

BLOOM TOWNSHIP HIGH SCHOOL DISTRICT 206

2023-2024

Faculty Handbook

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Introduction

District 206

Mission

Bloom Township's mission is to provide students with relevant educational experiences that assist in their attainment of competency in all academic areas and the ability to apply these skills to real life endeavors. While working within the multicultural school/community environment, we strive to empower individuals-personally and socially-to achieve their maximum potential using higher order thinking skills that prepare them for the constantly changing challenges of our global society.

Board of Education

HENRY DRAKE
President

WILLIAM ANGELL
Vice President

KAREN KING
Member

TERESA PALOMBI
Secretary

ANTHONY MURPHY
Member

CASSANDRA EVERETT
Member

LORENA VARELA
Member

Administration

Dr. LENELL NAVARRE
Superintendent

DORITH JOHNSON
Assistant Superintendent Curriculum & Instruction

Dr. LATUNJA WILLIAMS
Assistant Superintendent Human Resources

CONSTANCE JOUBERT
Alternative School Principal

DENISE McFIELD
Director of Special Education

Dr. GREGORY HORAK
Director of Strategic Partnerships, Transportation
and Wellness

Dr. DENISE EVANS
Business Manager
Chief School Business Officer

Dr. CYNTHIA GONZALEZ
Director of College Career Readiness

JOSEPH REDA
Director of Athletics

Dr. TASHA GIBSON WHITE
MTSS Director

Dr. ARIANA LEONARD
Director of Language Acquisition

Bloom High School

Mission

Bloom High School's mission is to provide our students with relevant educational experiences in all academic areas while developing useful real life skills. We strive to prepare our students to maximize their potential in a multicultural global society.

History

When Bloom Township High School District 206 was founded, it was created to serve a vast geographical area which then included the expanse from Beecher on the south to Hazel Crest on the north and from New Lenox on the west almost to the Indiana border. In 1930, Beecher opened its own high school, and 10 years later Crete High School became a four-year school. During the 1950's and 1960's the population within this area skyrocketed beyond anyone's expectations. As a result, three major population areas left District 206. Rich Township High School District 227 was formed in 1953 to serve Park Forest, Matteson, and other areas in the southwestern section of the district; Lincoln-Way in New Lenox was begun in 1954 to serve the rapidly growing communities to the west, such as Frankfort and Mokena; and High School District 223 was instituted in 1959 to serve the communities of Homewood and Flossmoor.

The history of Bloom Township High School District 206 has been one of growth and change, with a continuing commitment to quality education and a dedication to meet the needs of a varied student population. Quality academic programs are available for those who plan to attend college, but the district also offers other programs that are just as important. A fine industrial arts program now offers increased opportunity through an area vocational network, and special education opportunities are among the best in the tradition of excellence that had its beginning nearly 110 years ago.

Historical Bloom Art

The historic fresco murals that adorn the front entrance were created by WPA artist Edgar Britton. He used students as models as he depicted the major academic pursuits of the time and into the future. Britton studied under the famous American artist Grant Wood. The architectural firm of Royer, Danely and Smith of Urbana set aside these panels when planning the art deco theme for the school and its famous tower. The two Bedford Limestone statues of students at the outside entrance were donated by the class of 1938. The WPA artists chosen as sculptors were Felix W. Schlag (the artist who designed the Jefferson head nickel) and Curtis Drewes. These artistic additions, plus the unique deco art of the Tower, contributed to naming Bloom High School as a National Historic Site in 1982, the first public high school in Illinois to be so designated. Both murals and statues were restored in 1987 through private donations.

The Trojan Head

The Bloom High School class of 1962 presented the solid brass Trojan Head plaque to represent hallowed ground to the school. The Trojan Head plaque is never to be walked on. It is a symbol of distinction, pride, and respect for all Bloom Trojans. The class gift was to preserve the pride and traditions of Bloom High School.

