

METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1  
BOARD OF EDUCATION - ED POLICY COMMITTEE MEETING AGENDA  
Metamora Grade School Conference Room  
Thursday, May 14, 2026, 5:15 PM

- 1 Roll Call
- 2 Job Descriptions

TITLE: Aide/Paraprofessional

REPORTS TO: Assistant Principal, Principal or Special Education Administrator

QUALIFICATIONS:

1. Minimum of a high school diploma or GED equivalent.
2. Must hold a current paraprofessional license (or PEL) with the ISBE.
3. Maintain certification for Crisis Prevention Institute (CPI) training as needed.
4. Successful completion of fingerprint based criminal background check (IL State Police and FBI), sex offender and violent youth offender screening, and employment physical.

JOB GOAL: To assist the teacher(s) with the day-to-day routine in the school setting assigned. An aide will be assigned to work in one of the following settings: one on one assignment, small group assignment, Title 1 reading aide, or as a classroom aide. An aide will assist the teacher in achieving the specified teaching objectives for each class or given day.

DUTIES AND RESPONSIBILITIES:

1. Assists the instructor with classroom set-up and class preparations.
2. Provides individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher.
3. Administers, scores, and records such achievement, diagnostic tests and other documentation as required or as the teacher recommends for individual students.
4. Assists with the student development of organizational and study skills.
5. Assists the teacher in devising special strategies for reinforcing material skills based on their Individualized Education Plan (IEP).
6. Implements and monitors a behavior management program outlined in the classroom and/or IEP.
7. Provides support in unstructured settings for students.
8. Guides and serves as a resource person to the students in a general education or special education setting.
9. Maintains effective communication with school staff.
10. Assists with the supervision of students during emergency drills, assemblies, recess and or plan periods, and field trips.
11. Assists students in the library or media center.
12. Checks notebooks, corrects papers, and supervises testing and make-up work as assigned by the teacher.
13. Checks and records student attendance when appropriate.
14. Assists students with their clothing as needed.
15. Assists students with lunch, snack, and cleanup routines if required.
16. Assists students with self-care and restroom routine as needed.
17. Alerts the teacher to any problems or special information about an individual student.

18. Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
19. Participates in training programs and meetings when requested by the principal/assistant principal.
20. Maintains regular attendance and punctuality to ensure teamwork and the completion of job duties essential to the daily operation of the school.
21. Performs other related tasks as assigned by the principal/assistant principal and other department directors as designated by the superintendent including, but not limited to, the supervision/monitoring of students during lunch, recess and entryways including parking lot(s) before and/or after school.
22. Adheres to a professional code of ethics which includes confidentiality of school related matters and loyalty to the school district.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months - school calendar year when students are in attendance and institute or SIP days as requested by the principal/assistant principal. Hourly rate approved by the Board of Education.

EVALUATION: All non-certified employees receive a minimum of one written evaluation per year. The paraprofessional will be evaluated by the Principal, Assistant Principal or Superintendent.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Director of Transportation

REPORTS TO: Superintendent

QUALIFICATIONS: Bachelor's Degree Preferred; experience working with a School Transportation Department preferred; leadership experience

JOB GOAL: To manage and coordinate the district's transportation operation including personnel, purchasing, marketing, maintenance, and security

**JOB RESPONSIBILITIES:**

Leading the Transportation Department

1. Responsible for setting up all AM, Middy, PM, and Evening Shuttle (if applicable) bus routes and schedules
2. Procure and control all parts, supplies, and fuel for the Transportation Department
3. Assign drivers and vehicles for all regular and extracurricular routes
4. Communicate with parents, school personnel, and public on transportation related issues
5. Monitor the need for and make recommendations to the Superintendent regarding the feasibility of Transportation Routing Software.
6. Should such a Software database be secured, the Director of Transportation is responsible for maintaining the Transportation Routing Software database
7. Recruit, train, and hire bus drivers and bus aides
8. Establish dates for required safety drills
9. Evaluate all transportation employees on a yearly basis

Supervision

1. Supervise and provide training and development for all transportation employees
2. Supervise all vehicle maintenance work
3. Provide appropriate professional development to all transportation employees
4. Set, reflect, and evaluate professional goals that all members of the department establish
5. Coordinate yearly bus driver refresher course with the Regional Office of Education

Fiscal and Budgeting Responsibilities

1. Prepare bid specifications and make recommendations for the purchase of transportation supplies and equipment
2. Keep up to date records on mileage, maintenance on each vehicle, fuel usage, bus lists, and school maps
3. Develop and implement a schedule for any required body work on transportation vehicles

Other Duties

1. Possess a current CDL with Air Brakes, Passenger, and Bus Driver Endorsements
2. Administer school attendance boundaries
3. Maintain open lines of communication with all Metamora CCSD#1 Township and County Road Commissioners
4. Maintain handheld and CB radio inventory and equipment
5. Prepare annual transportation report for ISBE

6. Perform other duties as assigned by the Superintendent

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 12 months, Summer hours may vary. Hourly rate approved by the Board of Education.

EVALUATION: Director will receive a minimum of one written evaluation per year. The Director will be evaluated by the Superintendent or designee.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Director of Maintenance

REPORTS TO: Superintendent

QUALIFICATIONS:

1. High school diploma plus university and/or technical training preferred;
2. 5 years of work experience in building and grounds management, maintenance, construction and/or operations required;
3. Skills and knowledge in the following areas needed: Commercial structural, mechanical, electrical, and piping systems; HVAC systems, construction, retro-fitting, maintenance methods and materials, solar panels; housekeeping/custodial methods and materials; inventory control, and security systems;
4. Must be able to work at heights of 25 ft. and able to lift up to 50 lbs. on a regular basis;
5. Must pass the TB test and physical exam;
6. Possess a valid Illinois drivers license, and able to drive district vehicles.
7. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening

JOB GOAL: To manage and supervise all maintenance and operations staff, plan and oversee all maintenance and operations projects, and keep detailed records of jobs, expenses and other compliance issues

JOB RESPONSIBILITIES:

Management and Supervision

1. Manage personnel and on-going work in all of the following areas: repairs, preventive maintenance, construction and retrofitting, grounds keeping, housekeeping, custodial. warehouse/courier, HVAC.
2. Maintain work records for all maintenance and operations personnel
3. Consult with business and operations manager, principals, and custodians to define and schedule custodial operations tasks
4. Consult with business and operations manager to define and schedule maintenance tasks
5. Provide recommendations to the Superintendent and principals re: the hiring of operations personnel
6. Provide recommendations to the Superintendent re: hiring of maintenance personnel
7. Make recommendations to the Superintendent for operation and maintenance improvements in the district
8. Establish continuous quality training for operations and maintenance personnel

Project Management and Fiscal Responsibilities

1. Develop specifications and bidding requirements and otherwise manage supplier and operational material procurement in consultation with the Superintendent.
2. Assist the Superintendent in budgeting for the Operations and Maintenance Fund, the Site and Construction Fund, and the Health, Life, Safety Fund.
3. Maintain fiscal records for operations and maintenance in compliance with district policies and procedures; obtain prior approval from Superintendent for purchase of all

items of \$1,000 or more

4. Develop recommendations for the Superintendent and the Facility Subcommittee concerning current and future large repairs, retrofits, and improvements
5. Perform or arrange for the handling of emergency or other major maintenance requirements that arise from time to time throughout the district
6. Work with staff, faculty, students and community members as part of the strategic planning process to develop long-range programs for implementation school wide ( ex. recycling, litter and dirt reductions, school improvement projects)
7. Work with the District Architect and/or performance contractors to provide District representation with any construction projects or facility upgrades that have been bid out to outside contractors

#### Safety and Risk Management

1. Inspect and assure the cleanliness, safety, and proper efficient operation of all district structures, systems, and grounds
2. Consult with principals, teachers, custodians and other personnel to assure the daily cleanliness, general safety and security of individual facilities throughout the district
3. Consult with the Superintendent and/or district consultant(s) to ensure compliance with Department of Labor, Illinois Department of Public Health, Life Safety, and other local, state, and federal regulatory agencies and statutes as are applicable including provisions for hazardous materials and right to know training for personnel

#### Maintenance

1. Oversee and direct mechanical installations, retrofits, and repairs as assigned

#### Other Duties

1. Participate regularly in in-service and continued training
2. Perform the duties as the district's designated person for asbestos
3. Perform other duties and responsibilities as assigned
4. Coordinate the removal of snow/ice from walkways
5. Serve as an active member of the Facility Board subcommittee and communicate with the members of that committee of any upcoming projects or necessary facility work

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 12 months, Summer hours may vary. Hourly rate approved by the Board of Education.

EVALUATION: Director will receive a minimum of one written evaluation per year. The Director will be evaluated by the Superintendent or designee.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: Custodian

REPORTS TO: Maintenance Director

QUALIFICATIONS:

1. Minimum of a high school diploma or GED equivalent.
2. Previous experience in building and cleaning maintenance preferred.
3. Ability to work additional hours as requested for special events or weather related needs.
4. Basic computer knowledge.
5. Ability to operate industrial-rated cleaning equipment and ability to add, subtract, multiply and divide in all units of measure.
6. Ability to sit, stand, kneel, stoop, climb stairs, and walk for extended periods of time.
7. Must be able to lift up to 50 pounds.  
Ability to work on ladders, scaffolding, and scissor lift.
8. Ability to push/pull up to 100 pounds.
9. Ability to work in inclement weather.
10. Successful completion of fingerprint based criminal background check (IL State Police and FBI), sex offender and violent youth offender screening, and employment physical.

JOB GOAL: Under the direct supervision of the facilities director, performs general cleaning and maintenance in school buildings and grounds; maintains equipment in functional condition; and provides cleaning and custodial assistance to students, teachers, visitors and others as necessary.

DUTIES AND RESPONSIBILITIES:

1. Cleans rooms, hallways, cafeterias, restrooms, offices, stairways, and other areas of building according to school district standards.
2. Sweeps, mops, buffs, strips, and waxes floors.
3. Cleans rugs, carpets, upholstered furniture, and blinds.
4. Washes walls, ceilings, woodwork, windows, doors, and sills.
5. Removes graffiti and cleans glass areas.
6. Replaces light bulbs.
7. Sets up and breaks down chairs, tables, and equipment as requested.  
Clears snow from entrances and walks, and spreads sand and ice melting chemicals.
8. Performs grounds-keeping duties, clears debris, and maintains grounds.
9. Receives deliveries and assists in unloading trucks and storing supplies.  
Delivers supplies and materials to classrooms, bathrooms, and other areas of the building.
10. Empties wastebaskets; picks up and removes trash and assists in recycling programs.
11. Performs general cleaning, and repair work, particularly during school vacations.

12. Assists parents and other visitors to school buildings with special events and programs.
13. Checks and secures the building at the beginning and end of shift to ensure the safety and cleanliness of the building.
14. Follows all applicable safety rules, procedures and regulations governing the proper use of tools and power equipment used in the performance of duties.
15. Wears appropriate safety gear, including masks and eye protection.
16. Complies with the school district's chemical hygiene program and follows Material Safety Data Sheets (MSDS).
17. Follows oral or written work orders from supervisor and coordinates work with principal/assistant principal as requested.
18. Reports cleaning, maintenance or repair problems to the facilities director as needed.
19. Establishes and maintains cooperative working relationships with students, staff and others contacted in the course of work.  
Performs work according to standard procedures and schedule set forth by supervisor(s).
20. Maintains regular attendance and punctuality to ensure teamwork and the completion of job duties essential to the daily operation of the school.
21. Performs other related tasks as assigned by the facilities director, principal/assistant principal and other district office administrators as designated by the superintendent.
22. Adheres to a professional code of ethics which includes confidentiality of school related matters and loyalty to the school district.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 12 months. Summer hours may vary. Hourly rate approved by the Board of Education.

