGS

The methodology used for projecting savings resulting from the implementation of the Project is summarized in the following equation:

Annual Savings = Operating Cost Savings

Where:

Annual Savings: The total annual savings associated with implementation of this Project. This is the savings figure that will be used for comparison to the Guaranteed Savings as part of the Guarantee Reconciliation.

Operating Cost Savings: Operating Cost Savings can result from avoided expenditures for operations, maintenance, equipment repair, or equipment replacement and/or capital funds for projects that, because of the Project, will not be necessary. Sources of Operating Cost savings may include: i) avoided current or planned capital expense, ii) avoided O&M and/or equipment repair and replacement expense, and, iii) avoided renovation, renewal, or repair costs as a result of the Project.

OPERATING COST SAVINGS

Operating Cost Savings include avoided expenditures for equipment replacement and/or capital funds for projects that, because of the Scope of Services of this project, will not be necessary. Sources of Operating Cost savings may include: i) avoided current or planned capital expense, ii) avoided O&M and/or equipment repair and replacement expense, and, iii) avoided renovation, renewal, or repair costs as a result of the project.

Deferring the capital intensive Scope of Services items included in this Agreement will result in increased costs in the future when implemented. Ameresco uses RS Means construction data, as well as recent project cost information (including data from bids for work to be performed), to determine approximate replacement values for the various building systems impacted by this Project. The current costs are then modified for performing this work in the future utilizing inflation, cost of money, economies of scale, and other factors as applicable. The increased future costs are then annualized, based on a project term, to determine the Year 1 Operating Cost Savings value.

From the Scope of Services related to the installation of the ECMs, the Customer will have a Year 1 Operating Cost Savings (avoided expenditures) of $9,439.

Table G2: Year 1 Operating Costs Savings

ECM	Year 1 Operating Cost Savings
All ECMs	$9,439

The Customer has identified the need for improving its existing facilities in order to address known building deficiencies, extend the building / systems useful life, and address occupant comfort issues. As a result, the Customer has developed estimates for the costs of the Scope of Services included in

the ECMs if a separate project had to be performed to complete such Scope. The Customer desires to incorporate the Scope of Services into this Agreement in order to ensure such Scope is completed within the schedule and cost agreed to with Ameresco. The Customer finds that the Year 1 Operating Cost Savings identified in Table G2 are reasonable estimates of the costs avoided by incorporating the Scope of Services into the Agreement and agrees and accepts these Year 1 Operating Cost Savings subject to completion of the M&V Services set forth in this Exhibit G-1.

In each subsequent Guarantee Year, the Year 1 Operating Cost Savings determined for the First Guarantee Year shall be escalated at a rate of 3.0% per year to determine the total Operating Cost Savings.

This Exhibit G-1, comprising four (4) pages, is attached to and made part of the Agreement.

METAMORA CUSD 1	**AMERESCO, INC**
By:	**By:**
Name:	**Name: Ron Haxton**
Title:	**Title: Senior Vice President**
Date:	**Date:**

EXHIBIT H-1

TRAINING

Ameresco shall provide training on the intent, design, operating requirements and operational and maintenance requirements for all ECMs installed. The following section defines the intent, personnel to be involved, logistics, and tracking and documentation for the Training Plan that shall be provided by Ameresco.

Ameresco will implement a training program that involves classroom and hands-on/field training. Training sessions will include a review of the overall installation and performance characteristics of installed Energy Conservation Measures. Documentation will include review of O&M manuals, drawings, and equipment specification literature. Facilities personnel, and select building occupants, will receive comprehensive manuals for reference. The primary goal of Ameresco's training program will be to educate designated operations, maintenance, and building staff in the key areas that relate to the ECMs installed throughout the project.

EXHIBIT I-1

MEASUREMENT AND VERIFICATION FEE SCHEDULE

N/A

Customer is aware that optional on-going M&V Services are available, at additional cost, for the duration of the Guarantee Period and Customer has determined not to incur such costs for noted services.