Administration

BLOOM HIGH SCHOOL

Dr. JERRY LEE ANDERSON
Principal

ELIZABETH SANTIAGO
Assistant Principal
Curriculum, Instruction, and Assessment

MARCUS LYKE
Assistant Principal
Student Services

TAMIA WEST
Division Coordinator for Special Education

DIANE OLIVER
Division Coordinator – English/Reading/Social Studies

ISMAEL ZAMORA
Division Coordinator- Mathematics/Physical
Education/Science

LATANYA ROBINSON
District Coordinator, Career/Technical
Education/Fine Arts/NJROTC

Pupil and Personnel Services

Counselors

Julie Largen Freshman/Junior (A-Go)

Imelda Gonzalez Freshman/Junior
(Gr-M)

Pamela Pugh Freshman/Junior (N-Z)

Elizabeth Fushi-Peterson
Sophomore/Senior (A-F)

Jim Doherty Sophomore/Senior (G-
M)

Shellie Winters Sophomore/Senior
(N-Z)

Monica Miller - Postsecondary

Jessica Cheatham - Graduation Coach

Deans

Kimberlee Bateast (A-Esp)

Kendrick Hall (Esq-Lee)

Kimberly Stout (Li-Ring)

Deborah Robustelli (Rio-Z)

Pupil Personnel Staff

Dr. Sherman White
Behavior Specialist

Ester Hope
School Psychologist

Michael Turner
Social Worker (A-Gr)

Amanda Hurt
Social Worker (Gu -M)

Danté Maddox
Social Worker (N- Z)

Mariba Woods
Student Assistance Coordinator
McKinney-Vento Coordinator

Robye Ballard
Nurse

Kevin Peterson
Truancy Officer

Bloom Trail High School

Mission

Bloom Trail High School aspires to empower all students to succeed and become lifelong learners. We provide a comprehensive educational program to develop the attitudes, behavior, knowledge and skills necessary to be responsible and productive members of a constantly changing society. We recognize the strength of our diversity and strive to develop the full potential of all our students. We value a safe environment, which promotes mutual respect and provides high academic standards. Student success is possible only through the shared responsibility of students, school staff, parents/guardians, and community.

History

Bloom Trail High School opened as a four-year high school in the fall of 1976. Prior to that, since 1964, it had been a Freshman-Sophomore Division of Bloom Township High School. In 1964, it housed only freshmen (940) and then expanded to freshmen and sophomores the following year. As the school population grew in the late 60's, the frosh-soph building was so crowded that 200 sophomores commuted one-half day to Bloom Junior-Senior Division in 1969. Two years later all sophomores were sent to Bloom on a permanent basis, making that school go on a split day schedule. The Freshman-Sophomore Division then housed only freshmen on a regular school day schedule.

In the fall of 1976, following a successful building bond referendum, Bloom School District had two four-year schools. Bloom Trail was then born. Names for the new four-year school were suggested by the community at large and narrowed down to five by a student vote. Bloom Trail was ultimately chosen by the Board of Education, navy blue and old gold were selected for the school's uniforms and the logo chosen was the fiery helmet. The seniors, falling within the new Bloom Trail boundaries, were given the choice of finishing at Bloom High School or being the first senior class at the new Bloom Trail. About half of those eligible opted for Bloom Trail and the school graduated 348 seniors in 1977.

Since that first graduating class, Bloom Trail has seen 35 other graduations. The total graduated since 1977 numbers 10,000. Among our graduates, as calculated from fourteen ten-year class reunions, there are fifteen physicians, twenty-six teachers, fifteen nurses, ten lawyers, ten with engineering degrees, fifteen small business owners, some architects and accountants and many others enjoying successful careers.

Since our birth as a four-year comprehensive high school, Bloom Trail has been privileged with outstanding leadership from five principals. Mr. E. E. Neubauer had the distinction of being the first principal, until he retired in 1980. He was succeeded by Mr. William D. McGee who enjoyed the period of Bloom Trail's highest enrollment. When Mr. McGee retired in 1985, the leadership was passed on to Mr. Gerald Lauritsen. He has the distinction of the longest term of office at Bloom Trail, from 1985 to 1994, when he was promoted to Assistant Superintendent in charge of Instruction.

Administration

BLOOM TRAIL HIGH SCHOOL

GLYNIS KEENE
Principal

STEPHEN HAD
Assistant Principal
Curriculum, Instruction, and Assessment

DR. QUITMAN DILLARD
Assistant Principal
Student Services

JENNIFER HERING
Division Coordinator for Special Education

SAMANTHA REDA
Division Coordinator – English/Reading/Social Studies

CARRIE WILLIS
Division Coordinator- Mathematics/Physical
Education/Science

LATANYA ROBINSON
District Coordinator, Career/Technical
Education/Fine Arts/NJROTC

Pupil and Personnel Services

Counselors

Thomas Doyle (Freshmen)