EVALUATION: All non-certified employees receive a minimum of one written evaluation per year. The custodian will be evaluated by the facilities director in collaboration with the principal/assistant principal.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: Bus Driver

REPORTS TO: Transportation Director and Superintendent

QUALIFICATIONS:

1. Minimum of a high school diploma or GED equivalent.
2. Must be at least 21 years of age.
3. Must possess a valid and properly classified Illinois driver's license. The valid license must contain an "S" endorsement.
4. Possess a School Bus Driver's Permit as issued by the Illinois State Board of Education or successfully complete the School Bus Driver Preparation Program as set forth by the Illinois State Board of Education.
5. Must consent in writing to the release of results of reasonable suspicion drug and alcohol testing by the employer of the applicant to the Secretary of State.
6. Successful completion of random drug screenings required to operate a school bus.
7. Must not have caused a fatal accident as a result of the unlawful operation of a motor vehicle.
8. Not have been afflicted with or suffering from any mental disability or disease within the last five years.
9. Successful completion of bus driver physical required to operate a school bus.
10. Successful completion of fingerprint based criminal background check (IL State Police and FBI), sex offender and violent youth offender screening.
11. Must have three or more years of driving experience free from:
  - Revoked driver's license.
  - Suspended driver's license.
  - Canceled or disqualified driver's license.

JOB GOAL: To place students as the number one priority by practicing safe operation of a school bus when picking up and delivering students to and from: school, field trips, and extracurricular events and to demonstrate care of school equipment.

DUTIES AND RESPONSIBILITIES:

1. Obey all traffic laws. Conviction of a traffic violation can result in a suspension or termination.
2. Observes all mandatory safety regulations.
3. Enforces rules and regulations for all bus riders and maintains discipline when students are on the bus.
4. Transports only authorized students and releases riders only at authorized stops.
5. Reports students who cause issues on the bus to the director of transportation and or principal/assistant principal.

6. Maintains an accurate, current rider lists and updated seating chart for the bus.
7. Keep the assigned bus clean.
8. Inspects, empties trash, and sweeps it out on a daily basis.
9. Adheres to the assigned schedule.
10. Checks the bus before each day's use for mechanical issues.
11. Notifies the director of transportation in the event of mechanical problems or delays.
12. Report all accidents immediately to the transportation director.
13. Aids other drivers as necessary during times of inclement weather or other difficulty.
14. Files pre-trip inspections with the director of transportation daily with duplicate copies remaining in the bus for a period of 30 days.
15. Performs a post route walking check of the entire bus to ensure the bus is clear of all students.
16. Maintains mileage logs as required for state and federal reporting.
17. Maintains a professional attitude while being responsible for students on all routes and out of district trips.
18. Follows field trip/out of district trips procedures and guidelines.
19. Maintains regular attendance and punctuality to ensure teamwork and the completion of job duties essential to the daily operation of the school.
20. Performs other related tasks as assigned by the director of transportation or superintendent.
21. Adheres to a professional code of ethics which includes confidentiality of school related matters and loyalty to the school district.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months – on school days when students are present or need to be transported to and from an extracurricular event. Hourly rate approved by the Board of Education.

EVALUATION: All non-certified employees receive a minimum of one written evaluation per year. The bus driver will be evaluated by the transportation director in collaboration with the superintendent.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: Director of Technology

REPORTS TO: Superintendent

JOB GOAL: Direct and oversee the integration of technology into the learning environment. Train teachers, staff and administrators, as needed in technology. Coordinate the management of instructional software, online licenses and applications. Provide community outreach and communication via electronic media.

QUALIFICATIONS:

1. Master's degree in technology education, or instructional technology – preferred
2. Effective oral and written communication skills
3. Google certification preferred; experience with Google training
4. Experience in instructional technology leadership
5. Webpage design experience; webpage management
6. Configuration and maintenance of instructional software products
7. Experience with instructional technology coaching of teachers and administrators
8. Multimedia visual design skills
9. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening

PHYSICAL REQUIREMENTS:

1. Must be able to drive a car or to provide transportation suitable to accommodate responsibilities.
2. Must be able to lift up to 40 pounds.

RESPONSIBILITIES:

1. Administer and manage all District networks: voice, video, and data.
2. Administer district wide area network (WAN).
3. Manage and coordinate district personalized technology initiatives.
4. Manage all instructional technology subscriptions, licenses and reporting.
5. Stay current with trends in education and technology to make recommendations for the direction of district instructional technology.
6. Guide grant funding involving technology as opportunities become available including, but not limited to, E-rate funding in collaboration with District Office personnel.
7. Guide responsible purchasing for all instructional technology related items.
8. Coordinate instruction to encourage integration of technology into the curriculum.
9. Facilitate the teaching of digital citizenship and digital literacy for all students.
10. Guide the standardization of data entry for the student information system and other district databases.

11. Enhance the district webpage and social media apps.
12. Work with technology staff to support webpage enhancements and social media apps at each site.
13. Coordinate procedures for timely updates to all web pages.
14. Administer Skyward (or other student management system) in combination with secretarial staff.
15. Maintain state required technology plans, surveys and reports.
16. Assist faculty with implementation of elearning / blended learning as appropriate.
17. Recommend instructional technology programs and applications for various courses.
18. Create and maintain a training program for staff on district SIS.
19. Collaborate with the Superintendent to assist with bidding process, purchase, distribution, and maintenance of software and other technology equipment and materials within instructional programs.
20. Maintain and update the Network Crisis Plan.
21. Perform other duties or projects as directed by the Superintendent in support of technology/media systems.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

#### WORKING CONDITIONS:

1. Evening and weekend work may be necessary.

#### TERMS OF EMPLOYMENT

1. 210-day salaried contract
2. Salary/compensation package commensurate with professional experiences/skills and other districts' non-bargaining 210-day employment contracts.

EVALUATION: Technology Director will receive a minimum of one written evaluation per year. The Director will be evaluated by the Superintendent or designee.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Director of Food Services

REPORTS TO: Superintendent

QUALIFICATIONS:

1. High school Diploma required
2. Three years experience in institutional food service with a minimum of one year in a managerial capacity preferred
3. Proficiency and experience with word processing and spreadsheets needed
4. Bachelor's Degree in restaurant management or equivalent preferred along with Food Service Manager's License
5. Food Service Sanitation certification also required
6. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
7. Must pass the TB test and physical exam

JOB GOAL: To manage and coordinate the district's food service operation including personnel, purchasing, marketing, maintenance, and security

JOB RESPONSIBILITIES:

- A. Planning and Marketing the Food Service Program
  1. Plan and implement the overall policies, procedures, objectives and methods including the directing of food service training programs for employee development.
  2. Develop and plan nutritious menus utilizing standardized recipes, preparation methods and techniques.
  3. Develop and maintain a public relations program for students, staff, parents, and visitors.
  4. Consult with school administration to develop policies, objectives and procedures for operating school food service programs in all schools.
  5. Present required reports and/or general information regarding school food service programs at meetings of the school board, faculty, and the public.
  6. Maintain Child Nutrition labels, school meal equivalents, nutrition fact labels, and standardized recipes of the items served.
  7. Ensure that all meals and weekly menu items fit the required meal patterns as set forth by ISBE and the USDA.
  8. Supervise the Smart Snack requirements for all district cafeterias.
- B. Supervision
  1. Supervise, coordinate, and evaluate the work of each food service manager in conjunction with the building principal.
  3. Consult with principals; to interview, select, evaluate, and assign school food service employees.
  4. Directly supervise the school food service employees with input from principals.
  5. Provide and monitor all required Professional Development for all Food Service employees.

C. Fiscal and Budgeting Responsibilities

1. Prepare budgets and direct subordinates in complying with and implementing established budgets.
2. Maintain complete records for each food service unit, including documentation of full compliance with federal commodity records and claims for reimbursement.
3. Prepare bid specifications and make recommendations for the purchase of food supplies and equipment, including the ordering and disbursement of federal commodities.
4. Maintain and ensure security of ongoing inventory including all food, supplies, and equipment.
5. Work to ensure all eligibility documentation meets ISBE and USDA standards, including, but not limited to Direct Certification Reports, Extension of Benefits, Verification of Household Eligibility Applications, and ensuring Income Eligibility Requirements are posted online and correct.

D. Other Duties

1. Establish and maintain sanitation standards in full compliance with state/country regulations.
2. Participate in training sessions and apply what is learned to district program operation.
3. Perform all other duties and responsibilities as directed.
4. Participate as a member of the District Wellness Committee.
5. Provide yearly communication to Principals to highlight the School Breakfast Program.
6. Provide yearly communication to the public about the availability of Summer Food Service Programs.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance. Additional days before, during and after the school year permitted upon request by the Superintendent. Hourly rate approved by the Board of Education.

EVALUATION: Director will receive a minimum of one written evaluation per year. The Director will be evaluated by the Superintendent or designee.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Cook

REPORTS TO: Director of Food Service

QUALIFICATIONS:

1. Previous experience as a cafeteria/cook/food service employee
2. High school graduate
3. Certification of good health signed by a licensed physician
4. Valid sanitation certificate
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.
6. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening

PHYSICAL REQUIREMENTS:

1. Ability to lift up to 48 pounds, carry 48 pounds, and push/pull 35 pounds of force.
2. Ability to stand and walk on hard surfaces.
3. Ability to adapt to changes in room temperature.
4. Ability to work in the presence of loud background noise.

JOB GOAL: To provide students and staff with attractive, nutritious, high-quality food in an atmosphere of cleanliness and efficiency.

JOB RESPONSIBILITIES:

1. Plan and implement the overall policies, procedures, objectives and methods including the directing of food service training programs for employee development.
2. Schedules time and duties for METAMORA CCSD #1 cooks.
3. Oversees all food preparation, cooking, and kitchen cleanliness.
4. Manages and runs the computers used for the electronic meal accounts during all scheduled periods where food is being served.
5. Prepares and serves breakfast program.
6. Manages milk supplies on hand and orders extra milk as needed. Maintains milk cooler temperature and cleanliness.
7. Ensures that staff dishes are collected and cleaned accordingly (no personal dishes) and that staff lunch area tables are cleaned and sanitized.
8. Prepares federal, state, and district financial reports. Keeps daily records of expense, payroll, income, and meal count data required by the National School Lunch and Special Milk Program.
9. Reviews and evaluates all requests and recommendations for purchase of new and replacement equipment.
10. Cleans and sanitizes the condiment tables as needed.
11. Ensures that all sinks are cleaned and sanitized at the end of the day.
12. Assists in mopping all kitchen floor surfaces and ensures that this is completed daily or as needed during the day.

13. Supervises and instructs kitchen personnel in the safe, proper, and efficient use of all kitchen equipment.
14. Reports immediately all problems, accidents, or personnel issues occurring in the kitchen or cafeteria areas.
15. Is responsible to the Director of Food Services for all grocery orders and other food inventories, reporting any issues or discrepancies.
16. Prepares and ensures the delivery of supplies and food items for meetings and special events upon request.
17. Assumes responsibility of the Director of Food Services when assigned.
18. Maintains the ability to step in and run the kitchen or cafeteria in case of an emergency.
19. Devotes a minimum of 10% of the normal work day to ensuring that all reasonable and necessary precautions are taken to protect students, staff, equipment, books/supplies, materials, apparatus, and facilities from damage and other safety or cleanliness conditions that may arise.
20. Assumes the responsibility for other matters as may be assigned from time to time by the Director of Food Services.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance plus additional days before school starts to prepare kitchen and cafeteria, additional days following the end of school year to close up cafeteria and kitchen; and Parent Teacher conference days, institute or SIP days as requested by the Cafeteria Director/ Superintendent/Principal/Assistant Principal. Hourly rate approved by the Board of Education.

EVALUATION: Will receive a minimum of one written evaluation per year. Cooks will be evaluated by the Director of Food Service.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: Cafeteria Server

REPORTS TO: Director of Food Service

QUALIFICATIONS:

1. High School Diploma or higher
2. Certification of good health signed by a licensed physician
3. Valid sanitation certificate
4. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

JOB GOAL: To provide students and staff with attractive, nutritious, high-quality food in an atmosphere of cleanliness, respect and efficiency.