E. Approve Contract with Heart Technologies for Wireless Upgrade 145

We have prepared a quote for:

Metamora Community School Dist #1

Infrastructure Replacement (Fiber/Switch/Wireless)

Quote # PM013065EP Version 1

Prepared by:

Paul McCracken

Engineered by:

Aaron Sherman

Products

Description	Qty
Wireless	
Cisco Meraki Catalyst 9176 Wireless AP / WiFi 7	75
Cisco Meraki Wireless AP License / 7 Years	75
Kitchen (Fiber Entrance)	
Cisco Meraki MS130 PoE+ L2 Switch / 370W / 24x1GbE + 4x1GbE SFP	1
Cisco Meraki MS130 24 License / 7 Years	1
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	3
C2G LC-SC OM2 Fiber Patch Cable / 2M	3
Grade School Office	
Cisco Meraki MS130 PoE+ L2 Switch / 740W / 48x1GbE + 4x1GbE SFP	4
Cisco Meraki MS130 48 License / 7 Years	4
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	1
C2G LC-SC OM2 Fiber Patch Cable / 1M	1
C2G SC-SC OM2 Fiber Patch Cable / 1M	2
Axiom SFP+ / DAC Twinax / 1M / Cisco Meraki Compatible	3
Tech Room 101 (Server Room)	
Cisco Meraki MS130 PoE+ L2 Switch / 740W / 48x1GbE + 4x1GbE SFP	3
Cisco Meraki MS130 48 License / 7 Years	3
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	1
C2G LC-SC OM2 Fiber Patch Cable / 2M	5
Axiom SFP+ / DAC Twinax / 1M / Cisco Meraki Compatible	1
K5 Lab 10 Work Room	
Cisco Meraki MS130 PoE+ L2 Switch / 740W / 48x1GbE + 4x1GbE SFP	2
Cisco Meraki MS130 48 License / 7 Years	2
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	1

Products

Description	Qty
C2G LC-SC OM2 Fiber Patch Cable / 1M	1
C2G SC-SC OM2 Fiber Patch Cable / 1M	2
Axiom SFP+ / DAC Twinax / 1M / Cisco Meraki Compatible	1
JH Mech Room	
Cisco Meraki MS130 PoE+ L2 Switch / 740W / 48x1GbE + 4x1GbE SFP	4
Cisco Meraki MS130 48 License / 7 Years	4
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	1
C2G LC-SC OM2 Fiber Patch Cable / 2M	3
Axiom SFP+ / DAC Twinax / 1M / Cisco Meraki Compatible	1
Room 40	
Cisco Meraki MS130 PoE+ L2 Switch / 740W / 48x1GbE + 4x1GbE SFP	2
Cisco Meraki MS130 48 License / 7 Years	2
Axiom SFP / 1000BASE-SX / MMF / Cisco Meraki Compatible	1
C2G LC-SC OM2 Fiber Patch Cable / 1M	1
Axiom SFP+ / DAC Twinax / 1M / Cisco Meraki Compatible	1

Infrastructure Replacement (Fiber/Switch/Wireless)

Prepared by:

Heart East Peoria

Paul McCracken
(309) 427-7259
pmccracken@heart.net
3105 N Main St.
East Peoria, IL 61611

Prepared for:

Metamora Community School Dist #1

Paul Weber
(309) 367-2361
pweber@mgsredbirds.org
815 E Chatham
Metamora, IL 61548

Quote Information:

Quote #: PM013065EP

Version: 1
Delivery Date: 11/18/2025
Expiration Date: 01/01/2026

Quote Summary

Description
Infrastructure Replacement (Fiber/Switch/Wireless)

Total: **$155,141.86**

Payment Schedule

Description	Payments	Interval	Amount
Purchase Price: 50/30/20			
50% Due on Signing	**1**	**One-Time**	**$77,570.93**
30% on Receipt of Materials	1	One-Time	$46,542.56
20% on Completion	1	One-Time	$31,028.37

Payment Due at Signing

Description	Amount
Purchase Price: 50/30/20: 50% Due on Signing	
Total of 50% Due on Signing Payment	**$77,570.93**

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Heart East Peoria

Signature: _____

Name: _____

Title: _____

Date: _____

Metamora Community School Dist #1

Signature: _____

Name: Paul Weber

Title: _____

Date: _____

Statement of Work

Customer Responsibility

This job will not be taxable. Customer shall provide tax-exempt certificate.