Laura Lauritsen (A-GR)

Marcia Jones (GU-PE)

Amy Majewski (PH-Z)

Timothy Connolly (Special Education)

Amy Inka
Post-Secondary Planning

Dr. Denise Adams
Graduation Coach

Deans

O'Letha Watson (A-GR)

James Ison (GU-PE)

Elizabeth Lloyd-Chambers (PH-Z)

Pupil Personnel Staff

Nathaniel Hill
Behavior Specialist

Storm Kline
School Psychologist

Rockeya Wilson
Mental Health Liason

Briahna Williams
Social Worker (A-GR)

Diego Herera
Social Worker (GU-PE)

Dana King
Social Worker (PH-Z)

Matthew Kunkel
Student Assistance Coordinator

Ilundria Bardwell
Nurse

Kimberly Kracik
Truant Officer

Kelli Chandler
ALOP Advocate

BLOOM TOWNSHIP HIGH SCHOOL DISTRICT 206 OFFICIAL SCHOOL CALENDAR 2023-2024

July 2023

M	T	W	T	F	Total
3	4	5	6	7	0
10	11	12	13	14	0
17	18	19	20	21	0
24	25	26	27	28	0
31					0
Total					0

August 2023

M	T	W	T	F	Total
	1	2	3	4	0
7	8	9	10	11	0
14	15	16	17	18	5
21	22	23 <small>Open House</small>	24	25	5
28	29	30	31		4
Total					14

September 2023

M	T	W	T	F	Total
				1	1
4	5	6	7	8	4
11	12	13	14	15	5
18	19	20	21	22	5
25	26	27	28	29	5
Total					20

October 2023

M	T	W	T	F	Total
2	3	4	5	6	5
9	10	11	12	13	4
16	17	18 <small>BAT</small>	19	20	5
23 <small>PTC</small>	24	25	26	27	4
30	31				2
Total					20

November 2023

M	T	W	T	F	Total
		1	2	3	3
6	7	8	9	10	4
13	14	15	16	17	5
20	21	22	23	24	2
27	28	29	30		4
Total					18

December 2023

M	T	W	T	F	Total
				1	1
4	5	6	7	8	5
11	12	13	14	15	5
18	19	20	21	22	4
25	26	27	28	29	0
Total					15

January 2024

M	T	W	T	F	Total
1	2	3	4	5	0
8	9	10	11	12	5
15	16	17	18	19	4
22	23	24	25	26	5
29	30	31			3
Total					17

February 2024

M	T	W	T	F	Total
			1	2	2
5	6	7	8	9	4
12	13	14	15	16	5
19	20	21	22	23	4
26	27	28	29		4
Total					19

March 2024

M	T	W	T	F	Total
4	5	6	7	8	4
11	12	13	14	15	5
18	19	20	21	22	5
25	26	27	28	29	0
Total					15

April 2024

M	T	W	T	F	Total
1	2	3	4	5	4
8	9	10 <small>SAT</small>	11	12	5
15	16	17	18	19	5
22	23	24	25	26	5
29	30				2
Total					21

May 2024

M	T	W	T	F	Total
		1	2	3	2
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	5
27	28	29★	30★	31★	0
Total					17

June 2024

M	T	W	T	F	Total
3★	4★	5	6	7	0
10	11	12	13	14	0
17	18	19	20	21	0
24	25	26	27	28	0
					0
Total					0

PARENT/TEACHER CONFERENCES (1:00-7:00 PM)

Bloom Trail	<u>10/23/23</u>
Bloom	<u>10/23/23</u>
Alternative	<u>10/23/23</u>

COMMENCEMENT DATES

Bloom Trail	<u>5/26/24</u>
Bloom	<u>5/26/24</u>

LEGAL PUBLIC SCHOOL HOLIDAYS

Independence Day	July 4
Labor Day	September 4
Columbus Day	October 9
Veterans Day	November 10
Thanksgiving Day	November 23
Christmas Day	December 25
New Year's Day	January 1
M.L. King's Birthday	January 15
President's Day	February 19
Casimir Pulaski Day	March 4
Memorial Day	May 27
Juneteenth	June 19