JOB RESPONSIBILITIES:

1. Manages food deliveries upon arrival noting quantity and quality; reports any issues to the Director of Food Services immediately.
2. Works independently in or to see that tasks are done accurately and according to health department codes and district policies.
3. Prepares food to be served that day maintaining the proper temperature of food at the time of serving.
4. Cleans and sanitizes dishes as well as all food-related areas maintaining required health standards.
5. Serves food to students and adults in all lunch periods.
6. Cleans and organizes work area and kitchen; sweeps and mops kitchen and all food prep areas
7. Manages, maintains, and is responsible for the electronic meal account system, and keeps accurate records of the daily meal accounts.
8. Maintains storage inventory and places grocery orders with the Director of Food Services.
9. Keeps track of special events in the school and makes adjustments accordingly.
10. Completes all paperwork required by the federal and state government, health department, and district.
11. Ensures that staff dishes are collected and cleaned accordingly (no personal dishes) and that staff lunch area tables are cleaned and sanitized.
12. Devotes a minimum of 10% of the normal work day to ensuring that all reasonable and necessary precautions are taken to protect students, staff, equipment, books/supplies, materials, apparatus, and facilities from damage and other safety or cleanliness conditions that may arise.
13. Assumes the responsibility for other matters as may be assigned from time to time by the Director of Food Services

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance plus additional days before school starts to prepare kitchen and cafeteria, additional days following the end of school year to close up cafeteria and kitchen; and Parent Teacher conference days, institute or SIP days as requested by the Cafeteria Director/ Superintendent/Principal/Assistant Principal. Hourly rate approved by the Board of Education.

EVALUATION: Will receive a minimum of one written evaluation per year. Evaluation will be completed by the Director of Food Service.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: District Nurse

REPORTS TO: Superintendent

QUALIFICATIONS:

1. Registered Nurse
2. ISBE Certified School Nurse Certificate
3. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening

JOB GOAL:

To assist in providing the fullest possible educational opportunity for each district student by minimizing absence due to illness and creating a climate of health and well-being

JOB RESPONSIBILITIES:

1. Assists administrators in developing school health programs.
2. Observes and/or provides triage health care for students on a daily basis.
3. Monitors health concerns and responds to emergency situations in all buildings including all specialized health care (i.e. diabetics).
4. Orders and disperses health supplies for all district schools.
5. Assists IEP or 504 team in developing care plans for students with special needs.
6. Monitors the administration of prescription and nonprescription medication to students and monitors process in all buildings in compliance with district policies.
7. Organizes and conducts lice checks in all school buildings.
8. Communicates with parents regarding health/accident-related problems.
9. Communicates with principals, counselors, and teachers regarding student health concerns within the constraints of laws governing confidentiality.
10. Records and reports student accidents to the central office.
11. Makes home visits when deemed appropriate.
12. Participates in professional staff development training programs.
13. Reviews and completes yearly health plans for students.
14. Conducts staff training when requested by district administration.
15. Serves as a member of the district Wellness Committee.
16. Develops health care plans in a timely manner in conjunction with building principals.
17. Performs all other duties as assigned by the Superintendent.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance plus 5 days before school starts and 5 days following end of school; and Parent Teacher conference days, institute or SIP days as requested by the Superintendent/Principal/Assistant Principal. Hourly rate approved by the Board of Education.

EVALUATION: Will receive a minimum of one written evaluation per year. Evaluation will be completed by the Superintendent, or designee.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: Librarian/Media Tech

REPORTS TO: Principal

**QUALIFICATIONS:**

1. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening.
2. Google certification preferred;
3. Proficiency with various technology platforms.

**JOB GOAL:**

To ensure that students and staff have a unified vision, direction, and leadership for the library media program and that all students have equitable access to quality programs and resources; additionally, to facilitate the storage and retrieval of materials through the use of efficient cataloging and technical processing

**JOB RESPONSIBILITIES:**

1. Follows district and building policies, procedures and regulations.
2. Serves as instructional leader for library media programs, consults with staff, and administration on a regular basis.
3. Establishes routines and procedures for evaluating, selecting, ordering, cataloging, processing, organizing, circulating, and inventory of library and media materials and equipment.
4. Consults with teachers and groups of teachers in order to purchase library services and materials that best integrate with the classroom curriculum.
5. Evaluates library and media services and materials in terms of adequacy to curricular needs, student needs, community needs, and state and national standards.
6. Prepares and administers an annual budget for library and media materials, subscriptions, and equipment.
7. Catalogs and maintains accurate records of library-media holdings and equipment.
8. Instructs students and faculty on the use of online databases and other library materials, as needed.
9. Actively plans with individual teachers and groups of teachers to integrate library services, guidance, and multimedia materials with the classroom teaching program.
10. Provides materials for the professional growth of the faculty.
11. Prepares special and selected bibliographies upon request.
12. Manages the automated library system and coordinates with members of the technology department for the circulation of library-media center materials and equipment.
13. Removes obsolete and worn materials from the collection.
14. Administers interlibrary loan and resource sharing.
15. Keeps informed of new and emerging technologies which may prove beneficial to the educational setting.
16. Provides regular reports to the administration documenting the Librarian/Media Specialist duties and other collected statistics regarding circulation and library usage.
17. Prepares and administers library grants and maintains appropriate records.
18. Attends and participates in faculty, department, and district meetings.

19. Informs staff of resources available through the school library.
20. Actively participates in professional development activities as deemed appropriate by the school district.
21. Actively seeks options to redesign physical space within the library to maximize learning.
22. Performs other duties as assigned by the district administration.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT 9 months, school calendar year when students are in attendance; and Parent Teacher conference days, institute or SIP days as requested by Superintendent/Principal/Assistant Principal. Hourly rate approved by the Board of Education.

EVALUATION: Will receive a minimum of one written evaluation per year. Evaluation will be completed by the Principal.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Principal

REPORTS TO: Superintendent

QUALIFICATIONS:

1. Valid and appropriate Illinois licensure
2. General Administrative Type 75 Endorsement
3. Complete required administrator academies and professional development to retain certification.
4. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
5. Motor Vehicle Operator's License and ability to provide own transportation

JOB GOAL: Under the general supervision of the Superintendent, Principal provides leadership, management and supervisory skills that promote learning for the students. Under the general supervision of the Superintendent, the Principal provides leadership and supervision in administering the educational program in order to promote the educational development and achievement of students in accordance with Board of Education policies, administrative procedures, rules and regulations, and applicable law. To provide leadership in program development and improvement, as well as in professional staff development.

RESPONSIBILITIES AND ABILITIES:

General Administrative

1. Develops and administers school programs consistent with school district goals and objectives.
2. Assists with supervision of extracurricular events district wide.
3. Promotes a school environment that is safe and conducive to individualized instruction, cooperative curriculum development, and student learning.
4. Ensures that Board policies and procedures are implemented and followed at the school.
5. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
6. Organizes and maintains a system for accurate and complete record-keeping and reporting for all student activities, attendance and records as required by law.
7. Coordinates with the district office in recruitment and selection of employees, the proper maintenance of employee personnel files, the administration of collective bargaining agreements, corrective action, and other human resource issues.

8. Organizes and manages the budgetary and financial affairs of the school consistent with school district policies.
9. Writes, submits, and manages the schools Title grants and completes all related reports.
10. Performs other related tasks as assigned by the Superintendent.
11. Oversees 504 meetings and development of 504 plans, which includes running the 504 meeting and or assigning the Assistant Principal to do so.
12. Attends IEP meetings as the LEA representative or assigns duty to Assistant Principal.
13. Serves on the Metamora Area Business Association.
14. Adheres to a professional code of ethics which includes confidentiality of school related matters and loyalty to the school district.

### Teachers and Staff

1. Encourages staff to continue to grow professionally and to experiment with new approaches or strategies to teaching.
2. Coordinates the work of school staff and school district program leaders to develop and implement instructional programs and teaching practices.
3. Conducts ongoing assessment of student learning, and works with teaching staff to modify instructional methods to fit students' needs, including students with special needs.
4. Involves staff in the evaluation of programs and the planning of new programs.
5. Provides leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
6. Supervises and evaluates teaching staff and other building employees in accordance with the school district's evaluation plan, and makes recommendations regarding goals, areas needing improvement and continued employment.

### Students and Parents

1. Encourages parental involvement in students' education and ensures effective communication with students and parents.
2. Ensures that student conduct conforms with the school's standards and school district policies.
3. Attends monthly PTO meetings and serves as the liaison to the school.

Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.

TERMS OF EMPLOYMENT: 12 months

Metamora CCSD #1 Job Descriptions

**SALARY:** Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

**EVALUATION:** Superintendent will perform evaluation using the Illinois Principal Evaluation Model with Growth Component.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

**TITLE:** Assistant Principal/Athletic Director Job Description

**QUALIFICATIONS:**

1. Valid and appropriate Illinois licensure
2. General Administrative Type 75 Endorsement
3. Complete required administrator academies and professional development to retain certification.
4. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
5. Motor Vehicle Operator's License and ability to provide own transportation.

**REPORTS TO:** Building Principal/Superintendent

**ASST. PRINCIPAL JOB GOAL:** To assist the Principal in providing leadership and supervision in administering the educational program for the school in order to promote the educational development and achievement of students in accordance with Board of Education policies, administrative procedures, rules and regulations, and applicable law. To provide leadership in program development and improvement, as well as in professional staff development. To serve as Principal in the absence of the Principal.

**RESPONSIBILITIES AND ABILITIES**

**General Administration**

1. Assists in the development and administration of school programs consistent with school district goals and objectives.
2. Assists with supervision of extracurricular events district wide.
3. Promotes a school environment that is safe and conducive to individualized instruction, cooperative curriculum development, and student learning.
4. Assists in ensuring that Board policies and procedures are implemented and followed at the school.
5. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
6. Assists in the recruitment and selection of employees, the proper maintenance of employee personnel files, the administration of collective bargaining agreements, corrective action, and other human resource issues.
7. Assists in the budgetary and financial affairs of the school consistent with school district policies.
8. Utilizes knowledge of Elementary school curriculum and concepts.

9. Utilizes knowledge of data information systems, data analysis and the formulation of action plans.
10. Possess knowledge of applicable federal and state laws regarding education and students.
11. Obtains knowledge of computer network system and software applications as needed.
12. Effective verbal and written communication skills.
13. Possess ability to develop and implement projects.
14. Possess ability to organize multiple tasks and conflicting time constraints.
15. Possess ability to engage in self-evaluation with regard to performance and professional growth.
16. Possess ability to establish and maintain cooperative working relationships with others contacted in the course of work.
17. Attends 504 meetings as assigned by the Principal.
18. Attends IEP meetings as the LEA representative as assigned by the Principal.
19. Performs other related tasks as assigned by the Principal, Superintendent and other district office administrators as designated by the Superintendent.
20. Adheres to a professional code of ethics which includes confidentiality of school related matters and loyalty to the school district.

### **Teachers and Staff**

1. Provides leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
2. Encourages staff to continue to grow professionally and to experiment with new approaches or strategies to teaching.
3. Assists in coordinating the work of school staff and school district program leaders to develop and implement instructional programs and teaching practices.
4. Conducts ongoing assessment of student learning, and works with teaching staff to modify instructional methods to fit students' needs, including students with special needs.
5. Involves staff in the evaluation of programs and the planning of new programs.
6. Supervises and evaluates teaching staff and other building employees in accordance with the school district's evaluation plan, and makes recommendations regarding goals, areas needing improvement and continued employment.
7. Utilizes knowledge of best practices in administration, program evaluation and staff supervision.

## **Students and Parents**

1. Encourages parental involvement in students' education and ensures effective communication with students and parents.
2. Ensures that student conduct and attendance conforms with the school's standards and school district policies.
3. Attends monthly PTO meetings in absence of the Principal.

**ATHLETIC DIRECTOR JOB GOAL:** The Athletic Director will ensure that school activities are fair, safe, and conducted in accordance with the policies and rules of Metamora Grade School and the IESA.

## **DUTIES AND RESPONSIBILITIES:**

1. Manages team schedules and calendars for practices and competitions.
2. Contracts officials and games for contests and serves as point person for the official's and competing schools.
3. Coordinates with the district office for payment to officials.
4. Recruits ticket takers, scorekeepers and timekeepers.
5. Coordinates with the district office for payment to ticket takers, scorekeepers and timekeepers.
6. Manages hospitality room for officials as needed.
7. Attends fall and spring Tazwood Conference meetings.
8. Serves as manager for concession stand which includes purchase of supplies and ensuring game day workers to operate the concession stand.
9. Works with the Principal and Asst. Principal to provide supervision of athletic contests.
10. Works with administration to determine the need for team uniforms, equipment, and supplies.
11. Communicates on a regular basis to the coaches and sponsors
12. Ensures athletes and participants are in compliance with all school and IESA rules and bylaws, with specific focus on residency, academic eligibility, physicals, and insurance waivers for participation.
13. Continues to acquire professional knowledge and learn of current developments in the athletic director field by attending seminars, workshops or professional meetings, or by conducting research.
14. Encourages parental involvement in the athletic program and ensures effective communication with students and parents.
15. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to bring a positive reflection upon the school's athletic program.

