

L. J. STEVENS  
INTERMEDIATE  
SCHOOL  
TEACHER HANDBOOK



## Section 1: Mission Statement

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

Section 2: Building/Employees  
WILMINGTON COMMUNITY UNIT SCHOOL DISTRICT NO. 209-U  
209U WILDCAT DRIVE  
WILMINGTON, ILLINOIS 60481-1488  
Matt Swick, Superintendent  
Kevin Feeney, Assistant Superintendent  
Phone - (815) 926-1751  
Fax – (815) 926-1692

L.J. STEVENS INTERMEDIATE  
221 Ryan Street  
Wilmington, Illinois 60481-1287  
Venita Dennis, Principal  
Casey Orellano, Asst. Principal  
Phone - (815) 926-1689  
Fax - (815) 476-1941

BRUNING ELEMENTARY  
1920 Bruning Drive  
Wilmington, Illinois 60481-1710  
Beth Norman, Principal  
  
Phone - (815) 926-1683  
Fax – (815) 476-0130

WILMINGTON MIDDLE SCHOOL  
715 S. Joliet Street  
Wilmington, Illinois 60481-1490  
Adam Spicer, Principal  
Brian Goff, Assistant Principal  
Phone - (815) 926-1687  
  
Fax – (815) 476-4256

WILMINGTON HIGH SCHOOL  
209 Wildcat Dr.  
Wilmington, Illinois 60481-1488  
Scott Maupin, Principal  
Jeff Reents, Assistant Principal  
Phone - (815) 926-1752  
  
Fax- (815) 926-1691

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

#### SOWIC TEAM

Coordinator – Amy Ledvina  
Psychologist – Tammy Taylor  
Social Worker – Angela Wallin

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

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

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

### Section 3: General Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**HOMEWORK** - Our philosophy on homework is briefly this: Homework boosts achievement. Effective homework assignments supplement the classroom lesson, and also teach students to be independent learners. Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study and developing responsibility

and self-discipline. Guidelines are 10 minutes per grade level (e.g, 40 minutes for grade 4 students, etc.)

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

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

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

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

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

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

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

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

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

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

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



Section 4: Schedules, duty dates, meeting dates, etc.  
2022-2023

**Faculty Meetings:**  
(7:15 a.m.)  
August 15-TBA  
September 14  
October 12  
November 16  
December 14-Celebration  
January 18  
February 15  
March 15  
April 12  
May 17

**SOWIC Team Meetings:**  
(7:15 a.m.)

**Leadership Team:**  
(7:15 a.m. )  
September 6  
October 4  
November 1  
December 6  
January 10  
February 7  
March 7  
April 11  
May 2

**School Board Meetings:**  
(6:30 p.m. at WHS Board Room)  
August 8  
September 12  
October 10  
November 14  
December 12

**Grade Level Teams:**  
2nd grade-Wednesday @ 11:05  
3rd grade-Wednesday @ 10:45  
4th grade-Tuesday @ 11:30  
5th grade-Tuesday @ 11:20  
A set agenda will be followed for each meeting

January 17	March 13
February 13	April 17
May 8	

**WE-PTO:**  
September 6  
October 4  
November 1  
January 10  
February 7  
March 7  
April 11  
May 2  
May Budget Meeting

# L. J. Stevens Intermediate School

2022-2023 Bell Schedule

First Bell 7:45 A.M.

Students in Classrooms 7:45 - 7:55 A.M.

Classes Begin 8:00 A.M.

Dismissal 2:50 P.M. Walkers at 2:45 P.M. Car riders at 2:47 P.M.  
Bus riders do not need to be in the gym until 2:50

Early Dismissal 1:50 P.M. Car riders and walkers at 1:45 P.M.

Early Dismissal 11:20 A.M. Car riders and walkers at 11:15 A.M.

