

Community High School District 155

Teacher Handbook



INSPIRE. EMPOWER. NURTURE.
Enter with promise. Leave with purpose.

2019-2020



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District 155 New Certified Staff,

Welcome to a great team! Regardless of the building, content area, or area you serve, you have now become an important part of accomplishing our mission: **“INSPIRE. EMPOWER. NURTURE. Enter with promise. Leave with purpose.”** We are doing tremendous things with our students in D155, and every staff member is a part of that journey. We believe that all of our staff members are leaders and ambassadors for our district, helping us move forward with our vision and strategic plan.

This New Teacher Handbook serves as a resource for all of our support staff as they enter into our district. It will help you get started as a new district employee and serve as a “go to” manual as you begin your year. Please remember that the district website, <https://www.d155.org/> serves as a comprehensive resource for information concerning Board Policies, the Negotiated Contract, Benefits, and other employee reference information. If questions arise that are not answered in the New Teacher Handbook or on the website, please feel free to contact your mentor, division leader, building administrator, or district office support staff personnel.

Have an outstanding school year, and thank you in advance for serving D155 students as part of one of the best staffs anywhere.

Cordially,

Steve Olson
Superintendent

Jay Sargeant
Assistant Superintendent of
Human Resources

Section 1: Mission and Strategic Plan

With the Board of Education's support, District 155 developed a strategic plan with the input of students, staff, parents, community members, and district leaders in the fall of 2018. Throughout the process, the district solicited feedback to guide the strategic plan. We believe this process allowed the district to redefine ready and support our graduates to insure they're capable of demonstrating readiness to employers and colleges. The strategic plan is a shared vision for all district stakeholders and will guide the district's mission, vision, and values. This process will help the district develop goals and action plans to achieve those goals.

Community High School District 155

STRATEGIC PLAN

2019-2024



VISION

Community High School District 155 is committed to being an innovative, relevant and vital part of our community that focuses on:

SOCIAL-EMOTIONAL WELL-BEING	Integrate social-emotional learning with academics to enable students to become confident, resilient, passionate collaborators, and engaged citizens.
PERSONALIZED LEARNING	Know each student, both inside and outside the classroom, and give each student opportunities to own their learning and pursue their interests and aspirations.
REAL-WORLD RELEVANCE	Use real-world, interdisciplinary learning experiences, problem-based investigations to enable students to develop and apply deep content knowledge and complex skills.
LIFE, CAREER, & POST-SECONDARY	Redefine student success and ready students to have the skills and knowledge they need to thrive in college, career, and life.
PARTNERSHIPS WITH THE COMMUNITY	Establish powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers— that provide students with support, work experiences and service learning opportunities.
EQUITABLE & EFFECTIVE USE OF RESOURCES	Provide students with nontraditional and flexible uses of time, technology, space, setting, financial resources, and roles to increase the effectiveness of teaching and learning.
ENGAGED CITIZENSHIP	Engage and encourage students to be masters of all fundamental literacies: compelling writers, critical readers, numeric thinkers, technology savvy, data and visual thinkers, ready for thriving in their future as contributing citizens.

CORE VALUES



CULTURE

We provide a safe, nurturing, learning, and work environment that values trust, integrity, respect, and a focus on learning.



LEARNING

We take responsibility for our progress through transparent evaluation of student and staff success.



CHANGE

We encourage flexibility, agility, innovation, and opportunities to take risks as we grow and improve.



PERSEVERANCE

We encourage mistakes, grit, growth, and patience in growing as problem solvers, critical thinkers, collaborators, and team members able to encounter and overcome challenges.



RELATIONSHIPS

We support relationships among students, staff, families, and the community that ensure effective communication, collaboration, voice, and choice to further our mission, vision, core values, and goals.



DIVERSITY

We value inclusion and acceptance of all students, staff, and families in our diverse, inclusive school community.

GOALS

GOAL 1: STUDENT SUCCESS	STRATEGY
Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.	Ready each student with the academic knowledge and competencies for life, career, and postsecondary success. Define student success and develop a pathway and portfolio for each student to pursue their interests and set goals, monitor, and report progress. Engage students through blended learning and problem-based learning opportunities that extend beyond the classroom.
GOAL 2: STUDENT WELL-BEING	STRATEGY
Establish a safe, positive, and engaging learning environment to meet the academic and social and emotional needs of each student.	Close achievement gaps by improving student subgroups' growth and performance. Meet the social-emotional and physical needs of each learner.
GOAL 3: WORKFORCE EXCELLENCE	STRATEGY
Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators.	Provide meaningful staff professional development and support to expect excellence in teaching and learning. Enhance collaboration and communication with district staff, elementary feeder districts, and local colleges.
GOAL 4: COLLABORATIVE PARTNERSHIPS	STRATEGY
Cultivate partnerships with families and the community to support and expand learning opportunities for each student.	Partner with families to enhance their ability to assist their student to make good choices and decisions as they fulfill graduation expectations and preparation for postsecondary success. Partner with the community to ensure an exchange of resources to enable students to have life, career, and postsecondary experiences.
GOAL 5: RESOURCE STEWARDSHIP	STRATEGY
Make effective and efficient use of our resources to maximize educational success for each student, every school, and the district.	Maximize use of time, space, facilities, and other resources to improve both learning and teaching.



Section 2: Board of Education

The board of education is a seven-member, elected body tasked with formulating general district policies, employing and advising the superintendent, employing personnel, making specific school decisions, and orienting new members. The board convenes every month in open, public meetings to discuss school and district business and hear citizens' concerns. A schedule of these meetings is posted publicly in advance of these meetings. Along with the agendas and minutes, this schedule is available on the district's website. Each board member is elected to a four-year term, for which he or she is not compensated. Board members must reside in Community High School District 155's boundaries.

Jason Blake -President

As president of the board education, Mr. Blake serves an oversight role on all board committees. He was elected in April 2017 and his term expires in 2021

Email: [**jblake@d155.org**](mailto:jblake@d155.org)

Adam Guss — Vice President

Adam Guss serves on the Board Policies; Budget, Planning, and Finance; Community Relations/Inter-Governmental Affairs; and Strategic Planning committees. He was first elected in April 2015 and his term expires in 2023.

Email: [**aguss@d155.org**](mailto:aguss@d155.org)

Amy Blazier

Amy Blazier serves on the Board Policies, Boundary and Enrollment; Community Relations/Inter-Governmental Affairs; Curriculum, Staff Development, and Student Services; and Strategic Planning committees. She was first elected April 2015 and her term expires in 2023.

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Ron Ludwig

Ron Ludwig sits on committees for Boundary and Enrollment; Operations; and Strategic Planning. Mr. Ludwig was elected in April 2017 and his term expires in 2021.

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Nicole Pavoris

Nicole Pavoris sits on the board's Community Relations/Inter-Governmental Affairs; Curriculum, Staff Development, and Student Services; Strategic Planning; and Workforce Development committees. Nicole Pavoris was elected in April 2017 and her term expires in 2021

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Dave Secrest

Dave Secrest sits on the Board Policies; Boundaries and Enrollment; Curriculum, Staff Development, and Student Services; Strategic Planning; Operations; and Transportation Joint Agreement committees. Mr. Secrest was first elected in April 2001 and his term expires in 2021.

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Tom Vaclavek

Tom Vaclavek sits on committees for Budget, Planning, Finance, and Audit; and Strategic Planning. Mr. Vaclavek was elected in April 2019 and his term expires in 2023.

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Section 3: General Information

District Information

Community High School District 155 includes four comprehensive high schools and one alternate education campus. Serving grades 9-12, each institution has full State of Illinois recognition and accreditation. Enrollment includes 6,113 students from Bull Valley, Burton's Bridge, Cary, Crystal Lake, Fox River Grove, Lake in the Hills, Lakewood, Oakwood Hills, Prairie Grove, and Ridgefield. The district covers 67.75 square miles and is located approximately 45 miles northwest of Chicago in McHenry and Lake counties.

<https://www.d155.org/about/district-boundary-map>

Beginning in 1884, a single public school, Union School, taught all Crystal Lake elementary and high school students. In 1907, the high school moved into its own building on the Union School grounds. Twelve years later, Community High School District 155 was established by a ballot measure in December of 1919. H.A. Dean served as the district's first superintendent. Crystal Lake Community High School opened at the current site of Crystal Lake Central High School on May 12, 1924. The school served students from Crystal Lake, Cary, Fox River Grove, and the surrounding areas, all of whom attended Crystal Lake Community High School until 1961, when Cary-Grove High School was opened. Crystal Lake South High School opened in 1978. At that time, Crystal Lake Community High School became Crystal Lake Central. A fourth high school, Prairie Ridge, opened in 1997. The district opened an alternative education campus, Haber Oaks Campus, in 2008.

All District 155 juniors take the SAT which measures academic progress of current juniors and assesses college readiness. Previously, all juniors took the American College Test (ACT). The composite score for Community High School District 155 seniors graduating in 2018 was 540.1 in the English Language Arts portion and an average of 549.9 in the Math portion compared to a state average of 505.7 in ELA and 504.1 in Math. In other testing, the district is one of only 433 districts in the U.S. and Canada named to the 8th AP Honor Roll by the College Board for increasing AP® participation while maintaining student success rates. Only 22 Illinois school districts were recognized. During the 2017-18 school year, a total of 3,503 Advanced Placement® exams were taken and 76% of students earned an honor scores. Further, 90% of the students in the class of 2018 continued their education beyond high school at 2- or 4-year colleges/universities or technical/vocational schools.

In 2017, The Washington Post honored District 155 for maintaining a high level of rigor in its schools. Cary-Grove (1,149), Crystal Lake South (1,345), and Prairie Ridge (1,254) all ranked among the top nationally. The Washington Post's national list includes about 22,000 with three District 155 schools ranking in the top 2,000. Further, Newsweek lists Cary-Grove and Crystal Lake Central in the top 3% of all U.S. public high schools.

The district employs nearly 741 people including teachers, building administrators, and a full complement of district administrators, school counselors, social workers, school psychologists, school nurses, support staff, and special education services personnel. In the core subjects, all of the district's teachers are teaching in their academic major. In fact, approximately 86% hold master's degrees or higher.