16. Performs other related tasks as assigned by the Principal and Superintendent.

**Note:** The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.

**TERMS OF EMPLOYMENT:** 12 months

**SALARY:** Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

**EVALUATION:** Superintendent will perform evaluation using the Illinois Principal Evaluation Model with Growth Component.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: Building Secretary

REPORTS TO: Principal or designee

QUALIFICATIONS:

1. High School diploma or equivalent.
2. Successful experience in secretarial and clerical positions and procedures.
3. Proficient in a variety of current technologies and office software (word, excel, database).
4. Efficient and accurate word processing and keyboarding skills.
5. Demonstrate appropriate telephone etiquette, with proper voice inflection.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations.
7. Ability to relate to students with respect, compassion, tact and understanding.
8. Ability to establish effective rapport with pupils and maintain effective working relationships with administrators, teachers, parents, and other staff members.
9. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
10. Thorough knowledge of office practices and procedures.
11. Ability to compose letters and memoranda independently.
12. Ability to maintain effective working relationships with officials, department heads, other employees, and the general public.

JOB GOAL: Organize and maintain an efficient and effective office that handles a variety of tasks for the administration, faculty, students and parents of the school.

PHYSICAL REQUIREMENTS: Ability to physically perform tasks associated with the job description including, but not limited to abilities to stoop, bend, sit, stand, stretch, grasp, push, pull, walk, lift up to 35 lbs. Sit, stand and walk for required periods of time.

RESPONSIBILITIES AND ABILITIES:

1. Act as a receptionist, greeting visitors, answering telephone calls in a pleasant and efficient manner, and communicating effectively in routine, sensitive and confidential matters.
2. Maintains daily attendance records.
3. Register new students, secure appropriate student records, maintain confidential student records and transfer records for students moving to other schools.
4. Prepare requisition for refund of registration fees and/or lunch account balances as parents request.
5. Provide lunch account balance information to appropriate staff for records keeping.

6. Word processes agendas, minutes and school plans, and general correspondence.
7. Assist the Principal or designee in the preparation of reports and documents by creating graphics and displays, using word processing and data management, creating an attractive presentation, copying, collating, and distributing final products.
8. Maintains confidential records and reports including current class lists, student records, mail distribution, maintenance of school office files, bulletins, appointment schedule and school calendar via the direction of site Administrators.
9. Processes and instructs substitute teachers regarding school programs and procedures.
10. Complete required District and State data collections, including monthly and year end reports in a timely fashion.
11. Order and maintain office supplies.
12. Distribute mail and handle correspondence in the office.
13. Administers First Aid in the absence of a school nurse and prepares accident reports when necessary.
14. Create and maintain a clean, attractive, orderly, safe and efficient office environment.
15. Assist the Principal or designee and staff in handling interruptions and emergencies, calling for assistance when needed.
16. Attend required staff meetings and serve, as appropriate, on staff committees.
17. Protect confidentiality of records and information about students and staff, and use discretion when sharing any such information within legal confines.
18. Make announcements and operate the school intercom systems.
19. Maintains calendar and records of school facilities use.
20. Maintains and communicates with coaches and teachers the student athlete eligibility list.
21. Maintains the Principal's appointment schedule and school calendar as directed.
22. Understand and support the vision of the School District.
23. Assist Athletic director with any necessary sports related needs.
24. Performs other duties as assigned, including budget and transportation duties in the absence of other personnel.

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance. Additional days before, during and after the school year permitted upon request by the Superintendent. Hourly rate approved by the Board of Education.

SALARY: Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

EVALUATION: Secretary will receive a minimum of one written evaluation per year. The Director will be evaluated by the Principal or designee.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: **District** Secretary

REPORTS TO: Superintendent

QUALIFICATIONS:

1. High School diploma or equivalent.
2. Successful experience in secretarial and clerical positions and procedures.
3. Proficient in a variety of current technologies and office software (word, excel, database).
4. Efficient and accurate word processing and keyboarding skills.
5. Demonstrate appropriate telephone etiquette, with proper voice inflection.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations.
7. Ability to relate to students with respect, compassion, tact and understanding.
8. Ability to establish effective rapport with pupils and maintain effective working relationships with administrators, teachers, parents, and other staff members.
9. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening
10. Thorough knowledge of office practices and procedures.
11. Ability to compose letters and memoranda independently.
12. Extensive knowledge of the operations, functions, and scope of authority of departments and offices related to handling and disposing of information and requests for information.
13. Ability to receive the public and to make decisions based on mature judgment to relieve the schedule of the Superintendent.
14. Ability to maintain effective working relationships with officials, department heads, other employees, and the general public.

JOB GOAL: Perform clerical and/or record keeping tasks required in the daily activities of the Superintendent and School Board work as well as managing the day-to-day operations of the Superintendent's office in an efficient manner.

PHYSICAL REQUIREMENTS: Ability to physically perform tasks associated with the job description including, but not limited to abilities to stoop, bend, sit, stand, stretch, grasp, push, pull, walk, lift up to 35 lbs. Sit, stand and walk for required periods of time.

RESPONSIBILITIES AND ABILITIES:

1. Schedule appointments and maintain the superintendent's calendar.
2. Greet visitors and respond to routine inquiries from staff and public; refer appropriate inquiries or problems to the superintendent.
3. Prepare and post official board agenda and records

4. Answer incoming calls and handle questions from the public, outside agencies, board of education, and staff.
5. Attend required staff meetings and serve, as appropriate, on staff committees.
6. Protect confidentiality of records and information about students and staff, and use discretion when sharing any such information within legal confines.
7. Organize and manage routine work activities of the executive office.
8. Assist with maintaining physical and computerized files, including board minutes and closed session records.
9. Distribute mail and handle correspondence in the office.
10. Maintains confidential records and reports including current class lists, student records, mail distribution, maintenance of school office files, bulletins, appointment schedule and school calendar via the direction of the Superintendent.
11. Make announcements and operate the school intercom systems.
12. Assist with the daily student attendance compilation in the absence of other personnel.
13. Provides support and assistance to the Superintendent in preparing curriculum materials, state reports, inservice programs and presentations by the Superintendent, including agendas, minutes, school plans, materials preparation, facility preparation, general correspondence, confirmations and follow-up communication.
14. Understand and support the vision of the School District.
15. Create and maintain a clean, attractive, orderly, safe and efficient office environment
16. Maintain accounting records for the Activities Funds.
17. Prepare concession stand cash boxes for sporting events
18. Maintain lunch records for staff and students
19. Transport daily deposits to the bank as needed for Activities Funds
20. Performs other duties as assigned, including budget and transportation duties in the absence of other personnel.

TERMS OF EMPLOYMENT: 9 months, school calendar year when students are in attendance. Additional days before, during and after the school year permitted upon request by the Superintendent. Hourly rate approved by the Board of Education.

SALARY: Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

EVALUATION: The Superintendent Secretary will receive a minimum of one written evaluation per year., with the Superintendent completing the evaluation.

Adopted: ~~January 21, 2022~~ **May 14, 2026**

TITLE: District Bookkeeper

REPORTS TO: Superintendent

QUALIFICATIONS:

1. High School diploma, Bachelor's Degree in Accounting preferred.
2. Advanced knowledge of accounting procedures and budget analysis; ability to create computer spreadsheets and reports;
3. Knowledge of bookkeeping terminology, methods, procedures and equipment;
4. Thorough knowledge of standard office procedures, practices and equipment;
5. General knowledge of accounting principles and related data processing equipment;
6. Ability to establish and follow detailed work procedures;
7. Ability to post accounts and to perform mathematical computations with speed and accuracy;
8. Skill in using a variety of office machines and computer equipment and some typing ability;
9. Ability to establish and maintain effective working relationships with associates.
10. Extensive knowledge of the operations, functions, and scope of authority of departments and offices related to handling and disposing of information and requests for information.
11. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening

PHYSICAL REQUIREMENTS: Ability to physically perform tasks associated with the job description including, but not limited to abilities to stoop, bend, sit, stand, stretch, grasp, push, pull, walk, lift up to 35 lbs. Sit, stand and walk for required periods of time.

JOB GOAL: Responsible for financial accounting and specialized clerical work, including the presentation of the financial position of a high school through clerical maintenance, processing of records and documents, and the appropriate training of staff.

RESPONSIBILITIES AND ABILITIES:

1. Work directly with the Superintendent to develop a budget for the fiscal year and provide the Board of Education with monthly reports.
2. Provide Superintendent with clerical assistance when needed.
3. Attend Board Finance Committee meetings as requested by the Superintendent.
4. Attend monthly Board of Education meetings and maintain notes for Superintendent
5. Enroll and maintain employee insurance plan information.
6. Post a seniority list annually for both teachers and non certified staff.
7. Complete various required state and federal reports in a timely manner.
8. Audit all club and class activity accounts and other related accounts when needed.

9. Maintain appropriate contact with school personnel, parents, students and vendors.
10. Prepare appropriate records for the annual School Board audit.
11. Record receipts and disbursements on computer accounting programs as well as tracking in Excel.
12. Prepare semi monthly payroll and all required deductions and benefit payments.
13. Prepare monthly bank reconciliation and financial statement reports and reconcile monthly reports.
14. Work with the Superintendent on investments.
15. Work with the School Treasurer.
16. Maintain appropriate records of staff absences, update attendance tracking systems fiscally.
17. Maintain grant records and work with the Superintendent filing monthly grant reports.
18. Prepare monthly lunch reimbursement.
19. Verify student eligibility for Free and Reduced lunch.
20. Become a Notary.
21. Monitor staff and financial procedures as needed.
22. Handle any discrepancies or returns with the vendors.
23. Maintain current W-9 information and report this list yearly to Superintendent
24. Work in the main office during the summer when the Secretaries are out of the office or on leave while maintaining bookkeeper duties.
25. Maintain physical and computerized files, including board minutes and closed session records.
26. Writes checks for payment of bills.
27. Collects and prepares expenditure and receipt data each month for records and reports.
28. Assists with keeping administration/staff advised of balances and deadlines for all orders and expenditures.
29. Maintains and respects confidentiality of student and office related information.
30. Prepare deposits and take them to the bank as needed. Picks up and drops off deposit bags from the bank, as requested by the Superintendent.
31. Fulfills duties of the building secretary as needed.
32. Prepares requisitions for funds as needed for district operations.
33. Prepare game officials/game help checks and gate admission boxes as needed for sporting events.
34. Maintain personnel files for all district employees.
35. Maintain tuition reimbursement application and expenditures.
36. Performs other related tasks as assigned by the Superintendent.

TERMS OF EMPLOYMENT: 12 months

SALARY: Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

EVALUATION: The Bookkeeper will receive a minimum of one written evaluation per year. The Bookkeeper will be evaluated by the Superintendent.