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

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

Music		Mrs. Smith			
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Band	Band	Band	Band	Band
8:00-8:15	Band	Band	Band	Band	Band
8:15-8:45	Cavanaugh	Dinkins	Szepelak	Plan	
8:45-9:15	Farmer	Wandless	Wandless	Plan	
9:15-9:45	Szepelak	Stralow	Stralow	Horton	Szepelak
9:45-10:15	Stralow	Rivera	Plan	Dinkins	Horton
10:15-10:45	Noffsinger	Plan	Noffsinger	Rink	Noffsinger
10:45-11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15-11:40	Band	Band	Band	Band	Band
11:40-12:05	Band	Band	Band	Band	Band
12:15-12:45	Long	Benson	Girof	Cavanaugh	Wandless
12:45-1:15	Meents	Rink	Rivera	Robbins	Girof
1:15-1:45	Plan	Robbins	Meents	Farmer	Long
1:45-2:15	Dillon	Farmer	Plan	Benson	Plan
2:15-2:45	Dinkins	Cavanaugh	Horton	Dillon	Plan
2:45-3:00	Bus	Bus	Bus	Bus	Bus

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

P.E.		Mr. Strong				
	Monday	Tuesday	Wednesday	Thursday	Friday	
7:45-8:00	Bus Duty	Plan	Bus Duty	Plan	Bus Duty	
8:00-8:15	Plan	Plan	Plan	Plan	Plan	
8:15-8:45	Rivera	Rink	Rivera	Rivera	Rivera	
8:45-9:15	Wandless	Meents		Meents	Meents	
9:15-9:45	Dillon	Noffsinger	Dillon	Noffsinger	Noffsinger	
9:45-10:15	Rink	Wandless	Rink	Wandless	Dillon	
10:15-11:05	Plan	Plan	Plan	Plan	Plan	
11:05-12:15	Lunch duty	Lunch duty	Lunch duty	Lunch duty	Lunch Duty	
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch	
12:45-1:15	Long	Long	Long	Long	Robbins	
1:15-1:45	Benson	Girof	Benson	Benson	Benson	
1:45-2:15	Girof	Robbins	Meents	Plan	Rink	
2:15-2:45	Robbins	Dillon	Robbins	Girof	Girof	
2:45-3:00	Bus duty	Bus duty	Bus Duty	Bus duty	Bus Duty	

## Early Dismissal Schedules

2022-2023

### Physical Education

Mr. Strong

**AM SCHEDULE WILL REMAIN THE SAME AS A REGULAR  
SCHEDULE**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10:15-10:50</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>10:50-12:15</b>	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
<b>12:30-12:55</b>	Robbins/Long	Giroto/Long	Robbins/Long	Long	Robbins/Benson
<b>12:55-1:20</b>	Giroto	Robbins	Meents	Giroto	Rink
<b>1:20-1:45</b>	Benson	Dillon	Benson	Benson	Giroto

### Physical Education

Mr. Fisher

**SCHEDULE WILL REMAIN THE SAME AS A REGULAR SCHEDULE**

### Music

Mrs. Smith

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:15-8:45</b>	Cavanaugh	Dinkins			
<b>8:45-9:15</b>	Farmer	Wandless	Noffsinger		Noffsinger
<b>9:15-9:45</b>	Szepelak		Szepelak	Horton	
<b>9:45-10:15</b>	Stralow	Rivera	Wandless	Dinkins	Horton
<b>10:15-10:45</b>	Noffsinger	Stralow	Stralow	Rink	Szepelak
<b>10:45-11:15</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:15-11:40</b>	5th Gr Band	5th Gr Band	5th Gr Band	5th Gr Band	5th Gr Band
<b>12:00-12:25</b>	Long	Benson	Giroto	Benson	Long
<b>12:25-12:50</b>	Meents	Rink	Rivera	Robbins	Giroto
<b>12:50-1:15</b>	Dinkins	Cavanaugh	Meents	Dillon	Robbins
<b>1:15-1:45</b>	Dillon	Farmer	Horton	Cavanaugh/Farmer	Wandless
<b>1:45-2:00</b>	Duty	Duty	Duty	Duty	Duty