District 155 is one of Illinois' most financially healthy school districts, having received the highest financial rating from the Illinois State Board of Education for each of the last fifteen fiscal years. The Financial Recognition rating is based on fund balance to revenue ratio, expenditures to revenue ratio, days cash on hand, short-term borrowing, and long-term debt. Community High School District 155 received a Certificate of Excellence in Financial Reporting from Association of School Business Officials (ASBO) International. The district was recognized for its Comprehensive Annual Financial Report for the 2017 Fiscal Year.

Steve Olson serves as Superintendent, and was appointed in August 2017.

D155 DISTRICT ADMINISTRATION

Steve Olson, Superintendent

Jay Sargeant, Assistant Superintendent of Human Resources

Jeremy Davis, Assistant Superintendent of Finance, Operations & Technology

Scott Shepard, Assistant Superintendent of Educational Services

Erica Bruso, Director of Fiscal Services

Kimberly Dahlem, Director of Student Services

George DiVenere, Director of Technology

Matt Timmermann, Director of Curriculum & Assessment

Shannon Podzimek, Director of Communications

DISTRICT OFFICE DEPARTMENTS

Superintendent's Office

Steve Olson

Superintendent

Phone: (815) 455-8500 ext. 1023

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<https://www.d155.org/departments/superintendents-office>

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Curriculum and Assessment

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Director of Curriculum and Assessment

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Educational Services

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Coordinator - Skyward

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Director of Fiscal Services

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Payroll Specialist

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Accounts Payable Specialist

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Anne Robinson

Fiscal Services Coordinator

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Human Resources

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Assistant Superintendent of Human Resources

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Administrative Assistant

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Sue Burton

Human Resources Generalist

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Benefits Coordinator

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Special Education & Student Services

Kimberly Dahlem

Director of Student Services

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Kelly Sandberg

Administrative Assistant

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<https://www.d155.org/departments/special-education>

<https://www.d155.org/departments/student-services>

Operations

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Operations Coordinator

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Technology

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Director of Technology

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Communications

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Director of Communications

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Rochelle LeBreck

Multimedia Communications

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<https://www.d155.org/departments/communications>

COMMUNITY HIGH SCHOOL DISTRICT 155

COMMUNITY H.S. DISTRICT 155 OFFICE

One South Virginia Road
Crystal Lake, Illinois 60014
815-455-8500 fax 815-893-5422
Superintendent – Steve Olson

CARY-GROVE HIGH SCHOOL

2208 Three Oaks Road
Cary, Illinois 60013
847-639-3825 fax 847-639-3873
Principal – Neil Lesinski

CRYSTAL LAKE CENTRAL HIGH SCHOOL

45 West Franklin Avenue
Crystal Lake, Illinois 60014
815-459-2505 fax 815-459-2536
Principal – Dr. Eric Ernd

CRYSTAL LAKE SOUTH HIGH SCHOOL

1200 South McHenry Avenue
Crystal Lake, Illinois 60014
815-455-3860 fax 815-477-6907
Principal – Joshua Nobilio

PRAIRIE RIDGE HIGH SCHOOL

6000 Dvorak Drive
Crystal Lake, Illinois 60012
815-479-0404 fax 815-459-8993
Principal – Dr. Steven Koch

HABER OAKS CAMPUS

1200 South McHenry Avenue
Crystal Lake, Illinois 60014
815-893-5300 fax 815-893-5310
Coordinator – Julie Duncan

ACRONYMS USED IN EDUCATION

District

DLT – District Leadership Team
DOT – District Operations Team
DIT – District Instructional Team
BLT- Building Leadership Team
DL – Divisional Leaders
MTSS – Multi-Tiered Systems of Support
BOE - Board of Education
FOIA – Freedom of Information Act
FERPA – Family Educational Rights and Privacy Act
HIPAA – Health Insurance Portability and Accountability Act
SSC – Student Services Coordinator
BOS – Building Operations Supervisor
TOSA – Teacher on Special Assignment
AAD – Assistant Athletic Director
ADL – Assistant Division Leader
CPDU – Certified Professional Development Units
FMLA – Family Medical Leave Act
LOA – Leave of Absence

Illinois

IASB – Illinois Association of School Boards
IASA – Illinois Association of School Administrators
ISBE – Illinois State Board of Education
ROE – Regional Office of Education
ED-RED – Education Research and Development
IARSS – Illinois Association of Regional Superintendents of Schools
IASBO – Illinois Association of School Business Officials
IASSE – Illinois Alliance of Administrators of Special Education
IEA – Illinois Education Association
IFT – Illinois Federation of Teachers
IHSA – Illinois High School Association
IPA – Illinois Principals' Association

Achievement/Testing-Related Acronyms

SAT - Scholastic Aptitude Test
PSAT – Preliminary Scholastic Aptitude Test
NMSQT – National Merit Scholarship Qualifying Test
IIRC – Illinois Interactive Report Cards
ESSA – Every Student Succeeds Act

Section 4: Operational & Emergency Procedures



Community High School District 155 2019-2020 School Calendar

Mon. – Tues.	August 12-13	Institute Days – No Classes First Official Day of 2019-2020 School Year
Wednesday	August 14	First Day of School – ALL STUDENTS
Monday	September 2	Labor Day – No School
Monday	October 14	Columbus Day – No School
Wednesday	October 16	State Testing – <i>no seniors in attendance</i> Parents' Night/Open House – Early Release
Wed. – Fri.	Nov. 27-29	Thanksgiving Holiday – No School
Tues.-Thurs.	Dec. 17- Dec. 19	First Semester Final Exams **
Thursday	December 19	Last Day of School in 2019 – End of First Semester
Friday	December 20	Institute Day – No Classes
Mon. – Fri.	Dec. 23 – Jan. 3	Winter Break – No School
Monday	January 6	First Day of Second Semester
Friday	January 17	Institute Day – No Classes
Monday	January 20	Martin Luther King Day – No School
Monday	February 17	Presidents Day – No School
Mon. – Fri.	Mar. 23 – Mar. 27	Spring Break – No School
Monday	March 30	Classes Resume
Friday	April 10	Day of Non-Attendance
Tuesday	April 14	State Testing – <i>modified schedule, no seniors in attendance</i>
Friday	April 24	School Improvement Day – Early Release
Saturday	May 16	Graduation – All Schools – 10:00 am
Wednesday	May 20	Last Day of Exams (if <u>no</u> Emergency Days are used)
Thursday	May 28	Last Day of School (if <u>all</u> Emergency Days are used)

Every Monday that school is in session will be a "Late Start Monday", with classes beginning at 8:10 am.

Monday, May 18, 2020 will **NOT** be a "Late Start Monday" due to finals.

****If a snow day occurs on a first semester final examination day (December 17, 18 or 19), the exam make-up will be Friday, Dec. 20, 2019 and the Institute Day will move to Monday, Jan. 6, 2020.**

ROE approved 06/20/2019

The School Day

School begins each day at 7:25 a.m.; however, on Mondays, District 155 operates on a late-start schedule, with classes beginning at 8:10 a.m. (see the District's website for more details). www.d155.org. Only students enrolled in zero hour begin at 6:30 a.m. The last class ends each day at 2:50 p.m., except on the scheduled early release days indicated on the school calendar. On a regular school day, each of the nine periods is 45 minutes long. There is a 5 minute interval for passing between each period.

Daily Schedule			
Monday (Late Arrival)		Tuesday-Friday	
Period	Time	Period	Time
0*	6:30-7:10	0*	6:30-7:15
1	8:10-8:50	1	7:25-8:10
2	8:55-9:35	2	8:15-9:00
3	9:40-10:20	3	9:05-9:50
4	10:25-11:05	4	9:55-10:40
5	11:10-11:50	5	10:45-11:30
6	11:55-12:35	6	11:35-12:20
7	12:40-1:20	7	12:25-1:10
8	1:25-2:05	8	1:15-2:00
9	2:10-2:50	9	2:05-2:50

Early Dismissal Schedule	
Period	Time
0	6:30-7:15
1	7:25-7:57
2	8:02-8:34
3	8:39-9:11
4	9:16-9:48
5	9:53-10:25
6	10:30-11:02
7	11:07-11:39
8	11:44-12:16
9	12:21-12:53

Final Exam Schedule	Day 1	Day 2	Day 3
9:25 – 10:35 a.m.	7 th Period	1 st Period	3 rd Period
10:45 – 11:55 a.m.	8 th Period	2 nd Period	4 th Period
12:05 – 1:15 p.m.	9 th Period	5 th Period	6 th Period

Keys & Staff I.D. Cards

At the beginning of the school year, each new staff member will be given a set of keys to the rooms in which he/she will work. Protection of school property depends largely on each employee being responsible for the safeguarding of his/her keys. School employees should retain assigned keys in their possession at all times. Do not give keys to a student to open doors, etc. Keep classroom doors are to remain locked throughout the school day.

All staff members will also be issued a picture I.D. card to be worn while in the building, which also contains a swipe card for building entry. ID's are issued/activated after your onboarding process at district office. Access into each building is limited, so please check with your building Vice-Principal concerning access hours. Lost or stolen swipe cards or keys should be reported immediately to the Vice-Principal's office.

Employee Parking

All staff members who drive to school are required to obtain a parking hang tag from the Principal's office in order to park in the authorized areas on any D155 campus. Parking on school grounds is not pre-assigned, but rather on a first-come first-served basis. The parking credential alerts security that the vehicle has permission to be in staff parking and/or assists with owner identification in the event of an emergency situation.

District Computer

Each certified staff member will be issued a district computer. This is the designated computer that will allow you access to the D155 networks in each of the buildings and district office. Please read the information in this packet that discusses not only the Acceptable Use Policy, but the different programs, portals, and networks that support teaching and learning in D155.