Adopted: ~~January 21, 2022~~ May 14, 2026

TITLE: ~~\_\_\_\_\_ LatchKey Director \_\_\_\_\_~~

REPORTS TO: ~~\_\_\_\_\_ Principal \_\_\_\_\_~~

~~QUALIFICATIONS:—~~

- ~~1. High school diploma, Associates degree preferred~~
- ~~2. Experience in childcare~~
- ~~3. Ability to communicate to students, parents and staff in an acceptable/courteous and timely manner~~
- ~~4. Thorough knowledge of office practices and procedures~~
- ~~5. Ability to compose letters and memoranda independently~~
- ~~6. Successful completion of fingerprint based criminal background check (IL State Police and FBI), Sex Offender and Violent Youth Offender screening~~

~~PHYSICAL REQUIREMENTS: — Ability to physically perform tasks associated with the job description including, but not limited to abilities to stoop, bend, sit, stand, stretch, grasp, push, pull, walk, lift up to 35 lbs. Sit, stand and walk for required periods of time.~~

~~RESPONSIBILITIES:~~

- ~~1. Maintain records of latchkey students~~
- ~~2. Maintain appropriate contact with school personnel, parents, and students~~
- ~~3. Ability to maintain effective working relationships with department heads, other employees, and the general public.~~
- ~~4. Update enrollment forms as needed~~
- ~~5. Maintain appropriate amounts of staff for supervising students daily~~
- ~~6. Purchase snacks and supplies as needed~~
- ~~7. Attend Back to School Nights for K-4 students~~
- ~~8. Post payments to student accounts and prepare weekly deposit and submit to School Bookkeeper for deposit~~
- ~~9. Supervise staff~~
- ~~10. Sub in the AM when staff unavailable~~
- ~~11. Ability to relate to students with respect, compassion, tact and understanding.~~
- ~~12. Ability to establish effective rapport with pupils and maintain effective working relationships with administrators, teachers, parents, and other staff members.~~
- ~~13. Be observant of the amount of staff in the PM as students leave for the day~~

~~TERMS OF EMPLOYMENT: 9 months — on school days when students are present, plus additional days before school starts to prepare for the new school year, and additional days following end of school to close up the office.~~

~~Hourly rate approved by the Board of Education. Hours: 2:30pm - 5:30pm~~

~~SALARY: Regionally competitive -- actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.~~

~~EVALUATION: All non-certified employees receive a minimum of one written evaluation per year. Latchkey Director will be evaluated by the Principal.~~

~~Adopted: January 21, 2022~~

TITLE: ~~————— LatchKey Support ———~~

REPORTS TO: ~~————— LatchKey Director~~

QUALIFICATIONS:—

- ~~1. 16 years old, 15 years of age with work permit~~
- ~~2. Ability to communicate to students, parents and staff in an acceptable/courteous and timely manner~~
- ~~3. Successful completion of fingerprint based criminal background check if over the age of 18 (IL State Police and FBI), Sex Offender and Violent Youth Offender screening~~

PHYSICAL REQUIREMENTS:— ~~Ability to physically perform tasks associated with the job description including, but not limited to abilities to stoop, bend, sit, stand, stretch, grasp, push, pull, walk, lift up to 35 lbs. Sit, stand and walk for required periods of time.~~

RESPONSIBILITIES:

- ~~1. Supervise students in the morning and/or afternoon latchkey program~~
- ~~2. Ability to relate to students with respect, compassion, tact and understanding.~~
- ~~3. Ability to establish effective rapport with pupils and maintain effective working relationships with administrators, teachers, parents, and other staff members.~~

Morning Latchkey:

- ~~1. Be punctual.~~
- ~~2. Obtain sign in sheet and keys from latchkey office.~~
- ~~3. Unlock the closet, pull out two tables, prop open the door~~
- ~~4. Let the students in around 7AM~~
- ~~5. Open the door and sign in kids as they show up~~
- ~~6. At 7:50AM advise students time to clean up~~
- ~~7. Students wanting breakfast can go to the cafeteria for breakfast, other students are dismissed once the 8:00AM bell rings.~~
- ~~8. Put the key and sign in sheet back in the latchkey office~~
- ~~9. Advise Principal of any disciplinary issues, and make note for Latchkey Director~~

Afternoon Latchkey:

- ~~1. Be punctual~~
- ~~2. Prepare snack for the day~~
- ~~3. Check in students as they arrive for latchkey~~
- ~~4. Supervise students~~
- ~~5. Assist with homework~~

- ~~6. Advise students when parents arrive for pickup~~
- ~~7. Make sure all activities are cleaned up and put away~~
- ~~8. Advise Latchkey Director of any disciplinary issues~~

~~TERMS OF EMPLOYMENT: 9 months—on school days when students are present. Additional days as requested by the Latchkey Director/Superintendent/Principal/Assistant Principal. Hourly rate approved by the Board of Education.~~

~~Hours: AM Latchkey 6:45am - 8:00am/ PM Latchkey 2:45PM - 5:30PM or as decided by Latchkey Director.~~

~~EVALUATION: All non-certified employees receive a minimum of one written evaluation per year.~~

~~Adopted: January 21, 2022~~

TITLE: Teacher

REPORTS TO: Principal

QUALIFICATIONS:

1. Hold an IL Professional Educator License (PEL) for the particular position as required by the State.
2. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
3. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
4. Ability to understand and follow basic oral and written instructions.
5. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
6. Ability to lift and carry up to 20 lbs.
7. Ability to push/pull up to 10 lbs.

JOB GOAL: This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

RESPONSIBILITIES AND ABILITIES:

1. Possesses knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develops lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrates knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.
8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.

11. Teach students how to engage in respectful interactions with each other by being a model of respect.
12. Establish a culture for learning by conveying the education value of what the students are learning.
13. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
14. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
15. Display clear standards of behavior and occasionally refer to them during lessons.
16. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
17. Keep a classroom environment that is orderly and productive.
18. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
19. Meet and instruct assigned classes in the locations and at the times designated.
20. Provide clear directions for classroom activities so that students know what they are to do.
21. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
22. Provide important and challenging content to engage students in learning.
23. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
24. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
25. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
26. Seek alternative approaches to help students when they encounter difficulty in learning.
27. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
28. Use reflections of teaching to make adjustments.
29. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
30. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
31. Work with colleagues to share strategies and plan for the success of each student.
32. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
33. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
34. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
35. Demonstrate professionalism towards both students and colleagues.
36. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.

37. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
38. Performs all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

Adopted: May 14, 2026

TITLE: Media Technician

REPORTS TO: Principal

**QUALIFICATIONS:**

1. Associates degree or higher in information systems or related fields preferred.
2. Understanding/experience in using a variety of systems including iOS, Windows.
3. Experience in building, troubleshooting, and maintaining computers and computer-related equipment.
4. Understanding/experience in using DSL/Wireless/Satellite Internet connections.
5. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
6. Ability to understand and follow basic oral and written instructions.
7. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
8. Must be able to lift and carry up to 20 lbs.
9. Requires employee to have the ability to push/pull up to 10 lbs.

**JOB GOAL:**

To manage the technology department by performing the following tasks: troubleshooting and training district personnel on the operational use of equipment; maintaining hardware and software; providing on-site technical support and assisting with compliance reporting.

**JOB RESPONSIBILITIES:**

1. Determine whether a problem needs outside help or can be fixed in-house.
2. Oversee the troubleshooting and repair of technology equipment.
3. Diagnose technology problems encountered by users.
4. Perform set up, cabling, and hook-up functions as needed for computer systems.
5. Facilitate the installation of all technology equipment and see to it that the equipment is maintained.
6. Maintain records of computer service work.
7. Maintain a supply of computer supplies and repair parts as needed.
8. Set up computers and install programs as new computers are acquired.
9. Create and maintain user login identification (user id) information and login scripts.
10. Keep track of hardware inventory and software licenses for compliance.
11. Provide prompt courteous service to teachers and staff for any computer problem they may have.
12. Responsible for the district listservs and web filters.
13. Maintain compliance by submitting required reporting to ISBE.
14. Administer Skyward (or other student management system) in combination with secretarial staff.
15. May be required to perform other tasks as assigned by the Superintendent.

*Note: The above description is illustrative of most tasks and responsibilities. It is not all inclusive of every task or responsibility.*

TERMS OF EMPLOYMENT: Hours may vary based on school district needs. Days will range from 210-240 per fiscal year.

EVALUATION: Will receive a minimum of one written evaluation per year. Evaluation will be completed by the Superintendent or designee.

Adopted: May 14, 2026

TITLE: Student Services Coordinator

REPORTS TO: Superintendent

**QUALIFICATIONS:**

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

**JOB GOAL:**

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

**DUTIES**

1. Provide developmental guidance both directly and indirectly to all students on a regular basis by teaching students social, emotional, academic, behavioral, literacy, and self-efficacy skills, individually and in small groups.
2. Help students learn how to approach life situations involving coping skills/problem solving.
3. Assist with planning, applying, and reflecting on the RTI tiered system of supports through the identification, diagnosis, and remediation of individual students with specialized needs, attending conferences when properly notified by the special needs teacher and when necessary.
4. Assist administration in implementing all policies and rules governing student life and conduct; and maintain order in area(s) supervised in a fair and just manner.
5. Assist the MGS SEL team in objectives including but not limited to tracking discipline data and facilitating student interventions.
6. Provide teachers with appropriate student personnel information including interpretation of standardized test scores, when it is necessary in dealing with students with a unique background or problem.

7. Provide employees with strategies to improve students' social, emotional, academic, behavioral, literacy, and self-efficacy skills.
8. Assist with planning and delivering professional development opportunities for staff members.
9. Provide 1:1 problem solving in responding to MGS Tiered System of Supports by documenting conversation highlights with students, delivering consequences for student misbehavior per the student handbook, and communicating disciplinary infractions to parents, teachers, and other appropriate staff.
10. Serve as building leader and act as LEA during Special Education/504 meetings when assigned
11. Assist in the organization, implementation, and interpretation of district evaluation and screening programs and individual results.
12. Consult with parents, staff, administration, and community agencies regarding all facets of student development and various district programs and procedures.
13. Coordinate with social workers, school psychologists, teachers, and principals as part of the Problem Solving Team as well as Behavioral Threat Assessment Team.
14. Work with ROE and the Truancy Outreach program to create and maintain a directory that provides an overview of services for families in need.
15. Assist in creating and implementing a student-family academic goal and reflection tool.
16. Assist in creation of the Master Schedule.
17. Promote the District through contact with the public and use of the media.
18. Demonstrate effective planning and organization in execution of job functions.
19. Advise students and families related to academics, career planning and graduation.
20. Assist students and parents with the course selection according to state credit and graduation requirements and student needs and interests.
21. Work with administration to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate.
22. Perform any other duties as may be requested by the Superintendent.

TERMS OF EMPLOYMENT: 10.5 months

SALARY: Regionally competitive - actual salary, benefits, contractual terms and conditions will be set by the Board of Education thru the Superintendent's recommendation.

Adopted: ~~May 6, 2025~~ May 14, 2026



# Metamora Grade School Handbook 2026-2027



Dr. Benjamin Lee, Superintendent  
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Mr. Tim Damery, K-4 Principal  
[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

Mr. Ben Dirks, 5th-8th Principal  
[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

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

#### Other Contacts:

**Amber Lorenzatti**

Jennifer Sarver - Administrative Assistant - [jsarver@mgsredbirds.org](mailto:jsarver@mgsredbirds.org)

Amy Messacar - Athletics/Administrative Assistant - [amessacar@mgsredbirds.org](mailto:amessacar@mgsredbirds.org)

Leslie Hodgen & Ashley Kline - School Nurses - [nurse@mgsredbirds.org](mailto:nurse@mgsredbirds.org)

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Karla Kieseewetter - Director of Food Services - [kkieseewetter@mgsredbirds.org](mailto:kkieseewetter@mgsredbirds.org)

Office Hours: 7:30 AM – 4:00 PM  
Phone: 309.367.2361

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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**