CALENDAR LEGEND

Institutes	●
Legal School Holidays	●
Not in Attendance	●
Half-day In-service	●
Full-day P/T Conference	●
Early Release	◇
Full-day In-Service	●
Start/End of Semester	●
Emergency Days	★
School Begins	<u>8/10/23</u>
School Closes	<u>6/04/24</u>
Pupil Attendance Days (176 Minimum)	<u>176</u>
Emergency Days	<u>5</u>
Approved Institute Days (Limit of 4 - may use 2 for Parent Institute)	<u>4</u>
Approved All Day Parent/ Teacher Conf. Days (Limit 2)	<u>1</u>
TOTAL (185 days or more)	<u>186</u>

ADOPTED: 12/27/2023

AMENDED: _____

Dr. Lowell Nune

Signature of District Superintendent

12/27/2023

Date

8TH GRADE PARENT ORIENTATION

Bloom Trail	<u>3/9/24</u>
Bloom	<u>3/16/24</u>

OPEN HOUSE (5:00 - 7:00 PM)

Bloom Trail	<u>8/23/23</u>
Bloom	<u>8/23/23</u>
Alternative	<u>8/23/23</u>

Calendars and Schedules

TO: All Staff

FROM: Dorith Johnson - Assistant Superintendent of Curriculum, Instruction, Assessments, and Grants

RE: Term Ending dates and other special dates for the 2023-2024 school year

PROGRESS REPORT PERIOD:

PR 1 - (Tuesday) September 12, 2023
PR 2 - (Wednesday) November 15, 2023
PR 3 - (Thursday) February 8, 2024
PR 4 - (Thursday) April 18, 2024

PR GRADE DUE DATE:

(Tuesday) September 12, 2023 3:00 p.m.
(Wednesday) November 15, 2023 3:00 p.m.
(Thursday) February 8, 2024 3:00 p.m.
(Thursday) April 18, 2024 3:00 p.m.

TERM ENDING DATES:

Q1 - (Thursday) October 12, 2023
Q2 - (Monday) December 18, 2023
Q3 - (Monday) March 11, 2024
Q4 - (Tuesday) May 21, 2024

GRADE DUE DATES:

(Tuesday) October 17, 2023 3:00 p.m.
(Thursday) December 21, 2023 3:00 p.m.
(Friday) March 15, 2024 3:00 p.m.
(Tuesday) May 28, 2024 3:00 p.m.

INSTITUTE DAYS: 1ST Semester

August 10, 2023 (Thursday)
August 11, 2023 (Friday)

INSTITUTE DAYS: 2ND Semester

February 5, 2024 (Monday)
May 28, 2024 (Tuesday)

ALTERNATE RELEASE DATES WEDNESDAYS ***(SEPTEMBER 15TH IS THE ONLY ALTERNATE RELEASE DAY HELD ON A FRIDAY):***

Late start: 1st period starts at 9:50 am with a 2:45 pm student dismissal
Early Release: 1st period starts at 8:10 am with a 12:20 pm student dismissal

August 30, 2023 (Late Start)
September 15, 2023 (Early Release) **Friday**
October 4, 2023 (Late Start)
October 18, 2023 (Early Release All school testing)
November 15, 2023 (Late Start)
December 6, 2023 (Early Release)

January 24, 2024 (Late Start)
February 28, 2024 (Early Release)
March 13, 2024 (Late Start)
April 10, 2024 (Early Release)
April 24, 2024 (Late Start)
May 1, 2024 (Early Release)

FINAL EXAM EARLY RELEASE DATES: 11:05 a.m. Dismissal

December 19, 2023 (Tuesday)
December 20, 2023 (Wednesday)
December 21, 2023 (Thursday)

May 22, 2024 (Wednesday)
May 23, 2024 (Thursday)
May 24, 2024 (Friday)

PARENT/TEACHER CONFERENCE:

October 23, 2023 (Monday) 1 p.m. – 7 p.m.

OPEN HOUSE DATES:

Bloom Trail (Wednesday), August 23, 2023 5-7 p.m.
Bloom (Wednesday), August 23, 2023 5-7 p.m.
Alternative (Wednesday), August 23, 2023 5-7 p.m.