Email

Each staff member will be will be issued a Gmail account through D155. This email will be your primary tool for external and internal communication while employed at D155. Please check your email often and carefully read the attached *Community High School District #155 Acceptable Use Policy* on the following pages. Please remember this – “. . . it is a wise practice to not to record or otherwise communicate anything in these systems that would not be acceptable for the whole world to know. Additionally, the contents of any communication on a District device or account may be subject to the Freedom of Information Act.”

Community High School District #155

Acceptable Use Policy for Staff 2019-2020

<p>By using the District's technological resources, you are agreeing to adhere to these acceptable use guidelines.</p>

Technology Use Guidelines for School Board Members, Staff and Volunteers

District 155 has made a significant commitment to technology and provides these resources to its students, staff, School Board members and volunteers for educational and other appropriate professional activities. The goal in providing these resources is to develop thoughtful and responsible users of technology by promoting educational excellence and fostering high quality personal learning. District 155 firmly believes that technology resources, including the use of the Internet, are of great importance in today's environment. At the same time, School District 155 recognizes the need to develop guidelines in relation to the use of these resources.

To this end, the following acceptable practice guidelines have been developed to protect District 155's investment in technology. Since access to the technology resources of School District 155 is a privilege and not an entitlement or right, these guidelines are provided so that users are aware of their responsibilities.

Definition of District Technology Resources:

The information systems and technology resources covered by these regulations include all of the District's computer systems, software, access to the Internet, and networks. The systems and networks include all of the computer hardware and peripheral equipment, system software, application software, stored text, and data files (whether stored on-premise or off-site). This includes electronic mail and messaging, local and externally accessed databases, Internet-based resources, removable media, digital images, digitized information, communications technologies, audio and video captures, and new technologies as they become available. The District reserves the right to monitor all technology resource activity, this includes any personal equipment you bring in to the district that accesses the District's technology resources.

Authorized Use:

- Authorized use of the School District's technology and the Internet shall be governed by administrative procedures developed by the Superintendent and the Board of Education.
- By using the District's technological resources, you are agreeing to adhere to these acceptable use guidelines.

- The District's Technology Resources are a part of the District 155 curriculum and have not been provided as a public access service or a public forum. The District has the right to place restrictions on the material users access and post through its technological resources. Users of these resources are expected to follow the general use policy, any rules found in school board policy, District or school handbooks and all applicable local, state, federal and international laws.

No Expectation of Privacy:

All technological resources, along with associated network and management devices, are owned in their entirety by Community High School District 155. All information, correspondence and communication contained in the files that reside on District 155's technological resources are owned by District 155. Therefore:

- Users waive their right to privacy with respect to their files and communications and consent to access and disclosure of them by authorized District personnel and those external personnel designated by the Superintendent. Authorized district personnel shall be identified by the Board or Superintendent and shall include, but not be limited to, the Superintendent, Assistant Superintendents, Principals and Assistant Principals. Technical Support Personnel will have access to files while performing their roles.
- The District may monitor and inspect any activity or use of technology associated with its technology resources (even if accessed or generated via a user's personal device), and it may do so without notice.

Staff, School Board & Volunteer Responsibilities:

- Each building is responsible for explaining and providing instruction on Internet safety and guidelines for technology and Internet use to student and is also responsible for monitoring student access to these resources. Teachers shall evaluate the appropriateness and safety of Internet sites before using them with students.
- Individual users are responsible for their use of the network and are expected to use professional discretion when using the District's technological resources.
- Passwords are to be used exclusively by the authorized owner of the password and should never be shared with others. Any access under an individual's password will make that individual responsible for any transmission using the password.
- Access to certain information and files may be restricted. Users who are provided access to such restricted information and files shall exercise the utmost care to prevent unauthorized persons from gaining access to such information and files. Such user must make all attempts to maintain the confidentiality of such information.
- Users shall not modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- Users shall not represent themselves as someone else while on the network.
- Users shall not make any attempt to bypass or otherwise manipulate security or system access controls. This includes attempts to bypass internet content filters.
- Users shall not make any attempt to impede the use of the District's technology resources by themselves or others.

- Users shall not make any attempt to use the District's technology resources for illegal activities or activities that reflect negatively on the District (e.g., drugs, gambling, pornography, grooming, hacking).
- E-mail and other accounts are provided to each staff member of School District 155. When you are no longer employed by District 155, your accounts may be deactivated or deleted. All systems that enable communication and collaboration are not to be considered private or personal. Therefore, it is a wise practice to not to record or otherwise communicate anything in these systems that would not be acceptable for the whole world to know. Additionally, the contents of any communication on a District device or account may be subject to the Freedom of Information Act. Furthermore, the District will abide and cooperate with any legal requests for access to information by the proper authorities.
- Requests for personal information on students from anyone other than the legal guardian should not be honored via email.
- Requests for personal information on staff members should not be honored via email.
- Since e-mail access is provided for school business related use, the forwarding of messages that have no educational value or professional purpose, is discouraged.
- Subscriptions to Internet-based groups and listservs must be limited to professional activities.
- Attachments to e-mail messages should include data files only. At no time should program files (typically labeled ".exe" files) be attached or saved due to software licensing requirements.
- No resources or access provided by the District may be used for commercial gain.
- Users are responsible to inform professional staff of any unauthorized use of their password, any unauthorized installation of software, the receipt of inappropriate electronic transmissions, knowledge of any copyright violations, and any other inappropriate issues involving the use of hardware or access.
- At times, in order to return a computer to working order, it may be necessary to reformat the computer's hard drive. This would cause all data to be lost. Therefore, users should make every effort to store information on the district's cloud-based resources (such as Google Drive) as opposed to on a local computer drive (such as a "C" drive or computer desktop).
- Users are personally responsible for making backups of any data files that may have been stored on a local hard drive.

Mandated Reporting:

- Any employee who discovers child pornography on electronic and information technology equipment shall immediately report it to the school resource officer, a building administrator, the National Center for Missing and Exploited Children's CyberTipline 800/843-5678, or online at www.cybertipline.com.

Software & Hardware Use & Installation:

- Only authorized Technical Support Personnel and their designees are permitted to install software and/or hardware on District technological resources.
- Users may not connect their own personal property to the District's resources without prior approval of Technical Support Personnel.

- Users may not install their own personal software on the District's resources.
- Users must not download or use any software from the Internet for which a fee or license agreement is required without the approval of the Technical Support Personnel.
- Only the Technical Support Personnel, or their designees, are responsible for installing District purchased and approved software. It is the policy of District 155 to abide by all software licensing agreements. As such,
- Any data destruction by users must be done in compliance with federal and state laws.
- Access to student data is tied to a user's role and system account(s). Users must comply with FERPA and other requirements and have the responsibility to protect student information from unauthorized access.
- Access to personal employee information is tied to a user's role and system account(s). Users must comply with HIPAA and other requirements (to the extent applicable) and have the responsibility to protect employee information from unauthorized access.

Copyright Issues:

- Users must abide by all copyright laws and respect the rights of copyright owners. Copyright infringement occurs, for example, when a user inappropriately reproduces, performs or displays a work that is protected by a copyright. Note this is not an exhaustive list.
- Under the "fair use" doctrine, unauthorized reproduction or use of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. All users must follow the "Fair Use" guidelines when using information gained from the Internet. (Refer to: <https://www.copyright.gov/fair-use/more-info.html> for Fair Use Guidelines.)
- Users shall not plagiarize. This also applies to works that are found on the internet or through other electronic resources. Plagiarism is presenting the ideas or writings of others as one's own. It is important for users of technology to cite sources used in papers and presentations both from an ethical and legal standpoint.

Publishing on the Web:

- Staff members publishing information on the Internet using the District's technology resources are, in effect, publishing such information on behalf of the District. Consequently, when publishing information on the Internet using the District's technology resources, users must: maintain a professional presence; ensure that the posting does not violate copyright or trademark protections or other laws; and adhere to the District's branding standards. The District reserves the right to remove any Internet posting made using its technology resources.

Electronic Communications with Students:

- When communicating electronically with students, users are expected to maintain professional boundaries at all times and in all situations. In order to protect users and students, electronic communication with students must only occur through the use of approved communication platforms

and district-provided user accounts. These platforms include: Skyward; Google Mail; Google Drive; Google Hangouts, Google Classroom; Canvas; and Remind.

- Users will refrain from “friending”, “linking”, or otherwise connecting with students on social media platforms.
- Users will refrain from contacting students directly via phone call, text, messaging “apps”, or other communication platforms that are not listed above.
- It is recognized that situations sometimes occur in which urgent electronic communications must be made for the sake of student safety, and users may be forced to use a communication platform or method not listed above (such as texting). When these infrequent situations occur, users may use a non-approved platform; however, in each such instance, a building or district administrator must be included (or cc’d) in the communication. It is important to note that such communications should be one-way (from user to student). They should be limited to critical educational or safety information that is to be conveyed and should not constitute a running dialogue of any sort. Users making such communication should not do so unless the communication could be displayed or otherwise accessed in public.

District Responsibility

- Although it is the District's goal to develop responsible users of technology, it must be understood that making network and Internet access available, even with the use of an Internet filtering service, carries with it the potential that network users will encounter sources that may be considered controversial or inappropriate. Because of this, the District is not liable or responsible for the accuracy or suitability of any information that is retrieved through technology. Additionally, because no technology is guaranteed to be error-free or totally dependable, the District is not responsible for any information that may be lost, damaged or unavailable due to technical difficulties.
- Again, it is important to remember that the use of District technology is a privilege and not a right. Because of this, the District has the right to determine consequences for the abuse and/or misuse of its technological resources or properties.

I hereby acknowledge that I have read and agree to adhere to these acceptable use guidelines. I further understand that, should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken against me.

Signature: _____

Date: _____

Telephone Extension

Each certified staff member will be assigned a building telephone extension, even if you do not have a personal phone in your room or at your desk. Messages will populate your email when a voicemail message has been left at your extension. Please set up your voicemail as soon as possible.