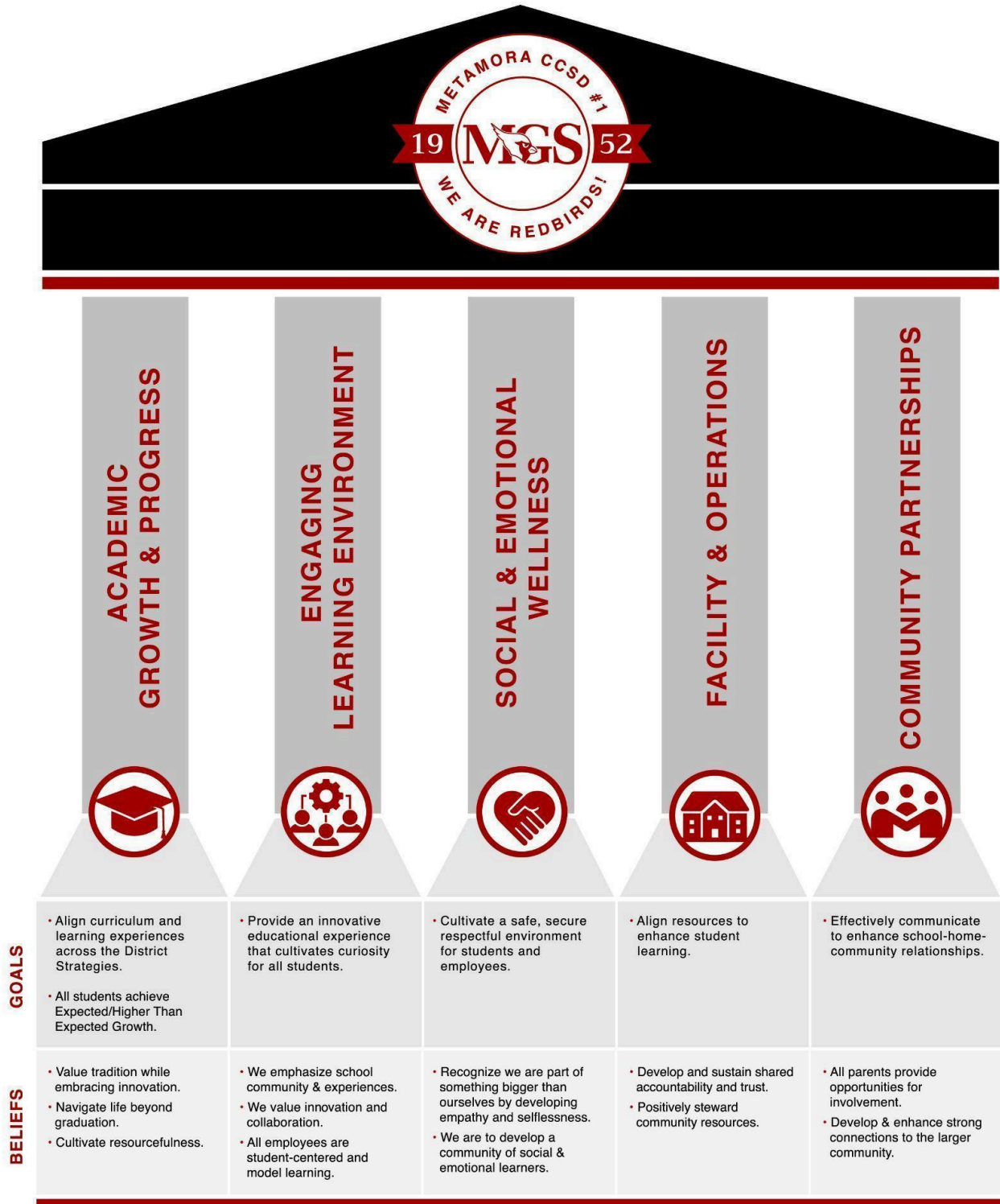
The mission of Metamora Community Consolidated School District #1 (Metamora CCSD #1) is to develop physical, social, and emotional potential. Our school exists for the benefit of our children, in partnership with parents and community, to provide the resources to help our students attain that potential.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

### [Board of Education Board Book\(Link\)](#)

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

## 1.30 Educational Programs

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

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

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

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

~~In addition, students in grades 6th—8th have the opportunity to take an elective: band, chorus, art, technology and a variety of other teacher-created elective options.~~ In addition, students in grades 5th-8th have the option to enroll in elective classes; band, chorus, art, technology, or study hall. All students have the first two weeks of the semester to request a change to their schedule regarding these electives. This request must come from the parent/guardian directly to the principal (Ben Dirks [bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)). Once the two-week deadline has passed, students are committed to their fine arts schedule for the duration of the semester.

### Band/Color Guard

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

### Choir

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

### Art

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

### Additional Electives

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

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

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

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

## **1.40 Visitors**

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

## **1.50 Students' Rights and Responsibilities**

### Student Rights

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

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

### Student Responsibilities

Students have the responsibility to:

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

## **1.60 School Closings**

Parents will be notified through the media and through our Skyward emergency call system in the event that school

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

## **1.70 Accommodating Individuals with Disabilities**

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

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

### Response To Intervention:

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

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

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

## **1.80 Parent Organizations and Booster Club**

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

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

### Sports Booster Club

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

The money raised in the Sports Booster Club goes directly back into the athletic program. Coaches are able to submit a wish list each year and the Sports Booster Club board members meet to make determinations on those wish list items. Items that have been purchased in the past include uniforms (on a rotation schedule), equipment, outdoor storage, and spirit wear.

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

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

### [Music Booster Club](#)

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

## **1.90 Student Appearance**

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

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

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

### PE Shoes & Uniforms

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

## **2.00 Attendance**

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

## **2.10 Student Absences**

Any student who was absent a full day, whether excused or unexcused, may not attend an after-school activity on that day, including school sponsored musical and athletic activities. Students must arrive to school by 11:45AM to be present for a half day of attendance. If the absence is prior to the weekend, the student may not attend any school activities on that weekend.

### Excused Absences

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

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

#### Student Non-attendance during Illness

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

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

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

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

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

### Unexcused Absences

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

### Reporting Absences

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

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

### Notification of Absences

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

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

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

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

### Tardiness

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

Excessive tardiness will result in disciplinary action or truancy referral.

### Missing Assignments

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

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

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

Teachers may not be able to provide assignments in advance.

## **2.20 Grading and Promotion**

### Grading System:

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

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

### Grading Scale:

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

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

### Reassessment Policy

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

conditions:

- Retake opportunities may not be offered for all assessments. Teachers will inform students prior to an assessment if the opportunity for a reassessment is available
- Students will be required to retake an assessment if they scored lower than a 68%.
- Students may only retake each assessment one time.
- Students must have completed all related classwork and homework assignments in order to retake an assessment.
- Students must make arrangements with the teacher as to when and where they will reassess.
- The retake assessment may be different in design, but equal in rigor. The structure of the reassessment may change at the teacher's discretion.
- The higher assessment grade will be recorded within the gradebook.

#### Metamora Graduate Skills (MGS)

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

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

- High Honor Roll-Students who end with an A in all academic subjects and passing grades in all other subjects (PE, Music, Band, Chorus, Art) will qualify for the High Honor Roll.
- Honor Roll-Students who end with grades of not less than B in all academic subjects and passing grades in all other subjects will qualify for the Honor Roll.
- 8th Grade Awards

#### 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.
- 6<sup>th</sup> -8<sup>th</sup> grade students are eligible to complete the MGS Credit Recovery Program in the summer. Those students who did not graduate and who chose to attend this program for assistance will be responsible for all fees and transportation associated with the program. MGS will provide information and make referrals to eligible students regarding this program.



## **2.30 Expectations for Academic Practice**

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

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

### Redbird Liftoff (Mandatory After School Help)

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

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

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

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

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

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

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

The following outlines the basic fees:

-

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

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

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

-

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

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

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

## **3.10 School Lunch Program**

### Breakfast Program

A 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@mqsredbirds.org](mailto:secretaries@mqsredbirds.org), use the main front entrance, and the office will sign your student out. When returning, the office will sign the student back in.

Changes:

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

Walker/Bike Rider:

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

## 4.30 Before and After School Program

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

## 5.00 Immunization, Health, Eye & Dental Examination

### **Minimum immunization requirements for schools in Illinois:**

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

### **Physical Examinations**

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

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

### **Dental Examinations**

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

### **Vision Examination**

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

### **Vision and Hearing Screening**

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

## **5.10 Student Medication**

### **Administering Medicine at School**

Administering medication during school hours or during school-related activities is allowed only for the health and well-being of the student. Under most circumstances, only the school nurse will administer medication. Teachers

and other non-administrative school employees, except office personnel, are generally not allowed to administer medication to students (field trips being one exception).

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

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

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

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

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

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

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

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

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

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. A school nurse or trained personnel, as defined by state law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose.

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

## **5.10-E1 School Medication Authorization Form**

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

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

### Well Being/Medical

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

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

#### **Communicable Diseases**

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

#### **Head Lice**

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

#### **Chronic Conditions**

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

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

#### **Allergies/Asthma/Diabetes/Seizures**

Parent(s)/guardian(s) are responsible for notifying the school nurse and homeroom teacher of their child's allergies, asthma, diabetes, and seizures. Parents must complete the Medication Authorization Form (described below)

regarding the student's need for medication at school or during school related functions. An Emergency Action Plan is also required. Please see the school website for the specific Emergency Action Plan and Medication Authorization Form. The school will disseminate information to the appropriate school personnel about the student's action plan while maintaining the confidentiality of the student's information.

### **Nut Free Policy**

All student classroom snacks, party treats 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.

<b>Symptom/Illness</b>	<b>Child should not be at school or in contact with other children:</b>	<b>If child feels well enough, he/she may attend school:</b>
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"	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

Conjunctivitis		
Rash/skin infection	Any child with rash or signs of skin infection not having been evaluated by doctor	Rash free, written release from doctor, or after 24 hours on antibiotic for skin infection
Flu	Fever of 100 and above with accompanying sore throat, cough, runny nose, congestion, body aches, extreme tiredness, vomiting or diarrhea	Fever free (less than 100) for 24 hours without having been given fever reducing medication or release from physician if diagnosed with any type of flu

## Wellness Program

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

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

## 5.40 Recess Conduct and Safety

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

Students will:

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

## 5.50 Search and Seizure

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

## 6.00 General Building Conduct

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

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

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

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

### Book Bags and Purses

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

### Cafeteria Expectations

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

### Cell Phones & Electronic Devices

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

If a student is caught calling, texting, answering his/her cell phone, smartwatch, Fitbit, or taking pictures or the phone rings or vibrates: on the first offense, the phone, smart watch, or device will be confiscated and returned to

the student at the end of the day. On the second offense, the student will receive an after school detention and the device returned to the parent. On subsequent offenses, the student will receive an in-school suspension and the device will be returned to a parent. However, if at any time, inappropriate use or information is noted, procedures and/or consequences will be handled differently.

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

## 6.10 Disciplinary Definitions

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

Academic dishonesty can result in the following consequences:

Consequences (Grades K-2):

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

Consequences (Grades 3-8):

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

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

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

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

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

No person shall harass, intimidate, or bully another based upon a race, color, nationality, sex, sexual orientation, ancestry, age, religion, creed, appearance, ability/performance, physical or mental disability, gender identity, order of protection status, status as homeless, or actual or potential marital or parental status, including pregnancy or

other protected group status. The school and district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Disciplinary actions will be taken for such behavior.

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

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

Anyone who believes he or she is the victim of bullying, intimidation or harassment or has witnessed such activities is encouraged to discuss the matter with the 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 detentions will be referred to administration.)
- Detention after school on Tuesdays and Thursdays from 3:15 -4:30 (K-8<sup>th</sup>) \*certified substitutes disciplinary consequences must be approved by an administrator; and certified staff-detentions will be referred to administration.
- Redbird cards (varies by grade level for incentives/privileges to encourage positive behavior)
- Others: Restitution, service projects, referrals to the 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
<p>Aggressive Physical Behavior</p> <p><u>See Physical or Psychological Harm of Others for a detailed definition found on page 23.</u></p>	<p>Minor: Student engages in non-serious, but inappropriate physical contact.</p> <p>Major: <u>Intentional</u> actions or threats involving serious physical contact where injury may occur.</p>	<p>Minor: Pushing, pulling, accidental hitting, horseplay, etc.</p> <p>Major: Hitting, punching, scratching, kicking, fighting, hair pulling, biting, etc.</p>	<p>Minor: Consequences include but are not limited to Warning or Detention.</p> <p>Major: Consequences include but are not limited to Parent Conference, Detention, Suspension, or Expulsion.</p>
<p>Alcohol, Drugs, Nicotine, E-cigarettes, Juuling, Vaping, Tobacco or any other illegal or "look alike" products</p> <p><u>Detailed Definition found on page 22</u></p>	<p>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.</p>	<p>Major: Using, possessing, distributing, purchasing, or selling.</p>	<p>Major: Consequences include but are not limited to Parent Conference, Suspension, Legal Authorities and/or Expulsion.</p>
<p>Bus Safety</p>	<p>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.</p> <p>Major: Repeated activity that is considered dangerous or an activity that is considered severely dangerous to the passengers and/or driver on the bus.</p>	<p>Minor: Some examples of unsafe behavior include, but is not limited to, not sitting, yelling, or distracting behavior, etc.</p> <p>Major: Repeated unsafe or minor behavior, physical harm, dangerous actions, etc.</p> <p><u>The bus is an extension of the classroom and disciplinary actions listed apply to the bus as well.</u></p>	<p>Minor: Consequences include but are not limited to Warning, Assigned Seat, or Detention.</p> <p>Major: Consequences include but are not limited to Detentions, Parent Conferences, Use of Seating Restraints, Bus Suspension, School Suspension, Bus Expulsion, or Expulsion.</p>
<p>Cyber/Cellular Bullying</p> <p><u>See Cyber/Cellular Bullying for a detailed definition found on page 22-23.</u></p>	<p>Major: Any activity on electronics that is considered harassing, threatening, disrupting the daily operation of school, or bullying another student during school.</p>	<p>Major: Harassing, threatening, or bullying staff or students through email, texting, messaging, social networks, internet, etc.</p>	<p>Major: Consequences include but are not limited to Parent Conference, Suspension, Legal Authorities, or Expulsion.</p>
<p>Disrespect to Adults/Insubordination/ Threats/Intimidation/ Defiance</p>	<p>Minor: Student engages in brief or low-intensity failure to respond to adult requests.</p> <p>Major: Refusal to follow directions, talking back and/or rude social interactions.</p>	<p>Minor: Not following direction, not completing classwork, telling "no", rolling eyes, ignoring requests, etc.</p> <p>Major: Repeated minor behaviors, name calling, inappropriate language or tone, etc.</p>	<p>Minor: Consequences include but are not limited to Warning, Detainment, or Detentions.</p> <p>Major: Consequences include but are not limited to Parent, Conference, Detentions, or Suspension.</p>
<p>Disrespect to Peers</p> <p><u>See Physical or Psychological Harm of Others for a detailed definition found on page 23</u></p>	<p>Minor: Low-intensity name calling or other rude social interactions.</p> <p>Major: Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes <u>bullying</u>, threats and intimidation, obscene gestures, pictures, or written notes.</p>	<p>Minor: Name calling, making faces, rude behavior.</p> <p>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</p>	<p>Minor: Consequences include but are not limited to Warning, Detainment, or Detentions.</p> <p>Major: Consequences include but are not limited to Parent Conference,</p>