Grading Period Due Dates  
2022-2023

1<sup>st</sup> Trimester: August 8, 2022 to November 4, 2022

2<sup>nd</sup> Trimester: November 7, 2022 to February 17, 2023

3<sup>rd</sup> Trimester: February 21, 2023 to May 31, 2023

**Progress Reports**

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Grades Updated to Skyward By:

September 23, 2022

January 13, 2023

April 21, 2023

Mid-terms sent home on September 26, 2022

Mid-terms sent home on January 13, 2023

Mid terms sent home on April 21, 2023

**Report Cards**

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<u>Grading Period Ends</u>	<u>Grades Posted to Skyward</u>	<u>Report Cards go home</u>	<u>Days</u>
November 4, 2022	November 3, 2022	November 9 and 10, 2022	56
February 17, 2023	February 22, 2023	February 27, 2023	60
May 31, 2023	May 26, 2023	May 31, 2023	60

## **Section 6: Abuse/Neglect and Sexual Harassment**

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

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

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

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

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

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

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

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

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

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

1-800-A-BUSE

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

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

#### Bullying and Physical/Verbal Aggression

Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school (this includes but is not limited to such actions as hitting, kicking, biting, bullying, and fighting). In such cases, the requirements of notice and hearing shall follow as soon as practicable.

Bullying and Intimidation: Students who use the threat of physical aggression in verbal or in written form, including but not limited to electronic communication (email, instant messaging, inappropriate websites, etc.) are subject to the same consequences as those students who actually make physical contact.

Board Policy: Wilmington Community Unit School District No. 209-U 7:180

#### Students: Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy,



association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

## Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of bullying as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Scott Maupin, Wilmington HS Principal

Name

209 Wildcat Court

Address

smaupin@wilmington.will.k12.us

Email

815-926-1752

Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- a. The frequency of victimization;
- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The District's bullying prevention plan must be consistent with other Board policies.

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.

105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.

23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185

(Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities and Users of Parking Facilities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

ADOPTED: November 12, 2014

Students may be suspended for one to ten days for violations or repeated violations.

#### Bullying, Harassment, Intimidation and Discrimination

Bullying is NOT tolerated in the Wilmington School District. Our board policies, administrative plans, and school handbooks strictly forbid bullying, as well as any other form of harassment, intimidation or discrimination.

The Wilmington School District Board of Education, administration, faculty & staff are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, and discrimination. The purpose of established policies, procedures and plans is to ensure, to the greatest extent possible, that no one within our school community will be subject to any bullying, experiencing a secure, safe, orderly, respectful, and nurturing environment that promotes teaching and learning.

Review related School Board Policies & Bullying Prevention Plan:

- Policy 5:20
- Policy 7:20
- Policy 2:260
- Policy 2:265
- Wilmington School District Bullying Prevention Plan

Bullying is generally defined as:

1. Reflect a coercive imbalance of power; AND
2. Is severe, pervasive and often purposeful and repeated; AND
3. Places an individual in (a) reasonable fear of substantial detrimental effect to his or her person or property; or (b) to otherwise substantially interfere in a student's academic performance or ability to participate in any school related activity.

The Illinois legislature clarifies further in its definition of "Bullying" as:

"Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) causing a substantially detrimental effect on the student's or student's physical or mental health; (3) substantially interfering with the student's or students' academic performance; or
- (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school." 105 ILCS 5/27-23.7(b)

The Illinois legislature also authorizes school boards to establish appropriate behavioral standards for their respective schools, which take into consideration but are not limited to conduct prohibited by State and federal laws. See, 105 ILCS 5/10-20.14(d).

"Conduct" may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant messages, text messages and emails);
- Verbal threats made to another, blackmail, or demands for protection money;
- Non-verbal threats or intimidation such as aggressive or menacing gestures;

Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, or damaging someone's reputation;

- Any of the above conduct which occurs off school grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the school setting and/or at school sponsored activities and events.