To Set Up Your Voicemail

1. Find your extension on the most current extension list.
2. Call the voicemail system
 - From within the school, dial *98
 - From outside of the school, dial 815-893-5249
3. You will hear "Comedian Mail" (The voicemail system name)
4. Enter your extension Number and the # key.
5. Enter your default password (this is always 100) and the # key
6. Once inside your voicemail box, press 0 for mailbox options
 - Within mailbox options:
 - Press 1 and follow the prompts to set your unavailable voicemail greeting.
 - Press 3 and follow the prompts to record your name
 - Press 5 to set your password *

*** Note: Changing your password from the default is extremely important**, as everyone shares the same default password, and leaving your password as the default makes your mailbox subject to tampering and review by students or others both inside and outside of the building.

Helpdesk Ticket

D155's Helpdesk system was created to support all staff with technology issues, from accessing the network to software issues, along with any questions concerning phones and voicemail. If you have an issue, please complete a Helpdesk ticket following the instructions below, with a brief description of your problem or question. This will be routed to the person who can best help you and expedite a response.

How-to Enter a Helpdesk Ticket

To enter a ticket, please follow these quick steps:

1. In your email, open a new email.



2. In the new email, enter helpdesk@d155.org into the "To..." line.



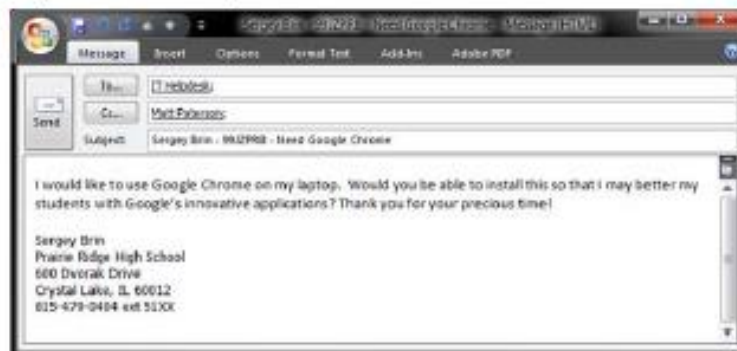
3. Enter the name of your building technician in the "Cc..." Line.



4. In the "Subject" line enter the following: (Your name – Computer's Service tag – A brief description of your issues). The service tag can be found on the bottom of your laptop as a 7 digit tag under the heading "Service Tag (S/N)".



5. In the body of the message, describe in detail the issues you are encountering. Below is an example of a well written helpdesk ticket.



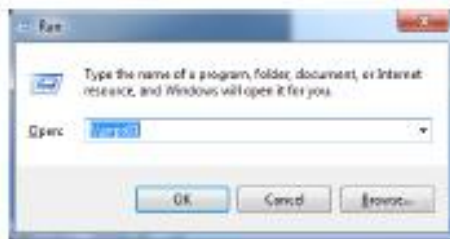
Adding a Printer

Each building in D155 has a network of printers/copiers that can be accessed through your computer. Please follow the directions below to add access to an individual printer to your computer.

Open a run command window by pressing the windows key + R



Enter the name of the building print server in the open dialog box preceded by \\ and click OK.

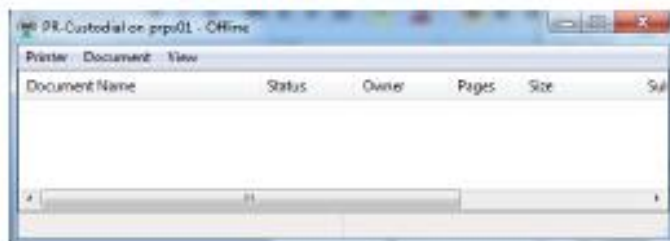


Cary-Grove - [\\cgps01](#)
Crystal Lake Central - [\\clcps01](#)
Crystal Lake South - [\\clscps01](#)
Prairie Ridge - [\\prps01](#)
District Center - [\\dcps01](#)

Find the printer you wish to install and double click.



Once the Print Queue box appears the printer has been successfully installed.



New Staff Registration with Schooldude (MySchoolBuilding)

SchoolDude is a suite of software services for educational institutions used by D155 to submit, implement, and resolve requested work orders in each of the D155 buildings. This system is used for any task that would be requested of/assigned to our maintenance or custodial staff. It is typically used for classroom repairs, cleanliness issues, special requests, or event set-up. As a new user, please create a new account using the instructions below or follow video instructions: <http://ww3.d155.org/operations/Documents/576878452.mp4>

Community High School District 155

New Staff Registration with MySchoolBuilding:

Click the link below:

<https://login.myschoolbuilding.com/msb?acctNum=415363676&productID=MD>

Use the arrow to toggle down on the Register form. Fill out all information and click Register.

Never Submitted a Request? Register Here! ^

Account Number

415363676

First Name

Jane

Last Name

Doe

Phone Number

999-999-9999

Email

jdoe@d155.org

New Password

Passwords are case sensitive and must be at least six characters long.

Confirm Password

Register

NOTE: Registration will be complete after you submit your first request.
New users are not saved until their first request has been submitted.

Once you have the work order form pulled up, fill out all information. In Step 5, use the submittal password of **password** to submit your request.

School Resource Officers

Each District 155 school has a school resource officer (SRO), a police officer who has undertaken training specific to working in a school setting. For our schools, the SROs are full-time members of the Crystal Lake or Cary Police Department. These police officers are present to secure our buildings, investigate incidents at the school, and maintain order.

Classroom Emergencies

In the case of a classroom emergency (sick or disruptive student or other emergency event), use the emergency call button in your classroom and someone will respond. There is a full-time nurse on duty at each school. If a student should require medical attention, send them with another person (student) to the nurse's office if it is not an emergency. No medications (including aspirin) may be handed out to students. If a student goes to the nurses office, please record their name, the time they leave and the time (if any) they return.

Annual Safety Drills

District 155 and its schools complete a variety of safety drills each year. These efforts exceed the minimum state requirements in order to best prepare our students for a variety of emergency situations. Each school and building completes at least the following each year:

- Three Fire Drill Evacuations
- One Tornado Drill (shelter in place)
- One Emergency Lockdown Drill
- One Bus Evacuation Drill
- One Security Audit with Local First Responders

The district's goal is to ensure that our students and employees have significant training above and beyond what is necessary to respond should an emergency situation arise. District 155 partners with local first-responders to ensure that the latest techniques and best-practice procedures are followed during safety drills.

Additionally, many district employees have received supplemental trainings in first aid, AED use, CPR, and other important emergency response techniques.

DISASTER AND CRISIS INTERVENTION INFORMATION

Our Disaster/Crisis Intervention Plan is intended to serve as a resource for the personnel of District 155 during a time of trauma affecting the District's students, parents and/or employees. District 155 recognizes that its responsibility for the safety of students extends to potential natural and man-made disasters, and that such emergencies are best met by planning and preparedness.

This plan ensures that:

1. the health and safety of students and staff are safeguarded,
2. the time necessary for instructional purposes is not unduly diverted,
3. minimal distraction to the educational program occurs, and
4. staff and students are prepared to respond sensibly to emergency situations.

Implementation of this plan should maximize the district's ability to return to an educational focus.

A disaster/crisis is defined as any situation which warrants extraordinary change in the routine of the school. Each attendance center has a designated crisis team that will be activated, if necessary, in the event of a disaster/crisis

During the day, a Crisis Center will be set up for students. You will be notified where it is located. It affords the students a safe place to be with others and is supervised by a knowledgeable adult. Written materials and support are available; students can make posters, write letters, etc. to cope with the loss/crisis. There are also refreshments available for the students.

A Faculty/Staff Drop In Center will also be available. You will have to check to see where it will be located. All staff are encouraged to use this resource if they feel it would be helpful.

At the end of the day, there may be a debriefing for the faculty, staff and any volunteers involved. Observations, information and your feelings are an important part of the day.

EMERGENCY RESPONSE PROCEDURES

Hard Lockdown Protocol

Hard Lockdown - when imminent danger/threat is present INSIDE the building. Classroom doors are locked, shades are drawn and lights are turned off. Teaching and activities cease; students and staff stay in classrooms until further notice.

- An announcement will indicate that a Hard Lockdown is in force.
- ALL FACULTY, STAFF, AND STUDENTS REMAIN CONTAINED UNTIL CLEARANCE IS GIVEN.
- Listen for specific instructions
- Classroom doors must be locked immediately. DO NOT OPEN THE LOCKED DOOR FOR ANYONE.
- Turn off classroom lights. Cover glass on classroom door. Move students away from doors and windows.
- Close window blinds and block doorway with furniture as you are able.
- Take accurate attendance.
- Place a green paper (no injured students) or a red piece of paper (injured students) on your outside window.
- Email simple message (*Ex: Room S231/26 OK/4INJ*) to (cg,clc,cls, or pr) lockdown@d155.org with the subject line "LOCKDOWN".
- Maintain silence in the classroom. NO CELL PHONE USE BY STUDENTS.
- Ignore all hallway noises and bells.
- No one is allowed to leave the classroom during a Hard Lockdown. Do not allow those who leave the classroom to reenter.
- Refer to the instructions in your room's emergency bucket for information about medical emergencies.
- Emergency personnel will have keys to unlock your door and will have clearly marked uniforms indicating their roles (*Ex: "Police" or "Sheriff"*).
- The end of the lockdown will be communicated to each room by emergency personnel.

REMAIN PATIENT AND CALM - A HARD LOCKDOWN MAY LAST SEVERAL HOURS

Soft Lockdown Protocol

Soft Lockdown - when potential danger/threat is present OUTSIDE the building - no imminent threat. All interior doors are locked so no one can enter or exit the building. All student activities outside of the building are suspended. Teaching and activities are carried out as usual and students/staff are free to move about the building, when indicated by administration.

- An announcement will indicate that a Soft Lockdown is in force. Listen for specific instructions.
- Classroom doors must be locked. Allow students to enter your classroom after the Soft Lockdown has begun.
- Do not allow students to leave your classroom while the Soft Lockdown is in progress.
- During a Soft Lockdown, all teachers should conduct class as usual.
- Take accurate attendance.
- All teachers and students are to remain in their classrooms until an “All Clear” has been given by administration or there is an announcement allowing movement to the next class.
- Building administration will give clear directions if the Soft Lockdown has to continue past the end of the actual school day.
- During a Soft Lockdown, students will not be permitted to leave without a parent or guardian coming to the school to pick them up.