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

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

### 6.30 Consequences

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

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

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

In-School Suspension – When a student serves an in-school suspension, he/she is required to be in the office for an amount of time decided on by the 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**

5<sup>th</sup>-8<sup>th</sup> grade students involved in an extracurricular activity are assessed an activity fee for each extracurricular activity. The athletic/other extracurricular activity fees (\$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**

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

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

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

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

### **Good Conduct Required**

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

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

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

## **8.10 Extracurricular Opportunities**

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

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

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

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

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

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

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

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

before school starts and run through mid-October. (Activity Fee Required)

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

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

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

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

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

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

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

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

**Student Council**—any 6<sup>th</sup>-8<sup>th</sup> grade student can apply. Interested students are selected through an application process completed by teachers. Student Council begins having meetings at the beginning of the school year. Meetings are held before school. Students participate in leadership opportunities and activities. For eligibility guidelines, refer to the Student Council Member Agreement. (No Activity Fee Required)

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

## 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<sup>th</sup>-8<sup>th</sup> students is at the discretion of the sponsor/teacher.

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

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

Chorus, Band and Art Field Trip Guidelines: Guidelines may vary based on the supervisor. Students are to ride the school bus to and from the activity during school hours. Students who are not eligible for promotion to the next

grade are not allowed to participate in fine arts field trips at the end of the year.

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

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

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

Grievance Procedures:

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

Complaint Procedures:

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

The formal chain of communication should be the homeroom teacher first or the person directly involved in the issue. If there is no resolution at that level, the parent should then move up the chain of command: principal then superintendent, and finally, the Board of Education. Parent complaints or suggestions shall be referred to the appropriate level staff member. Each complaint or suggestion shall be considered on its merits. An individual, not satisfied after following the channels of authority, may file a grievance under the Uniform Grievance Procedure. This policy shall not be construed to create an independent right to a hearing before the Board. Anonymous letters or calls will not be given credibility.

### Parent-Teacher Contact

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

Below are the effective steps involving the chain of command:

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

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

The MGS PTO will send out communication to determine holiday party volunteers. A PTO room party coordinator will organize the events and schedule supervision and supply requests. Holiday parties are for the classroom students; therefore, parental attendance at a party is limited to only those individuals identified on the sign-up to plan and lead the party. Party volunteers may not bring other children to the party. 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-8<sup>th</sup> are placed in classes to create heterogeneous groups with a balance of abilities, needs, and gender. The District does not honor parent requests for specific teachers.

### Lockers

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

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

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

## 9.40 Lost and Found

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

## 9.50 Parent Notifications

1. Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) requires that Metamora Grade School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Metamora Grade School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with district procedures. MGS-PTO prints a student directory with the name of the student, parent name/s, address, and phone number. Please refer to the Handbook Acknowledgement and Consent form. If you do not want Metamora Grade School to disclose directory information you must notify the District in writing by September 15.

2. Protection of Pupil Rights Amendment (PPRA):

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

- Consent to federally funded surveys concerning "protected information." If the U.S. Department of Education funds a survey in whole or in part, a student's parents or an eligible student must consent in writing before the student may provide information relating to the following categories: political affiliations; mental or psychological problems of the student or the student's family; sexual behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of student's family members; privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers; religious practices, affiliations, or beliefs of the student or student's parents; or income other than required by law to determine program eligibility. A survey that concerns any of these points is called a "protected information survey".
- Opt out of certain surveys and exams. Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them: activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others; any protected information survey, regardless of funding; and any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

- Inspect certain material. Parents and eligible students have the right to inspect the following, upon request, before the district administers or uses them: protected information surveys of students (including any instructional materials used in connection with the survey); documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum
- Receive notification of district policy. The school district has developed a policy, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will directly notify parents and eligible students, such as through U.S. Mail, email, Parent-Student Handbook, or Parent Newsletter, of this policy at least annually at the start of each school year and after any substantive changes are made.
- Report violations. Parents and eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

### 3. Sex Offenders:

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

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

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- 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).

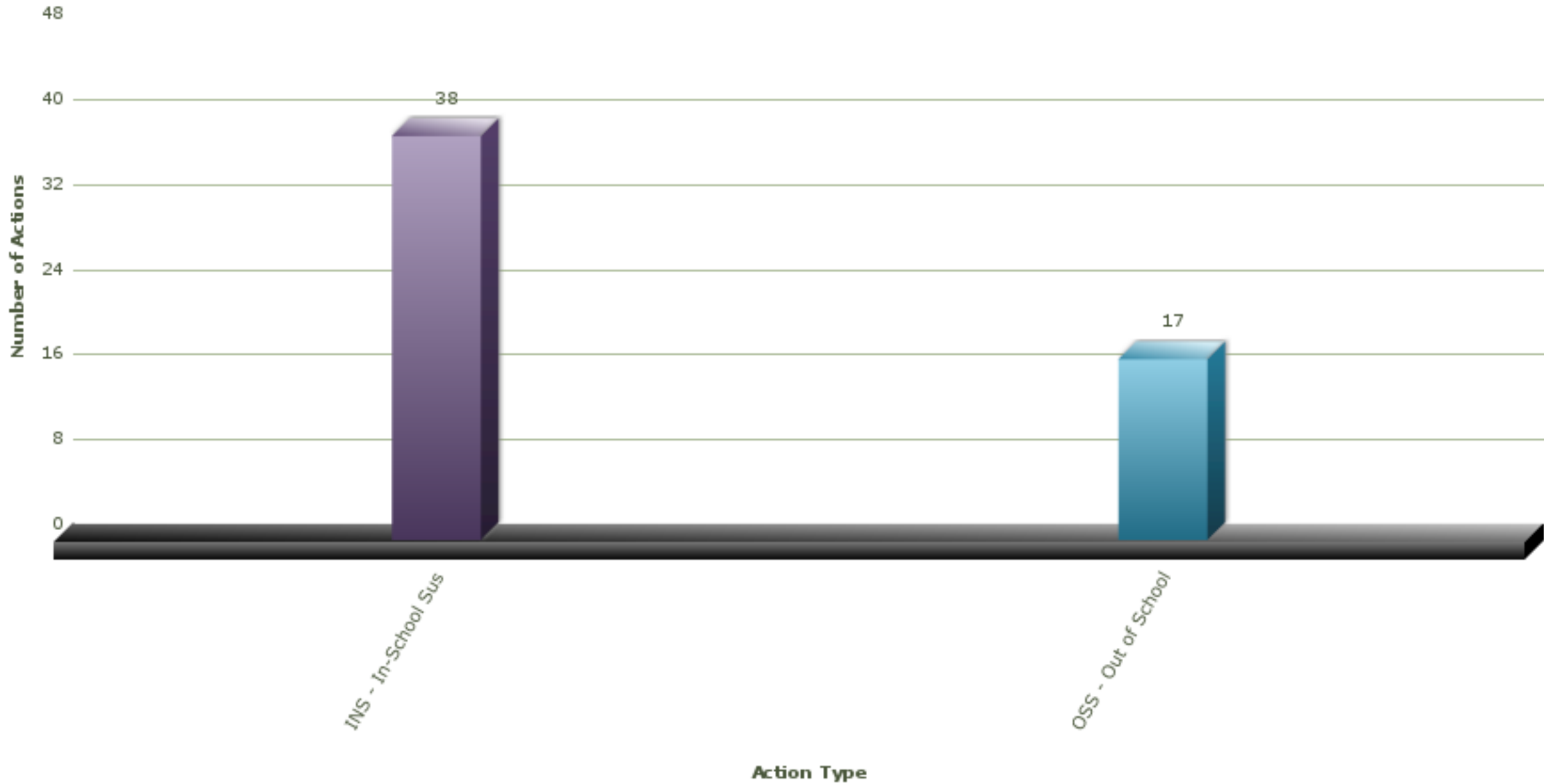
In the event of interviews by law enforcement officers, the administrator will check the police officer's credentials and any legal papers such as warrants for arrest, search warrants, or subpoenas to be served. The administrator will attempt to contact the parent(s). In extreme emergency situations, 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.

- 4 Summer Learning Opportunities
- 5 Student Services Coordinator Reflection
- 6 **Discipline Data**
  - A. Office Visits/Student Referrals

Grade Level	August	September	October	November	December	January	February	March	April	May	Total Per Grade Level	
Kindergarten	22	42	31	18	10	20	16	5	14		178	
1st Grade	3	2	4	3	1	5	0	2	6		26	
2nd Grade	2	10	14	14	4	4	8	4	3		63	
3rd Grade	4	19	13	18	5	3	3	10	2		77	<b>Total for K-4</b>
4th Grade	2	26	19	13	15	13	11	17	20		136	<b>480</b>
5th Grade	6	10	15	10	11	12	20	0	13		84	
6th Grade	5	15	4	8	4	5	9	2	6		50	
7th Grade	6	10	7	12	8	8	11	0	5		62	<b>Total 5-8</b>
8th Grade	12	23	24	13	24	16	15	2	18		127	<b>323</b>
Grade Level	August	September	October	November	December	January	February	March	April	May		
K-4 Suspensions	1	11	14	11	5	4	6	0	3		55	
5-8 Suspensions	0	9	1	6	1	5	6	4	3		41	