Heart Technologies, Inc., Responsibility

Labor is included to configure, install, and test the equipment itemized in this proposal.

Design notes: MS130 switches were specifically chosen to match the capabilities of the installed fiber in the building.

Pass-through passive patch cables are included to better utilize existing fiber and reduce daisy-chaining.

Existing cabling investment for wireless access points will be re-used.

Material Escalation Clause: If, during the performance of this contract, the price of materials increases significantly, through no fault of Heart Technologies, the price of quoted material shall be adjusted accordingly. Where the delivery of the quoted material or product is delayed by either manufacture or distribution supplier, through no fault of Heart Technologies, as a result of the shortage or unavailability of specific products or materials , Heart Technologies shall not be liable for any additional costs or damages associated with such delay(s).

ALL MATERIAL PRICING INCLUDED IN THIS PROPOSAL IS ONLY VALID FOR 30 DAYS.

Customer has reviewed and acknowledged statement of work. _____

Standard Terms and Conditions

1. This proposal is in accordance with our understanding of the requirements of the project and from verbal information which we received from the Customer, or its agent, and if written plans and specifications are furnished by Customer, and HEART Technologies, Inc., (from here on referred to as HEART Technologies, Inc.) interpretation of them. HEART Technologies, Inc. assumes no responsibility as to the accuracy of such plans and specifications. It is further understood and agreed that this proposal and contract does not include any labor or materials not specifically mentioned herein. Any additional work not covered herein shall be billed as time and material.
2. Terms and amount of payment shall be those specified herein. If not specified in the proposal, payment shall be 50% down at contract signing, 30% upon receipt of materials, and the remaining 20% due upon completion of this contract where the work is completed within the same month as the billing period. Where work continues beyond a period of 30 days, or is delayed for reasons beyond the control of HEART Technologies, Inc., monthly progress payments shall be paid in an amount equal to the labor and material on a percentage of completion basis of the job covered by this contract. Payment shall be made to HEART Technologies, Inc. by the 10th of the month following the date of any billing. HEART Technologies, Inc. shall not be required to proceed with the installation of the work if the payments applying on same have not been made as specified in the contract. In the event suit is filed by HEART Technologies, Inc. to collect any Moneys due hereunder or to enforce any other provisions of the contract, the Customer agrees to pay all cost, and the attorney's fees incurred. Past Due balances shall be charged finance charges at a rate of 1.5% per month. Customer agrees to pay these charges, if for any reason payments are not received by due date.
3. Alterations or additional work ordered by Customer or his agent shall constitute an addition to this proposal, and shall be charged for on a time and material basis in accordance with the current prices shown in a locally recognized trade pricing standard, in effect at time of billing. If any additions to the contract are ordered, the amount to be paid for the same shall be determined by the Customer and HEART Technologies, Inc. at the time that they are ordered, and if they do not agree upon an amount to be paid, then the Customer shall pay a reasonable price therefor. If the change requested by the Customer shall reduce the amount of labor or material, or both, that HEART Technologies, Inc. shall furnish to the project, then the Customer and HEART Technologies, Inc. shall agree at the time that the change is requested on the amount of credit that shall be given by HEART Technologies, Inc. to the Customer, and if they do not agree upon an amount of credit then the reasonable value of the labor and material shall be credited to the Customer. HEART Technologies, Inc. shall receive written orders for all additional work or changes signed by an authorized person before proceeding with such additions or changes. However, if such written orders are not received this shall not affect the right of HEART Technologies, Inc. to receive payment as outlined above for said labor and materials so furnished. Payments for additions or changes shall be made under the same terms and conditions as are embodied in the original proposal and contract.
4. All prices quoted herein are firm upon acceptance of this proposal, and are subject to correction prior to acceptance. All written proposals are conditioned upon acceptance within time limit specified on the face of this proposal. Verbal quotations are subject to immediate acceptance and terminate the day they are made.