Should we experience an emergency or go on lockdown, you will hear an announcement stating Hard or Soft lockdown. Refer to the yellow and red cards in your ID badge carrier for instructions. **Remember to stay calm.**

Evacuation and Shelter in Place (Tornado) Alarms/Drills

Familiarize yourself with the Evacuation and Shelter in Place (tornado) routes in your classroom(s). In the event of a fire alarm/drill or tornado alarm, please follow the procedures on the posted map located in the classroom. This map will give further information on designated safe areas. Listen for announcements and an “All Clear” from the P.A. system.

Weather Cancellations

If weather conditions warrant the closing of school, it will be posted on the district/school websites. To receive text message notifications in the event of any school cancellation or other emergency event, you must **text the word Alert to 22300** or visit www.OneCallNow.com/TextAlerts.

You will receive a text response from One Call Now to let you know you have opted-in. One Call Now is the district's mass messaging service. Please be sure that your cell phone is listed with HR.

If you opt-in to text message alerts, you will **not** receive an automated phone call.

Section 5: Staff Development

New Teacher Mentor Program

District 155 supports a two-year new faculty mentor program. Mentors will help novice teachers develop skills, improve instruction, and become acclimated to the department, school, and district through the following.

- Based on feedback from both teachers and mentors two meeting times will be provided for protege's and mentors. These combined meeting times allow for some instruction as well as time for discussion and reflection on topics such as starting the year successfully, planning for Parents' Night, preparing for final exams, and setting goals.
- Routine check-ins.
- Pre/post observations (no write up).
- Observation of mentor.
- Quarterly conversations guided by prompt from Matt Timmerman, Director of Curriculum & Assessment.

New Faculty Induction Program

The New Faculty Induction Program consists of two beginning of the year sessions, eight additional New Faculty Induction Program workshops (18 hours of coursework) that will be spread over the first seven or so months of the school year.

We will value your time and will provide programs well worth your commitment. These workshops are dedicated to helping you learn and thereafter implement quality instructional techniques, assessment, and classroom management.

New Faculty Induction Program - Year 1
2019/2020

Date	Time	Place	Program	Facilitators
August 7 Wednesday	7:30 a.m. - 11:00 a.m. Breakfast provided	District Office Room A/C	Welcome to D155 & NFIP Overview / Professionalism / Evaluation 101 & Quality Instruction	M. Timmerman
August 7 Wednesday	11:00 a.m. - Noon Lunch Provided	District Office Room A/C	Lunch w/ Mentors & Pictures for New Faculty Directory	M. Timmerman & G. DiVenere
August 7 Wednesday	Noon - 12:30 p.m.	District Office Room A/C	Association Presentation	D. Hester & J. Cadieux
August 7 Wednesday	12:30 p.m. - 2:00 p.m.	District Office Room A/C	Benefits	J. Sargeant & M. Lalor
August 7 Wednesday	2:00 p.m. - 3:00 p.m.	District Office Room A/C	Technology 101	T. Breeden
August 8 Thursday	8:00 a.m. - 10:00 a.m.	District Office Room A/C	TeacherMatch & Technology Overview (Skyward/EMBRACE)	J. Sargeant/ J. Berube/S. Burton B. Adcock/K. Bowers
August 8 Thursday	10:00 a.m. - Noon	District Office Room A/C	Love & Logic (2 PD hrs.) Student Services Attend	K. Claps / L. Jacobson
August 8 Thursday	Noon - 12:30 p.m.	N/A	Released for travel to home buildings	N/A
August 8 Thursday	12:30 p.m. - 3:00 p.m.	Home School	Lunch @ home building & time with building administrators	Building Administrators
September 4 Wednesday	*6:15 p.m. - 7:00 p.m. 7:00 p.m. - 9:00 p.m.	Central HS Room 268	* Optional - Evaluation Process Starting the Year & Parents' Night (2 PD hrs.) (w/mentors) Student Services Attend	* M. Timmerman & S. Koch S. Brechbiel & K. LeMoine
September 18 Wednesday	*7:00 p.m. - 9:00 p.m.	District Office Room A/C	*Student Services & SPED Only Embrace Training	M. Witt
October 2 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room A/C	Special Education 101 (2 PD hrs.) SpEd Teachers Excused	A. Carroll & K. Dahlem

New Faculty Induction Program - Year 1
2019/2020

November 6 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room A/C	Learning Targets & Quality Assessment (2 PD hrs.)	J. Splain
December 4 Wednesday	7:00 p.m. - 9:00 p.m.	Central HS Room 268	1st Semester Reflection, Final Exams, 2nd Semester Planning (w/ mentors) (2 PD hrs.) Student Services Attend	S. Brechbiel & K. LeMoine
January 22 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room A/C	Classroom Management (2 PD hrs.)	S. Brechbiel & C. Schwarzrock
February 19 Wednesday	*6:15 p.m.-7:00 p.m. 7:00 p.m. - 9:00 p.m.	District Office Room A/C	*Optional Graduate Coursework Chat Reading Across the Curriculum (2 PD hrs.)	*M. Timmerman L. Ratliff
April 29 Wednesday	Program 7:00 p.m. Dinner 8:00 p.m.	District Office Room A/C Nick's Pizza	Reflection & Celebration w/mentors at Nick's only	M. Timmerman

* Each participant must schedule at least 4 coaching sessions with your building TIS, Instructional Coach, or another building "expert". Following each session, please submit [Coaching Log](#) to Matt Timmerman. All 4 sessions must be completed prior to April 29, 2020.

Crystal Lake Central H.S. TIS: Matt Knoll mknoll@d155.org Instructional Coach: Elizabeth Hartig ehartig@d155.org	Cary-Grove H.S. TIS: Doug Blatti dblatti@d155.org Instructional Coach: Stephanie Sukow ssukow@d155.org	Crystal Lake South H.S. TIS: Mary Contois mcontois@d155.org Instructional Coach: Katie Koch kkoch@d155.org	Prairie Ridge H.S. TIS: Josh Guenther jguenther@d155.org Instructional Coach: Kaitlyn Sanford ksanford@d155.org	Haber Oaks Campus TIS: Brandon Wirtjes bwirtjes@d155.org
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New Faculty Induction Program - Year 2
2019/2020

Date	Time	Place	Program	Facilitators
August 8 Thursday	7:30 a.m. - 10:30 a.m.	District Office Room D	Cooperative Learning (3 PD hrs.)	R. Saffert & B. Withers
September 4 Wednesday	*6:15 p.m. - 7:00 p.m. 7:00 p.m. - 9:00 p.m.	Central HS Room 268	*Optional - Evaluation Process Starting the New Year & Parents' Night (w/mentors) (2 PD hrs.) Student Services Attend	*M. Timmerman & S. Koch S. Brechbiel & K. LeMoine
September 18 Wednesday	*7:00 p.m. - 9:00 p.m.	District Office Room A/C	*Student Services & SPED Only EMBRACE Training	M. Witt
October 2 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room D	Standards Based Learning (2 PD hrs.)	M. Senese & K. Orsi
November 6 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room D	Social & Emotional Learning (2 PD hrs.) Student Services Attend	M. Bidelman
December 4 Wednesday	7:00 p.m. - 9:00 p.m.	Central HS Room 268	1 st Semester Reflection, Final Exams, & 2 nd Semester Planning (2 PD hrs.) (w/ mentors) Student Services Attend	S. Brechbiel & K. LeMoine
January 22 Wednesday	7:00 p.m. - 9:00 p.m.	District Office Room D	Differentiated Instruction (2 PD hrs.)	K. Lee
February 19 Wednesday	*6:15 p.m. - 7:00 p.m. 7:00 p.m. - 9:00 p.m.	District Office Room D	*Optional - Graduate Coursework Chat Student and Teacher Health (2 PD hrs.) Student Services Attend	*M. Timmerman M. Bidelman & S. Fisher
April 29 Wednesday	Program 7:00 p.m. Dinner 8:00 p.m.	District Office Room D Nick's Pizza	Reflection & Celebration (w/mentors at Nick's only)	M. Timmerman

New Faculty Induction Program - Year 2
2019/2020

* Each participant must schedule at least 3 coaching sessions with your building TIS, Instructional Coach, or another building "expert". Following each session, please submit [Coaching Log](#) to Matt Timmerman. All 3 sessions must be completed prior to April 29, 2020.

Crystal Lake Central H.S. TIS: Matt Knoll mknoll@d155.org Instructional Coach: Elizabeth Hartig ehartig@d155.org	Cary-Grove H.S. TIS: Doug Blatt dblatt@d155.org Instructional Coach: Stephanie Sukow ssukow@d155.org	Crystal Lake South H.S. TIS: Mary Contois mcontois@d155.org Instructional Coach: Katie Koch kkoch@d155.org	Prairie Ridge H.S. TIS: Josh Guenther jguenther@d155.org Instructional Coach: Kaitlyn Sanford ksanford@d155.org	Haber Oaks Campus TIS: Brandon Wirtjes bwirtjes@d155.org
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External Coursework

The office of Curriculum and Assessment accepts numerous external programs and classes as potential avenues of professional development. **A Course Approval Form** is required for every individual course. An approved program of study is not an approval of every course within that program.

Online coursework must be in the content area of the faculty member, or in an area of identified district need, such as instructional technology, assessment, reading across the curriculum, or differentiated instruction. Course Approval Forms must be submitted no later than two weeks before the start of the proposed course.

https://docs.google.com/document/d/18wClo6GLshtn-fD4HFwBGuLXPvxtG_08Yl119YXyilE/edit

https://docs.google.com/document/d/1loHhlnIK3N-M6CPm_spoC0czvvJ85wLlrvd2Tpli

<https://docs.google.com/spreadsheets/d/1H3yIYuNkSagq8MARqK5GMjPZat65Ho4a3WlltC2Squk/edit#>

<https://docs.google.com/spreadsheets/d/1VU3JJmI1zpO6uMTWnmHJR63Th1ced5wDiFDFMtkqcsY/edit#gid>

Instructions for Advanced Credit and Reimbursement of Approve Course

Advancement on the salary schedule will be given for approved courses **upon receipt of an official transcript from the college or university**. Please remember lane movement occurs in September of each academic year.