### Discipline Actions Breakdown by Action Type (Entity 100)

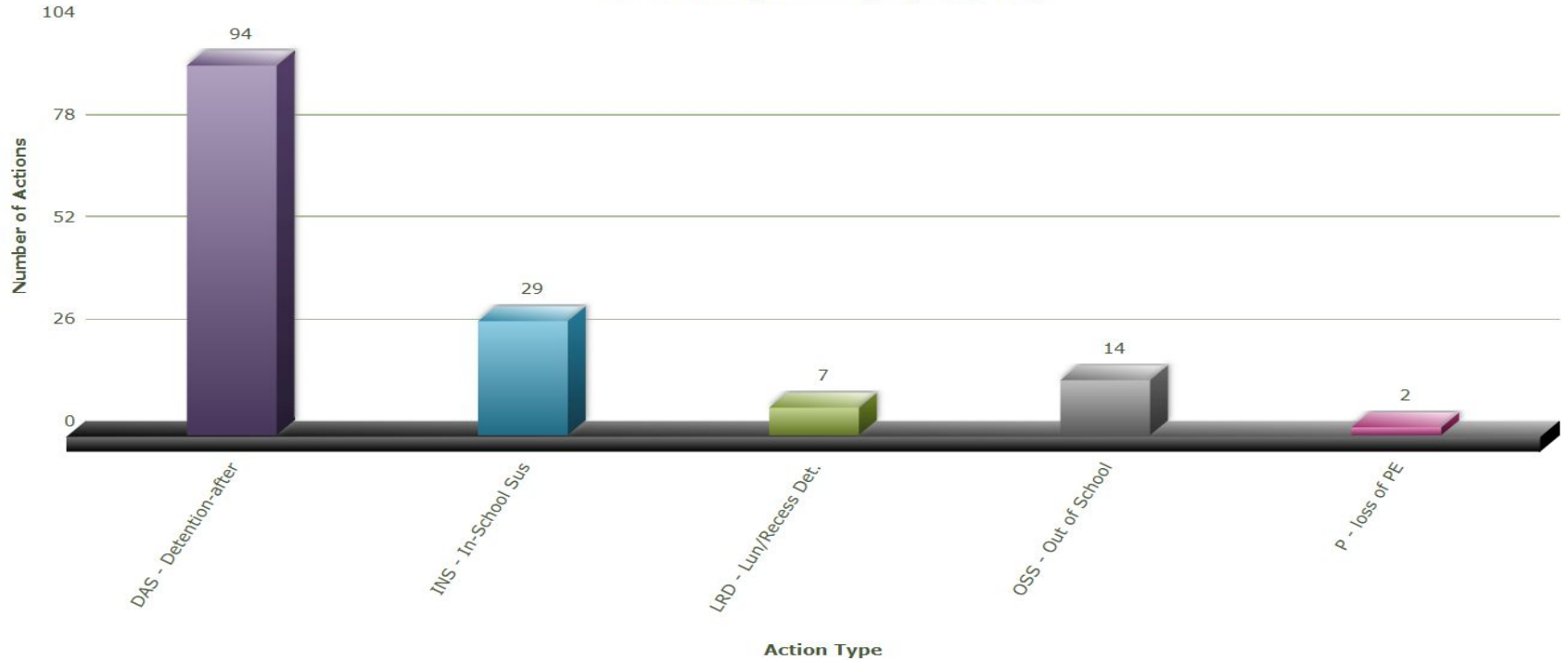




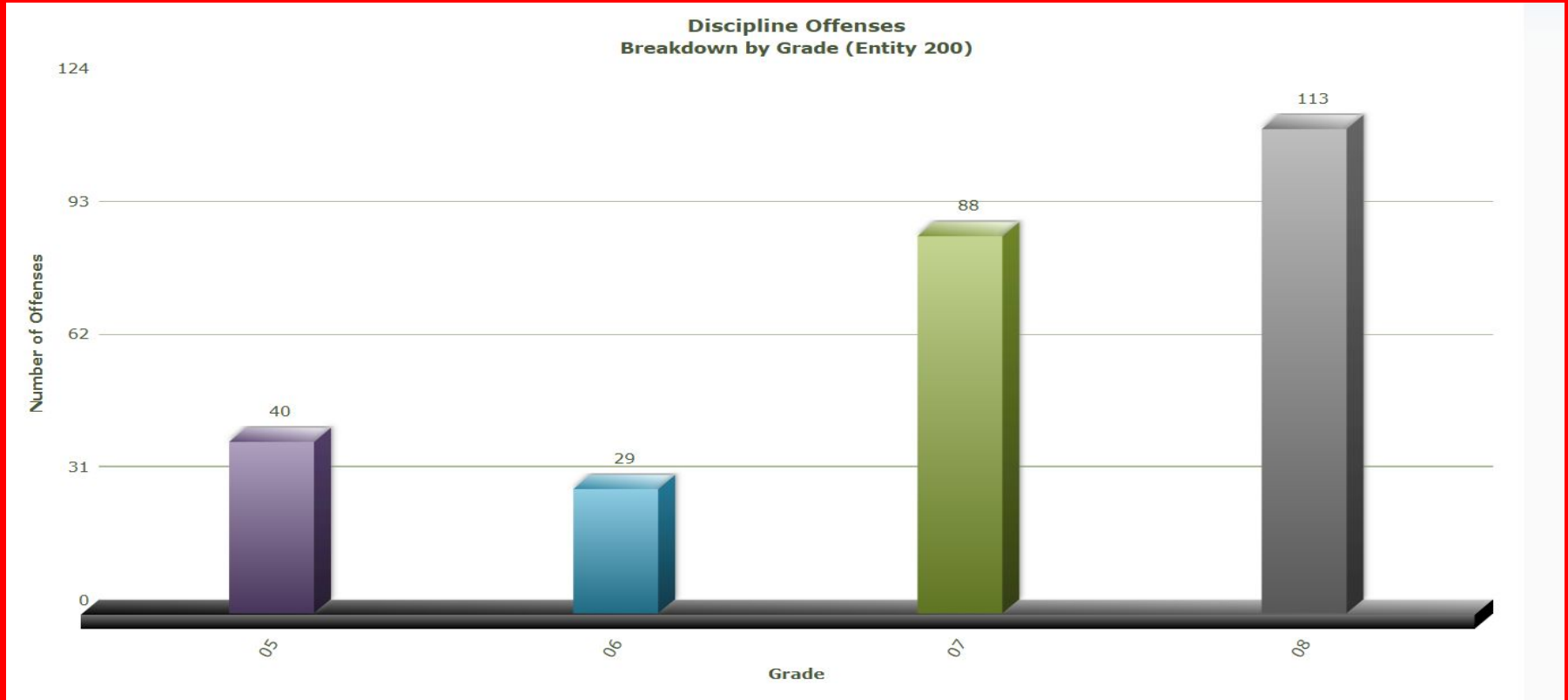
# Jr. High Behavior Breakdown

# 5th-8th Breakdown of Consequences

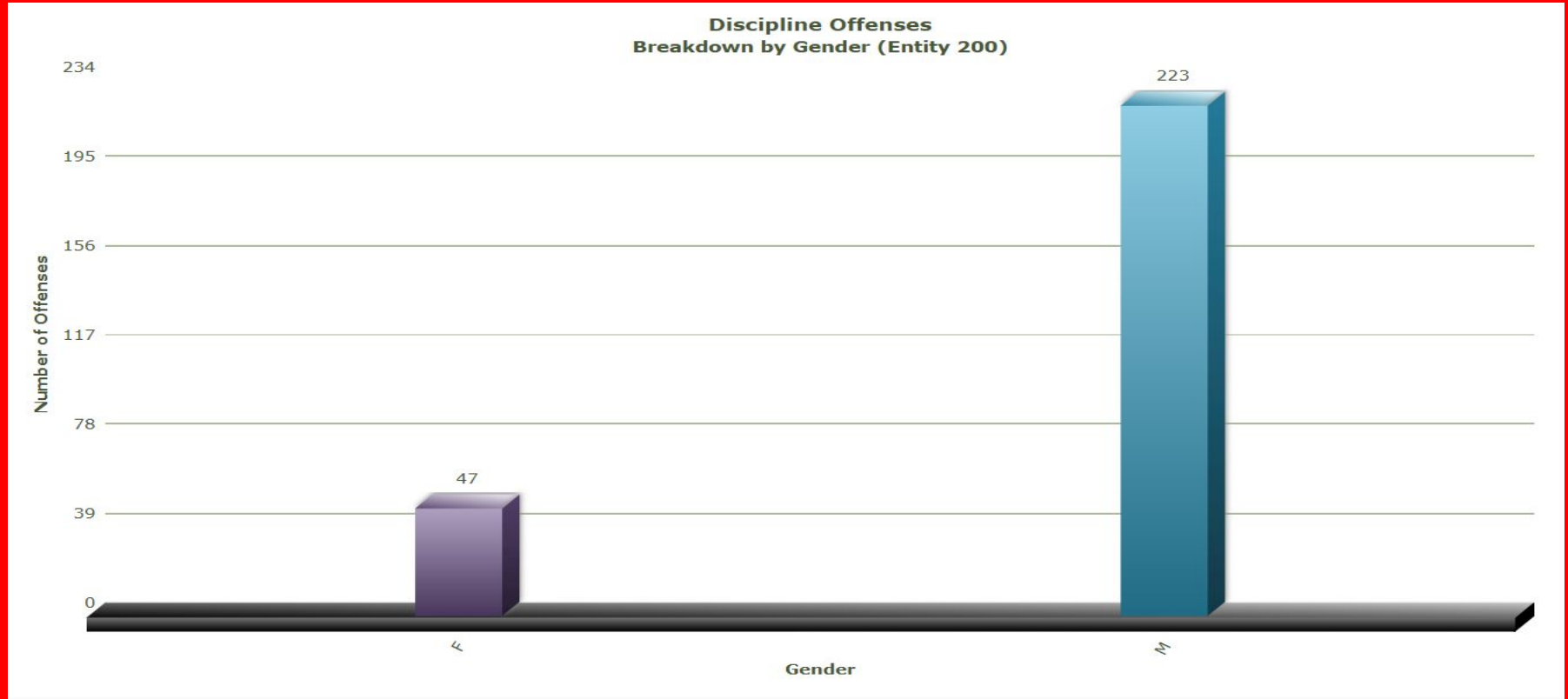
Discipline Actions  
Breakdown by Action Type (Entity 200)



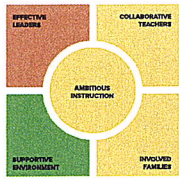
# Discipline by Grade Level



# 5th-8th Grade Office Referrals by Gender





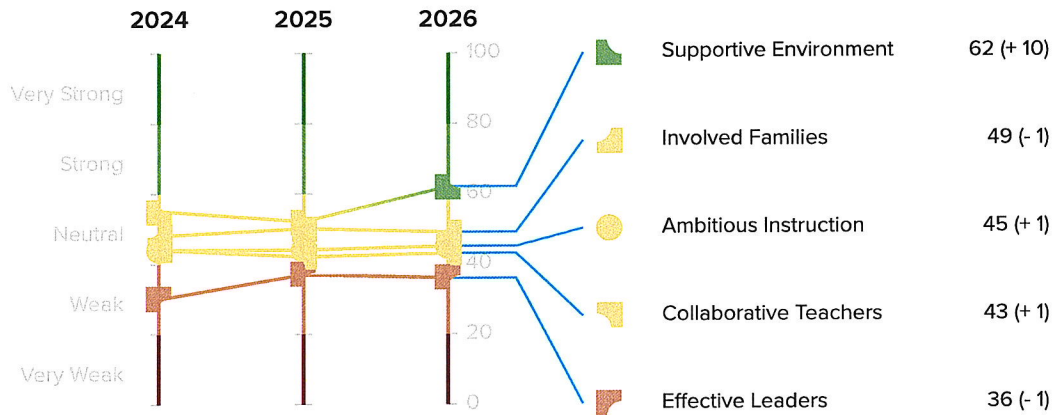


## Metamora CCSD 1 Dashboard Summary

A group's performance is an aggregate of the individual schools' performance on each of the 5Essentials. Group reports show the distribution of performance across schools, trends in specific Essentials and Measures, and identifies strengths and areas for improvement.

Where is Metamora CCSD 1 performing the highest?	↑	What has improved most for Metamora CCSD 1?	➔	Where is Metamora CCSD 1 performing the lowest?	↓	What has decreased most for Metamora CCSD 1?	↘
Safety	68	Academic Personalism	54 +12	Program Coherence	33	Quality of Student Discussion	47 -11
Student-Teacher Trust	68	Peer Support for Academic Work	58 +10	Quality Professional Development	33	Teacher-Parent Trust	47 -5
Peer Support for Academic Work	58	Math Instruction	53 +9	English Instruction	34	Teacher-Principal Trust	38 -3
Teacher-Teacher Trust	56	Student-Teacher Trust	68 +9	Teacher Influence	36	Collective Responsibility	43 -2
Academic Personalism	54	Safety	68 +8	Instructional Leadership	37	Instructional Leadership	37 -1

### Essential Performance Trends



# 5Essentials

## ABOUT THE SURVEY

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These "5Essentials" detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

### References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)

(Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

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### Ambitious Instruction

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

### Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

### Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

### Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

### Supportive Environment

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

- 8 Other Items
- 9 Adjourn