In addition to the types of conduct described above, some potential examples which could be:

- Blocking access to school property or facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions; ▪ Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a student's race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

"Cyber-bullying" means bullying that takes place through the use of electronic devices, including but not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, websites, and/or other social media.

"Teen Dating Violence" occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Wilmington School District Prohibits Bullying, Harassment, Intimidation and Discrimination:

Bullying is NOT acceptable and is strictly prohibited. Bullying conduct that is covered by our Policy is conduct that occurs on school property or at school sponsored activities or events; while students are being transported or walking to or from school or school sponsored activities or events; while students are waiting at school bus stops, or when the conduct otherwise would substantially impede the educational environment, regardless of where the conduct occurs. The bullying, harassment, intimidation and/or discrimination of any student or staff member of the Wilmington School District will not be tolerated.

Wilmington 209u Response to Bullying

Any complaints or concerns should be reported as soon as possible to the appropriate building principal or any other trusted school district employee. See Board Policy for more details.

Anyone who witnesses any conduct that could constitute bullying shall report it to a school staff member as soon as possible. Such a report shall then be forwarded to the Principal or his/her designee as soon as possible, who then shall conduct or cause to be conducted a thorough investigation of the alleged incident. A district Bullying Prevention Coordinator is also available to assist students, families and school staff in working through situations.

Any student who engages in bullying will be subject to appropriate discipline, up to and including suspension or expulsion and referral to local law enforcement. A student's bullying conduct also may be addressed through any other behavioral interventions. Any student who is a bystander to any bullying conduct and who fails to take any action to discourage the bullying conduct also may be subject to appropriate discipline. No student shall be retaliated against for reporting bullying conduct. Any student who is determined to intentionally have falsely accused another of bullying shall be subject to appropriate discipline.

The Superintendent or designee may use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

It is the responsibility of the school staff to use violations of the school rules as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment and understand consequences for poor choices and behaviors. In determining the

appropriate response to or discipline of students who engage in bullying behavior, the school's administration should consider the following:

- The ages and maturity of the students involved;
- The type, frequency, severity and patterns of behaviors;
- The context in which the incidents occurred; and
- Any other relevant circumstances.

Bullying Complaint Coordinator:

Kevin Feeney, Assistant Superintendent

209U Wildcat Court; kfeeney@209u.net; 815-926-1752

Resources and Support

- U.S. Health and Human Services Website: Bullying Prevention & Response for students, educators and parents. Includes resources, games and activities for children, parents and educators... [www.stopbullying.gov](http://www.stopbullying.gov).
- U.S. Health and Human Services Website: Girls Health - Providing information for girls, educators and parents about bullying, safety, relationships, body image and issues, feelings, nutrition, substance abuse issues, etc. Includes games, quizzes and activities... [www.girlshealth.gov](http://www.girlshealth.gov).
- Bully Free: It starts with me - National Education Association Initiative... [www.nea.org/neabullyfree](http://www.nea.org/neabullyfree).
- Connect for Respect Initiative - National Parent Teachers Association providing information for parents... <http://www.pta.org/bullying.asp>.
- PACER's Center for Children with Disabilities - Bully Prevention Center... <http://www.pacer.org/bullying/>.
- A Brain Works Project: Coping Skills for Kids - Promoting the development of coping skills in pre teens by providing information and activities and provides resources and information for educators and parents... <http://www.copingskills4kids.net/>.

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The Wilmington School District forbids all forms of bullying, harassment, intimidation and/or discrimination, including any mistreatment related to race, sex, nationality, religion, or any other trait or affiliation of any kind.

Title IX provides that no person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Any complaints or concerns should be reported as soon as possible to Non-Discrimination / Title IX Coordinators, Complaint Managers, or any other trusted school district employee. See Board Policy for more details.