Reimbursement for tuition for each course requires official transcript and proof that you have paid the college or university in full for the course. A detailed statement from the college or university showing the amount paid for tuition and fees and that you have a balance of zero must be submitted on official letterhead of the institution. If the university generates the statement electronically, it **must** also include **your name, date, semester (e.g. Fall 2014), the course name, price breakdown of the fees for the semester, and show a zero balance at the university**.

To answer additional External Coursework Issues:

<https://www.d155.org/departments/staff-development/external-coursework>

ISBE Certification Renewal

Please be aware that if you hold a Professional Educator License in Illinois, you will be required to fulfill Professional Development hours as stated below in order to renew your license for each five year endorsement cycle.

For further information on what qualifies as PD hours and how to record hours and renew your license, check out the ISBE renewal site at:

<https://www.isbe.net/Pages/Professional-Development-for-Educators.aspx>

EDUCATOR LICENSURE

RENEWAL AND PROFESSIONAL DEVELOPMENT FOR EDUCATORS

If you hold one of the following licenses, you must renew it every five years. All endorsements are renewed with the license.

Beginning with the 2015 – 2020 renewal cycle, and every cycle thereafter, teachers and school support services personnel must complete 120 hours of professional development to renew regardless of the number or types of degrees held.

License Type	Required PD hours	Registration Fees
Professional Educator License (PEL) endorsed in teaching or school support personnel	120 hours	\$10.00/ year \$50.00/ 5- year cycle
Professional Educator License (PEL) endorsed in administration	100 hours AND 1 Administrator Academy (AA) per fiscal year that you are employed in a position that requires an administrative endorsement for 50% or more FTE.	\$10.00/ year \$50.00/ 5- year cycle

Section 6: General Personnel Information

Negotiated Contract

The Professional Negotiation Agreement Between The Board of Education & The Education Association can be accessed through the district website at:
<https://resources.finalsite.net/images/v1550865571/d155org/ckymsobk3inrkib5qnxx/20192022ProfessionalNegotiationAgreement.pdf>

Teacher Work Calendar

Teachers Calendar 2019-2020

July 2019

August 2019

September 2019

October 2019

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
13	16	17	18	19
22	23	24	25	26
29	30	31		

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Mon	Tue	Wed	Thu	Fri
2 Labor Day	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				1

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019

December 2019

January 2020

February 2020

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Mon	Tue	Wed	Thu	Fri
				1
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				1

March 2020

April 2020

May 2020

June 2020

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Mon	Tue	Wed	Thu	Fri
				1
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

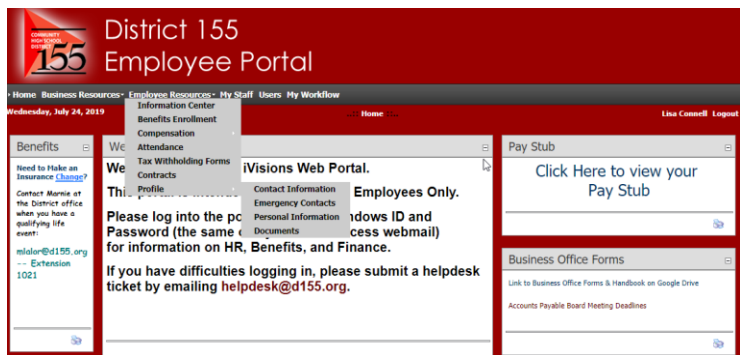
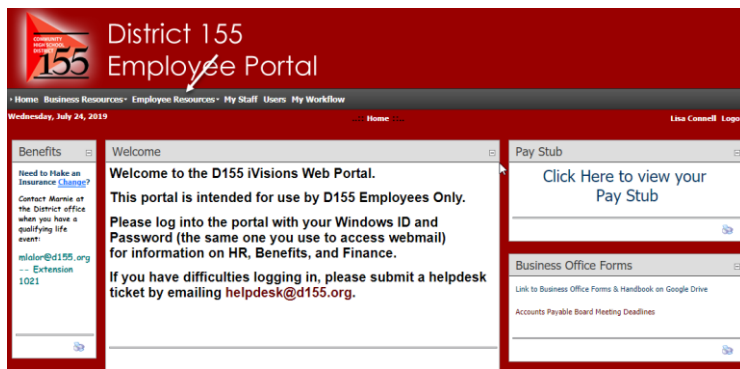
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18	19	20	21	22
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Mon	Tue	Wed	Thu	Fri
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8	9	10	11	12
13	16	17	18	19
22	23	24	25	26
29	30			

180

iVisions

iVisions is the Employee Portal used by D155. Through iVisions you can access your attendance records, compensation information, tax forms, your personal profile, and general district business resources, including links to TRS, the IRS, along with an iVisions user manual.



Salary/Payroll

Salaries are paid twice a month on the 15th and the last day of the month. *Should the date fall on the weekend or during a school holiday, it shall be paid the Friday immediately prior. Salaries are paid throughout the full year from September until next August unless you choose to be paid on a 9 month schedule.

Teacher Absences and Substitutes

If a teacher is utilizing a district-approved absence (sick day, personal day, professional day) they will request their absence through the district SmartFind website, which can be accessed through the district webpage under Staff, <https://d155.eschoolsolutions.com/logOnInitAction.do>. Please be as specific as possible with your request and instructions for a substitute. You will be required to have a substitute lesson available when a substitute is needed.



FMLA/LOA/Workers Compensation

For complete information concerning the district guidelines and process of requesting and receiving a FMLA, LOA , or Workers Compensation, please refer to the current teacher contract, available on the district website at:

<https://resources.finalsite.net/images/v1550865571/d155org/ckymsobk3inrkib5qnxx/20192022ProfessionalNegotiationAgreement.pdf> or contact Human Resources.

Company Nurse Injury Hotline

Company Nurse is your first line of defense against work's little (and not so little) mishaps. D155 wants to insure that injured employees get the care they need, without delay, with one call. If any injury occurs, do the following as soon as possible:

- Injured worker notifies supervisor.
- Supervisor/Injured worker immediately calls injury hotline available 24/7: **1-855-921-9518**
- Company Nurse gathers information over the phone and helps injured worker access appropriate medical treatment.

Employer Name: Community High School District #155
Search Code: CLIC

1.800MD Telemedicine

1-800MD provides groups and individuals with fast and convenient access to quality medical care 24 hours a day, 7 days a week and 365 days a year throughout the United States. 1-800MD is a cost-effective alternative to non-emergent Emergency Room visits, Urgent Care Clinic visits or the inconvenience of traveling to a scheduled appointment with your Primary Care Physician (PCP), during and after normal business hours, from home, office or during travels.

1-800MD is available to you during and after normal business hours. With 1-800MD you don't wait days or weeks for a doctor's appointment, you don't spend time traveling to and from your doctor's office, and you don't have to spend hours in the waiting room at the Hospital Emergency Room or Urgent Care Clinic. 1-800MD is the perfect solution for all of your minor medical needs.

1-800MD saves you valuable time and money. Medical consultations are conducted by board certified, fully credentialed and licensed physicians that diagnose illnesses, recommend treatment and prescribe medications to its' members over the telephone, through secure email and bi-directional video.

Benefits

In order to review your benefits package or review the details of your D155 benefits, please refer to your Negotiated Teacher contract or the district benefits page:

Contract -

<https://resources.finalsite.net/images/v1550865571/d155org/ckymsobk3inrkib5qnxx/20192022ProfessionalNegotiationAgreement.pdf>

Benefits - <http://district155.touchpointsonline.com/>

PublicSchoolWORKS

PublicSchoolWORKS is an online safety and regulatory compliance programs for K-12 schools. Three times each year (fall, winter, spring) you will be assigned modules that you will need to complete to remain in compliance with state regulations concerning understanding students special needs and general school and student safety. Each module will involve an instructional video followed by a 10 question quiz. You will need to complete each group of modules by the deadline dates provided.

Abused & Neglected Child Reporting Obligations

All school personnel are mandated to **immediately** report to the [DEPARTMENT OF CHILDREN AND FAMILY SERVICES \(DCFS\)](#), **HOTLINE DIRECT AT 1-800-25-ABUSE (1-800-252-2873)** when they have reasonable cause to suspect that a child who is under the age of eighteen (18) and known to them in their professional capacity has been abused or neglected or is in danger of being abused or neglected - physically, sexually, or through neglect - and that a caregiver or person in a position of trust and

authority over them, committed the harm or should have taken steps to protect the child from harm.

Please work with Student Services in your building with any reporting questions and/or when preparing for your report and the information that DCFS will request.

Non Tenured Evaluation Plan

Non-Tenured Teacher Summative Evaluation Process Overview

All non-tenured staff will receive a formal summative evaluation every year. The summative evaluation will be based on the following components:

- A. Professional Practice
 - Classroom Observations (FQI¹ Domains A, B, C, D)

¹ CHSD Framework for Quality Instruction

B. Professional Growth

- Goal Setting
- Student Survey
- Self Reflection
- Professionalism (FQI Domain E)

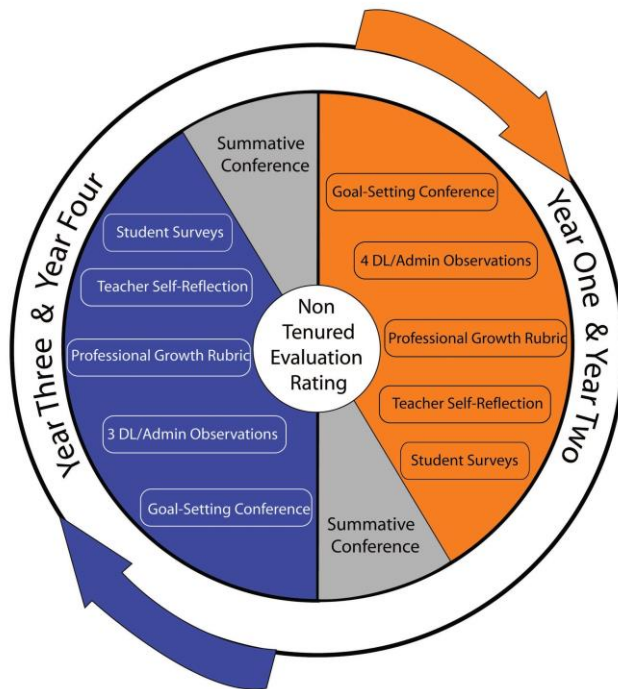
At the end of each year, a summative evaluation will be completed by the building principal (or designee). A conference to explain the summative rating will be held between the principal (or designee) and the teacher not sooner than seventy-five days prior to the final day on the D155 calendar (excluding emergency days).