5. It is a condition of this proposal that all materials or devices which are supplied by HEART Technologies, Inc. for installation will be of a type that is approved for the purpose. It is further stipulated that the Customer will assume the same responsibility for any material or equipment not furnished by HEART Technologies, Inc..
6. This proposal including any plans, specifications, drawings or engineering data are furnished by HEART Technologies, Inc. to Customer in trust for determining the scope of the work to be performed and shall remain the property of HEART Technologies, Inc.. They shall be immediately returned to HEART Technologies, Inc. in the event it is not awarded the contract to perform such work. If such plans, specifications or other data are used for the purpose of obtaining other bids or in connection with the installation, the Customer shall pay HEART Technologies, Inc. for all expense in preparing such plans or other data on an engineering fee basis.
7. Unless otherwise provided herein, the amount of any present or future sales or other tax, Federal, State or City, which we now, or hereafter shall be required to pay, either on our own behalf or on behalf of the Customer, or otherwise, with respect to any labor or material covered by this proposal shall be added to the prices quoted herein and paid by the Customer in the same manner and with the same effect as if originally added hereto.
8. If the Customer shall enter into a sale or shall sell all or any part of the premises herein involved, the full amount remaining unpaid on this contract becomes due and payable within 48 hours after date of such sale or agreement of sale at the option of HEART Technologies, Inc.. Title to any of the material sold or installed hereunder by HEART Technologies, Inc. shall remain HEART Technologies, Inc. until all the terms hereof have been complied, with, and in the event such materials are affixed to realty, it is expressly understood and agreed that they shall remain personal property subject to removal by HEART Technologies, Inc. The owner, buyer and Customer hereby waive any and all claims for damage to said realty or buildings caused by the removal of said materials or any part thereof.
9. This proposal is contingent upon approval by the authority having jurisdiction. Should additions or modifications be recommended by the authority having jurisdiction, or should the scope of protection change, this proposal will be adjusted accordingly.
10. We represent that the products listed within this quotation are free from defects in material or workmanship. Any product or part, thereof, which proves to be defective in workmanship or material during a period equal to manufacturer's warranty but not to exceed twelve (12) months from the date of purchase (unless otherwise stated in the proposal) shall be replaced at no charge during normal working hours.
11. Any repairs or modifications of the system as installed by the owner, owner's representative or any third party will void the warranty as stated herein.
12. HEART Technologies, Inc. maintains the capability to service your system using our factory-trained technicians from our nearest service facility on a 24-hour emergency basis.
13. The price has been determined on the basis of straight time and normal work week. No overtime will be worked unless ordered by Customer or his representative. In the event overtime is worked, the overtime premium rates plus HEART Technologies, Inc. regular mark-up for overhead and profit will be paid as an extra.
14. Upon acceptance, it is understood and agreed that this contract cannot be canceled except by mutual consent, and then only after payment to HEART Technologies, Inc. for all labor, material and job costs plus his regular mark-up for overhead and profit.
15. This agreement, and any issues arising in connection with it, shall be governed by, and construed in accordance with, the laws of the State of Illinois.
16. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior proposals and all previous negotiations and agreements, representations and warranties, written or oral.

Authorization to proceed with work or issuance of purchase orders by Customer to HEART Technologies, Inc. accepting any or all parts of this proposal shall be subject to the foregoing conditions.

It is the policy of HEART Technologies, Inc. to provide equal opportunity in employment for all qualified persons and to prohibit discrimination in employment on the basis of race, creed, color, sex, age, national origin, religion, disability or veteran status.

9 **Executive Session**

A. 5ILCS 120/2 (c) (1) The appointment, compensation, discipline, performance, or dismissal of specific employees of the District or legal testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.
B. 5ILCS (c) (2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
C. 5ILCS 12/2 (c) (14) Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by section 2.06 5ILCS 12/2 (c) (21)

10 Adjournment