Non-Discrimination Coordinator – Matt Swick (815.926.1751)

Title IX Coordinator – Kevin Feeney (815.926.1751)

Bullying Complaint Manager – Kevin Feeney (815.926.1751)

## Section 8: Grading

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

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

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

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

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

### **GRADING SYSTEM –**

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

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

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

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

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

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

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

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

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



Section 9: Behavior and Discipline

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

**1.RESPECT SELF**

**2.RESPECT OTHERS**

**3.RESPECT PROPERTY**

**4.BE THERE / BE READY**

## DISCIPLINE GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SIS BEHAVIOR MATRIX

Section 10: Emergency Information

	Respect Yourself	Respect Others	Respect Property	Be There; Be Ready
Classroom (includes library, intervention groups, P.E. & music)	<ul style="list-style-type: none"> <li>* Do your best work</li> <li>* Be on task</li> <li>* Complete all assignments on time</li> <li>* Complete all homework</li> </ul>	<ul style="list-style-type: none"> <li>* Use kind words</li> <li>* Keep hands/feet/ objects to self</li> <li>* Let others do their best</li> <li>* Use appropriate voice levels</li> </ul>	<ul style="list-style-type: none"> <li>* Pick up after self</li> <li>* Use materials appropriately</li> <li>* Keep desks organized and clean</li> </ul>	<ul style="list-style-type: none"> <li>* Have supplies and materials ready for class</li> <li>* Listen and follow directions</li> <li>* Complete all homework</li> <li>* Be on time for school</li> </ul>
Hallway	<ul style="list-style-type: none"> <li>* Walk</li> <li>* Use safe hands</li> </ul>	<ul style="list-style-type: none"> <li>* Be Quiet</li> <li>* Walk on the right side</li> <li>* Observe personal space</li> </ul>	<ul style="list-style-type: none"> <li>* Keep hands off the walls</li> <li>* Keep hallways and lockers clean</li> </ul>	<ul style="list-style-type: none"> <li>* Walk in single file.</li> <li>* Face forward</li> </ul>
Restroom	<ul style="list-style-type: none"> <li>* Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>* Be quiet</li> <li>* Wait patiently</li> <li>* Respect privacy and space</li> </ul>	<ul style="list-style-type: none"> <li>* Use what you need</li> <li>* Use the toilet, urinal, sink, and soap properly</li> <li>* Throw towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>* Use restroom and wash hands quickly</li> <li>* Return to class or line immediately after use</li> <li>* Sign in and out when necessary</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>* Eat your own lunch</li> <li>* Sit on seat, not on feet</li> <li>* Stay in your seat</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Keep hands/feet/ objects to self</li> <li>* Chew with mouth closed</li> <li>* Use proper manners</li> <li>* Donate unopened/unused food</li> </ul>	<ul style="list-style-type: none"> <li>* Throw away garbage</li> <li>* Pick up garbage on floor</li> <li>* Put tray in return rack</li> </ul>	<ul style="list-style-type: none"> <li>* Walk at all times</li> <li>* Face forward</li> <li>* Be quiet immediately after quiet clap or whistle</li> </ul>
Recess  <i>Inside</i>	<ul style="list-style-type: none"> <li>* Have a plan</li> <li>* Be aware of others around you</li> </ul> <ul style="list-style-type: none"> <li>* Walk</li> </ul>	<ul style="list-style-type: none"> <li>* Include everyone</li> <li>* Use hands, feet, and equipment appropriately</li> <li>* Follow game rules</li> <li>* No arguing</li> </ul> Inside- <ul style="list-style-type: none"> <li>* Find something to do and sit down</li> <li>* Use appropriate voice levels.</li> </ul>	<ul style="list-style-type: none"> <li>* Use equipment correctly</li> <li>* Play in assigned areas</li> </ul>	<ul style="list-style-type: none"> <li>* Walk to line immediately when bell rings or whistle blows</li> <li>* Stay in boundaries</li> <li>* Quietly line up straight facing forward</li> <li>* Be quiet immediately after quiet clap or whistle</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>* Sit on seat, not on feet</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate applause</li> <li>* Keep hands/feet/ objects to self</li> <li>* Quiet</li> </ul>		<ul style="list-style-type: none"> <li>* Be quiet</li> <li>* Keep eyes on speaker</li> <li>* Listen</li> </ul>
Bus	<ul style="list-style-type: none"> <li>* Stay Seated</li> <li>* Sit on seat, not on feet</li> <li>* Face forward</li> <li>* Nothing in the aisle</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Use kind words</li> <li>* Keep Hands / Feet/ objects to self</li> </ul>	<ul style="list-style-type: none"> <li>* Keep materials in your book bag</li> <li>* Pick up garbage</li> <li>* Sit in assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>* Walk to and from bus.</li> <li>* Line up quickly and safely</li> <li>* Know bus animal and number</li> </ul>
Dismissal (walkers) (car riders) (Bus Riders)	<ul style="list-style-type: none"> <li>* Walk</li> <li>* Use safe hands</li> <li>* Use crosswalks</li> </ul>	<ul style="list-style-type: none"> <li>* Use appropriate voice levels</li> <li>* Walk on correct side</li> </ul>	<ul style="list-style-type: none"> <li>* Keep hands off walls</li> <li>* Keep materials in book bag</li> </ul>	<ul style="list-style-type: none"> <li>* Face forward</li> <li>* Line up quickly and safely</li> <li>* Stay in assigned areas</li> </ul>