If the designated evaluator is not the division leader, the division leader will provide input to the designated evaluator to complete the summative evaluation. Furthermore, the division leader, per the request of any party, will be present at this conference.

If the designated evaluator is the division leader, the other administrator who had been involved in the observation process will provide input to the division leader to complete the summative evaluation. Furthermore, the other administrator who had been involved in the observation process, per the request of any party, will be present at this conference.

A copy of the summative documents will be added to the faculty member's personnel file.

See the next page of this document for a visual representation of this cycle.



Elements of the Summative Evaluation

A. Professional Practice

Classroom Observation

Each non-tenured teacher will be observed as follows:

- During the first and second year of service in D155, the non-tenured teacher will be formally observed:
 - By the division leader a minimum* of one time during semester one, and one time during semester two.
 - By the building principal (or designee) a minimum* of one time
 - By a district administrator a minimum* of one time

- During the third and fourth years of service in D155, the non-tenured teacher will be formally observed:
 - By the division leader a minimum* of one time per semester
 - By the building principal (or designee) a minimum* of one time
 - By a district administrator by request
- All formal observations will include a pre-conference and a post-conference within 7 school days of the scheduled observation.
- No more than 10 days after the formal observation, a scored rubric with comments from the observer will be given to the teacher, division leader, and building principal.
- If an additional observation is requested, it must come within 10 days of the scored rubric delivery. The building principal determines who does the additional observation.

Unscheduled classroom visits such as drop-ins, walkthroughs, etc. may be done at any time. These would be in addition to the scheduled observations.

* Over the course of the summative cycle, at least three different qualified observers will complete a formal observation of any first or second year teacher. For any non-tenured teacher, an additional formal observation(s) shall occur per the request of the teacher, the DL, or the administration. The scores from all completed formal observations will be averaged together in order to calculate the teacher's Professional Practice score (see chart below under "Summative Rating.")

B. Professional Growth

Goal Setting

At the start of each school year, each non-tenured teacher will develop at least two professional goals based upon the FQI. Several data points will be considered in the formation of the goals:

1. Professional judgment of the faculty member regarding areas of potential improvement.
2. Feedback from the division leader or other administration from the prior year.
3. Student Survey data from the prior year.
4. Self-reflection from the prior year.

As a means of progressing towards the achievement of these goals, each teacher will develop an action plan, timelines, and measures of success. The goals, action plans, timelines, and measures of success will be mutually agreed upon by the teacher and the division leader, and approved by the principal (or designee). The teacher, division leader, and principal will have access to these throughout the year.

Student Input Survey

For teachers, the District 155 Student Survey will be made available to all students via an electronic format over a three-week period of each semester as scheduled by the administration, typically during November and/or December of the fall semester, and during April and/or May of the spring semester.

For student services personnel, the student survey will be made available to students via a paper-and-pencil format during the same window of time as for teachers. Each faculty group will distribute a certain number of such surveys to students.

Results of the survey will be provided to the teacher in a timely manner. The student survey will be used to inform the goal setting process for the following year.

Self Reflection

No later than May 1, and/or at least one week before the summative evaluation conference, the teacher will complete a self-reflection form that highlights areas of success and areas for future improvement. The self-reflection will be used to inform the goal setting process for the following year.

Professionalism

The final component of the Professional Growth component of a non-tenured teacher's summative evaluation derives from Domain E of the FQI.

Summative Rating

The summative evaluation will contain one of the following ratings:

- Excellent ("E" on the chart below)
- Proficient ("P" on the chart below)
- Needs Improvement ("NI" on the chart below)
- Unsatisfactory ("UN" on the chart below)

The summative rating will be determined by the classroom observations, professional growth elements, and student growth elements as explained in the Scoring System Overview portion of this packet.

If a teacher is rated Needs Improvement or Unsatisfactory, the procedures established in the Illinois School Code will be followed to develop a professional development (Needs Improvement) or remediation (Unsatisfactory) plan

Section 7: Instruction

D155 Grading Philosophy

In 2015, after a two year study, D155 implemented a new grading philosophy that focuses on the student learning process and authentically grading students on what they have learned rather than penalizing them during the learning process. More emphasis is placed on summative assessments with the homework/practice/formative assessments becoming more deliberate and part of the learning process. Part of this grading change also eliminated student class rank.

The developed grading philosophy is as follows:

- 1. Grades are indicative of a student's understanding and mastery of clearly stated learning targets.**

What it means to teachers: Summative assessments (given at the end of the learning process) will reflect the established learning targets for each course, reserving the majority of formal grades for these declarations of mastery. Building CLTs will be given discretion to decide into which categories specific assessments (tests, homework, labs, etc.) fall and the values of the assessment categories, but will be consistent by building course.

- 2. Academic leaders will provide opportunities to help students master learning targets.**

What it means to teachers: Formative assessments (given during the learning process) will reflect the established learning targets for each course. Specific feedback will be provided to students on formative assessments, using homework for practice, reinforcement, elaboration, preparedness, and extending a student's understanding. Formative assessments will not be a declaration of mastery. Building CLTs will be given discretion to decide into which categories specific assessments (tests, homework, labs, etc) fall and the values of the assessment categories, but will be consistent by building course.

- 3. Academic leaders will support students who make an effort to learn from their mistakes, recognizing that all students learn at a different pace.**

What it means to teachers: Building CLTs will develop a common reassessment procedure. Teachers are given the discretion within the procedure to determine the students that qualify for a reassessment and the means for which students show mastery. Teachers will reflect this philosophy in their formative/summative assessment practices that are openly communicated with all stakeholders.

Grade Point Average/Grading Scale

Grade Point Average

The district's 4.00 grade point average system is separated into three categories: General (G), Honors (H), and Advanced Placement (AP). The final grade point average (GPA) is a cumulative average based upon 8 semesters of high school work.

To determine GPA, use the following scale:

	General (G)	Honors (H)	Advanced Placement (AP)
A+	4.33	4.83	5.33
A	4.00	4.50	5.00
A-	3.67	4.17	4.67
B+	3.33	3.83	4.33
B	3.00	3.50	4.00
B-	2.67	3.17	3.67
C+	2.33	2.83	3.33
C	2.00	2.50	3.00
C-	1.67	2.17	2.67
D+	1.33	1.83	2.33
D	1.00	1.50	2.00
D-	0.67	1.17	1.67
F	0.00	0.00	0.00

Common Grading Scale

In an effort to ensure consistency in grading practices, the following common grading scale is used throughout all courses.

Letter Grade	High	Low
A+	100	97.50
A	97.49	92.50
A-	92.49	90.00
B+	89.99	87.50
B	87.49	82.50
B-	82.49	80.00
C+	79.99	77.50
C	77.49	72.50
C-	72.49	70.00
D+	69.99	67.50
D	67.49	62.50
D-	62.49	60.00
F	59.99	00.00

Grading Calendar 2019-2020

Event	Event Date	Grade Access Opens*	Grade Access Closes*	
Progress 1	Friday, September 13, 2019	Thursday, September 12, 2019	Tuesday, September 17, 2019	
Progress 2	Friday, October 11, 2019	Thursday, October 10, 2019	Tuesday, October 15, 2019	Midterm 41 days
Progress 3	Friday, November 8, 2019	Thursday, November 7, 2019	Tuesday, November 12, 2019	
End Semester 1	Thursday, December 19, 2019	Monday, December 16, 2019	Tuesday, January 7, 2020	Semester 43 days + 3 Finals
Progress 4	Friday, February 7, 2020	Tuesday, February 4, 2020	Tuesday, February 11, 2020	
Progress 5	Friday, March 6, 2020	Thursday, March 5, 2020	Tuesday, March 10, 2020	Midterm 41 days
Progress 6	Friday, April 17, 2020	Tuesday, April 14, 2020	Tuesday, April 21, 2020	
End Semester 2	Wednesday, May 20, 2020	Friday, May 15, 2020	Friday, May 22, 2020	Semester 45 days + 3 Finals

Skyward Student Information System

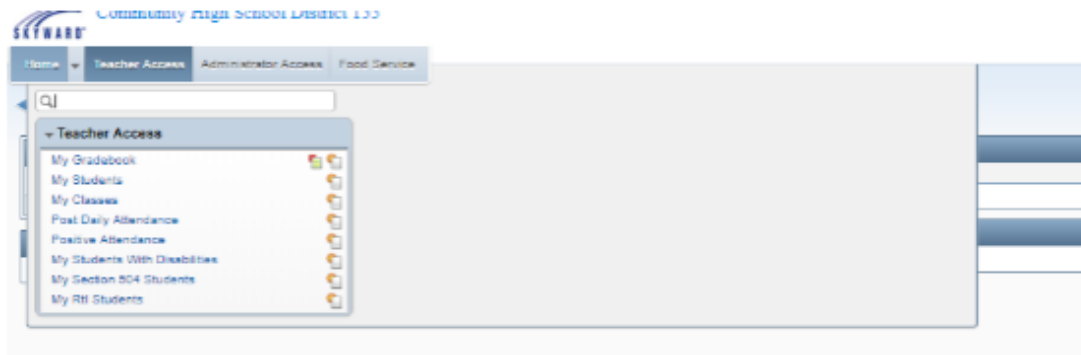
Skyward is the student information system currently used by D155. The system is used to automate and simplify daily tasks in the areas of student management, financial management, and human resources.

Students' guardians use Skyward's Family Access product to stay up-to-date on students' grades, school schedules, food service accounts, and to communicate with teachers and other district staff. Students use Skyward's Student Access product to check their own grades and schedules, work on online assignments, and communicate with teachers.

One can access Skyward through the district webpage or the following link: [Skyward](#)

Login will be the first letter of your first name, and your full last name – jsmith. Your password will be the same as you have established for your D155 Google account.

Skyward will be the area through which you will manage your gradebook, student attendance, general student/family information, and even discipline.



Canvas Learning Management System

For those that are unfamiliar with an LMS, it is a digital learning platform in which teachers can design, create and manage course content, as well as upload existing course materials. An LMS can help to simplify teaching and learning by integrating many of the digital tools teachers already use in their classrooms into one single platform.

Canvas provides our district the ability to keep pace with emerging trends in education like blended learning, online learning and personalized learning. All of which are goals and strategies listed on our D155 Strategic Plan.

Canvas will provide teachers with more tools to:

- Develop course materials and activities
- Share resources and collaborate
- Assess student learning
- Address a diverse range of learning styles
- Address a wide range of skill levels
- Assist students to manage their learning
- Pass grade information directly to Skyward
- Enhance our curricular partnerships with MCC, a Canvas client
- Engage in online Professional Development

Canvas will make it easier for students to:

- Find and access course materials and information
- Manage classwork and due dates
- Collaborate with classmates and teachers
- Access practice for skills that have not been mastered
- Engage in 21st century skills that will help them to be college and career ready

The process to help staff to transition to this new platform will be slow and over several school years. In June, Division Leaders, Technology Integration Specialists, Instructional Coaches and approximately forty teachers were trained so they can begin working in the new platform during the 2019-2020 school year. Their experiences will help us to develop and implement additional trainings for our staff.

Throughout next year, each of you will have opportunities to learn more about Canvas and its potential in the classroom. Based on the progress of our training and implementation over the next two years, we anticipate the district-wide transition from Google Classroom to Canvas will occur in the 2021-2022 school year.

As we reflect on the mission and vision of our new strategic plan, we have much to accomplish as a district, as building teams, as educators and as individuals. Canvas will be an important tool that will help us to accomplish our goals.

Mastery Manager

Mastery Manager is the web-based assessment tool that gives teachers instant ability to measure their students' standards-aligned learning progress in real time. New users should contact their building Tech Integration Specialist (TIS) to obtain their initial login information which can be used at <https://masterymanager.com/> to access the system. Mentors should provide initial support for teachers as they get started with the system. Additionally, the Mastery

Manager system has a robust help section (<http://resource.masterymanager.com/>) once users are logged in. The initial point of contact for support within each building is the TIS.

1:1 Student Devices

District 155 offers its students a 1:1 technology program. This program provides a Google Chromebook device to each and every student so that it is available to him/her every period of the school day and at home.

The 1:1 Technology Program enables interactive and engaging instruction, increases student collaboration, facilitates personalized & blended learning, expands learning resources, and extends the learning environment beyond the classroom.

Instructional Coaches

Each of the D155 buildings have instructional coaches who will help you navigate the combination of technology and classroom instruction. They will help you through the district instructional systems along with promoting creativity and collaboration in the classroom.

Individual Student IEP & 504 Planning and Implementation

In D155, some students require individual planning. Academic/Social Emotional Interventions, medical needs, Section 504 Plans and/or Individual Education Plans may require you to participate in meetings. Classroom teachers provide direct supports to students and are vital members of these meetings. When invited/notified, every effort to attend and fully participate in these meetings should be made. In rare instances, when unable to attend, you would need to notify the meeting organizer and your direct supervisor in order to rectify the conflict.

Accommodations and modifications listed in IEP and Section 504 Plans must be delivered in various school settings and classrooms (as written in the respective plan). Each staff member is required to follow these plans. If in question, 504 case managers (typically Psychologist) or IEP case managers (typically Special Education Teachers) can assist you in understanding and implementing the plans.

Language Academy

District 155 offers English language support and development through our Language Academy program. Students who are working on building English proficiency in the areas of reading, writing, speaking, and listening will benefit from participation in this program.

Students from the four district high schools attend the program, which is located at Crystal Lake Central, during the first 4 class periods of the day. Students then return to their home schools for the remainder of the school day. A rotating sequence of courses are offered bi-annually to ensure that students are able to complete all graduation requirements in a language-rich, supported classroom.

Extracurricular Academic Eligibility

All D155 students who are members of an athletic team or extracurricular activity are required to meet academic eligibility standards. Teachers are expected to keep all grades up to date in Skyward to ensure that student grades are current, as this may affect their participation in their activities. The eligibility requirements are:

Academic Eligibility

1. Participating students must be passing* five core academic courses on each progress report and at the end of each grading period. (This does not include driver's education or consumer education.) If students are enrolled full-time in physical education without a waiver, this will count towards their academic eligibility. Physical education can count towards one of the five courses. If a student is enrolled in band and or choir five days a week, this will count towards their academic eligibility. If a student is enrolled in band and or choir less than five days a week, this will not count towards their academic eligibility.
2. Students will be monitored through every progress and grade report.
3. If a student is not passing work for 25 credit hours, he/she is ineligible to participate in extracurricular activities for a minimum of one week, beginning on the following Monday after progress reports are issued.
4. Eligibility is run on Thursdays. On the Thursday of the first ineligible week, students can communicate with the teacher of the failing subject. If the student is passing the course at that time, the teacher notifies the coach by 3 p.m. on Friday of the same week, and the student is eligible the following Monday.
5. A student not passing five courses at the completion of a semester will remain ineligible for the following semester. Students can make up credit during summer school to become eligible at the beginning of the fall session as long as the class counts towards graduation.
6. Ineligible students may attend practices, with the sponsor's permission.
7. A co-curricular class is one in which students earn a grade that requires participation in an extracurricular program outside the school day (e.g., marching band). In a co-curricular class, ineligible students' grades cannot be penalized for missing activities or performances unless the students fail to complete satisfactorily any alternative assignments.

** For the purposes of this section, "passing" means receiving a grade of at least a D-.*

Field Trips

A school field trip is defined as one or more students leaving the school campus for one day under the sponsorship of the school and supervision of District employees for educational purposes. Field trip procedures are also followed if your class sponsored event takes students out of their regularly scheduled classes (ex: performance or extended guest speaker).

An extended trip is a school-sponsored educational trip occurring during the student school year, under the supervision of District employees and requiring one or more overnight stay(s).

When necessary, the superintendent, or designee will make final determination in deciding whether a student trip is either a field trip or an extended trip.

You can find all field trip guidelines on the district website Staff and Business Forms – <https://drive.google.com/drive/folders/0B2IbV9jmhb5YMFpyVzR1ekgtU2s>

Section 8: Students

Student Handbook

All of the information, rules, and guidelines within the student handbook extend to all students during school, on District properties, and at all District-sponsored and related activities, as well as field trips and extracurricular trips (including athletic, performance, music, etc.), whether held before or after school, on evenings, or weekends. This handbook provides a summary of school rules and expectations, but does not include all board policies on all topics of relevance to students. All Board Policies are available on the district website.

The D155 Student Handbook is easily accessible on the D155 webpage under the student tab. It is an inclusive document that includes student behavior and academic expectations/guidelines, along with basic district information that is beneficial for students, teachers, and parents. <http://online.fliphtml5.com/mmbka/uwun/>

Student ID Cards

All students must have their student ID's on person at all times while at a D155 building or event and present to any staff member upon request.

Student Attendance

Community High School District 155 considers attendance in class to be a crucial component of a student's successful high school education. As such, attendance constitutes part of the academic program in the district.

It is important as a teacher to take accurate daily attendance each period of the day. Please record attendance in Skyward throughout the day, with no attendance submitted later than 3:10pm.

Make-Up Work

Students who are absent from school will be allowed to make up work for equivalent academic credit. Students will be given two (2) days to make up work for every one (1) day missed, starting with the first day the student returns to school, unless otherwise determined by the Student Support Team. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to request the assignments, complete them, and turn them in, and to arrange a time with the teachers to make up any missed quizzes or tests. Incomplete work or failure to complete and turn in the work in a timely manner may result in a lowering of grades.

Student Discipline

Teachers should review and familiarize themselves with our Student Handbook and align classroom rules with those listed in the handbook. It is recommended that teachers include a copy of their classroom behavior expectations in their course syllabus, and it is important to be

consistent and constant when following process and practices. Remember that building strong relationships with all students is the most positive tool a teacher can use.

When steps include practice beyond regular classroom discipline, the help of a Dean of Students may be necessary. Please work with the deans in your building to clarify their desired means of recorded and submitted discipline infractions.

Student Services

Student Services personnel in D155 promote healthy social emotional development for all students. They work in collaboration with students, parents and teachers to provide interventions directed at improving student performance. They also work with students in their course selections and creating college/career paths. Building standardized testing is also coordinated through Student Services.

Health Services

The goal of Health Services is to help students develop strategies to manage health issues and enhance personal wellness. Vision and hearing screenings, physical and immunization compliance, and other public health mandates are managed by Health Services. Daily direct nursing service includes illness and injury assessment and intervention, emergency care, medication administration, and health counseling.

Each building has an assigned school nurse. If a student is in need of nurse service during a class period, please send to the nurse's office with another, responsible student. In case of emergency, please use the emergency call button in your classroom.

FERPA/ HIPAA

Teachers should all have a clear understanding of both FERPA and HIPAA guidelines as they must follow these articulated guidelines as part of their professional responsibilities.

FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. **FERPA** gives parents certain rights with respect to their children's education records. For further information, reference the website below:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA (Health Insurance Portability and Accountability Act)

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of personal health information, and sets limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The Rule also gives patients rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections. For further information, reference the website below:

<https://www.hhs.gov/hipaa/for-professionals/privacy/index.html>