## Section 10: Emergency Information

# QUICK REFERENCE EMERGENCY RESPONSE PROCEDURES

### **Lockdown:**

- Call Wilmington Police Department-911
- Call a lockdown code
  - Soft Lockdown
  - Hard lockdown
- Students in the hallway should be removed to a classroom
- Teachers should lock doors (doors should always be locked)
- Teacher and students should barricade the door
- Students should spread out throughout the classroom and be ready to counter
- Green should be posted on the door and outside window if the classroom is O.K. (students safe, no intruder, no extra students or staff in room). Green is always posted. Red should be posted on the door and outside window if the classroom is not O.K. (extra staff or students, intruder in class). Absence of green or red indicates something is wrong
- Evacuate after being given or gathering information that leads to your decision to evacuate.
- If you cannot evacuate, do not move until Emergency Responders unlock the doors or directed by District Administration.

### **Bomb Threat:**

- Anyone who receives a bomb threat should utilize the checklist posted by each phone, and immediately call the Superintendent 926-1735 or 693-5936
- Call Wilmington Police-911
- Call Wilmington Fire-911
- Call the Curriculum Director 926-1736 or 693-5937
- Call the building administrators
  - Bruning 815-926-1706
  - SIS 815-926-1689
  - WMS 815-926-1687
  - WHS 815-926-1710
  - Ed Center 815-926-1729

### **If an evacuation is necessary utilize the following steps:**

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

**Demonstration/Riot:**

- Secure and lock exterior doors
- Keep students away from doors, windows, exits, and entrances
- Call Wilmington Police-911
- Call the Superintendent 926-1735 or 693-5936
- Call the Curriculum Director 926-1736 or 693-5937

**Fire:**

- Sound the fire alarm
- Call Wilmington Police and Fire-911
- Evacuate the building
- Call the school nurse 926-1749 or 693-5944
- Call the Superintendent 926-1735 or 693-5936
- Call the Curriculum Director 926-1736 or 693 5937

**Serious Injury or Illness:**

- Call 911
- Call the school nurse 926-1749 or 693-5944
- Announce a “Code Blue”
- Contact the parent/legal guardian
- Call the Superintendent 926-1735 or 693-5936
- Fill out an accident report

**Tornado:**

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

## Section 11: Evaluation

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

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