8TH GRADE PARENT ORIENTATION:

Bloom Trail (Thursday), March 7, 2024 5pm – 7:pm
Bloom (Thursday), March 14, 2024 5pm – 7pm

COMMENCEMENTS:

Bloom Trail (Sunday), May 26, 2024
Bloom (Sunday), May 26, 2024

BELL SCHEDULES:

REGULAR SCHEDULE (Breakfast and *lunches* served)

Professional Development time: 7:25-8:05

PERIOD 1:	8:10-9:05 (55)
PERIOD 2:	9:10-10:05 (55)
PERIOD 3:	10:10-11:05 (55)
<i>PERIOD 4:</i>	11:10-11:37 (27)
<i>PERIOD 5:</i>	11:42-12:09 (27)
<i>PERIOD 6:</i>	12:14-12:41 (27)
<i>PERIOD 7:</i>	12:46-1:13 (27)
<i>PERIOD 8:</i>	1:18-1:45 (27)
PERIOD 9:	1:50-2:45 (55)

LATE START (No breakfast served; *lunches* will be served)

Professional Development time: 7:25-9:45

PERIOD 1:	9:50-10:20 (30)
PERIOD 2:	10:25-10:55 (30)
PERIOD 3:	11:00-11:30 (30)
<i>PERIOD 4:</i>	11:35-12:02 (27)
<i>PERIOD 5:</i>	12:07-12:34 (27)
<i>PERIOD 6:</i>	12:39-1:06 (27)
<i>PERIOD 7:</i>	1:11-1:38 (27)
<i>PERIOD 8:</i>	1:43-2:10 (27)
PERIOD 9:	2:15-2:45 (30)

EARLY RELEASE (Breakfast is served; *lunches* will be provided)

Professional Development time: 7:25-8:05

PERIOD 1:	8:10-8:47 (37)
PERIOD 2:	8:52-9:29 (37)
PERIOD 3:	9:34-10:11 (37)
PERIOD 4/5/6:	10:16-10:53 (37)
PERIOD 6/7/8:	10:58-11:35 (37)
PERIOD 9:	11:40-12:20 (40)

Staff lunch: 12:30-1:10

Professional Development: 1:10 -2:45

EXAM SCHEDULE DAY ONE (Breakfast served; lunches will be provided)

Professional Development: 7:25-8:05
PERIOD 1: 8:10-9:35 (85 min.—1st five for announcements)
PERIOD 2: 9:40-11:05 (85 min.—last five for announcements)
(Teacher PLC meeting time in the afternoon)

EXAM SCHEDULE DAY TWO (Breakfast served; lunches will be provided)

Professional Development: 7:25-8:05
PERIOD 3: 8:10-9:35 (85 min.—1st five for announcements)
PERIOD 4/5/6: 9:40-11:05 (85 min.—last five for announcements)
(Teacher grading time in the afternoon)

EXAM SCHEDULE DAY THREE (Breakfast served; lunches will be provided)

Professional Development: 7:25-8:05
PERIOD 6/7/8: 8:10-9:35 (85 min.—1st five for announcements)
PERIOD 9: 9:40-11:05 (85 min.—last five for announcements)
(Teacher grading time in the afternoon)

EMERGENCY EARLY RELEASE (Breakfast is served; lunches will be provided)

Professional Development time: 7:25-8:05
PERIOD 1: 8:10-8:40 (30)
PERIOD 2: 8:45-9:15 (30)
PERIOD 3: 9:20-9:50 (30)
PERIOD 4/5/6: 9:55-10:25 (30)
PERIOD 6/7/8: 10:30-11:00 (30)
PERIOD 9: 11:05-11:40 (35—last five for announcements)

9th PERIOD ASSEMBLY SCHEDULE

PERIOD 1: 8:10-8:55 (45)
PERIOD 2: 9:00-9:45 (45)
PERIOD 3: 9:50-10:35 (45)
PERIOD 4: 10:40-11:07 (27)
PERIOD 5: 11:12-11:39 (27)
PERIOD 6: 11:44-12:11 (27)
PERIOD 7: 12:16-12:43 (27)
PERIOD 8: 12:48-1:15 (27)
PERIOD 9A: 1:20-2:00 (40) “A Group” assembly
PERIOD 9B: 2:05-2:45 (40) “B Group” assembly

Important Links

School Web Pages

Bloom Township High School District 206 - <https://sd206.org/>

Bloom High School - <https://bloomhs.org/>

Bloom Trail High School - <https://bloomtrail.org/>

Teacher Evaluation Program

See Google Folder from your Evaluator

Faculty Web Portal (Payroll)

<https://tyler-bloomtsdt206il.okta.com/>

Online Forms and Requests – Media Production Center and Maintenance

Sd206.org bookmarks

Power School for Teachers-

sd206.powerschool.com/teachers

FRONTLINE EDUCATION/ABSENCE MANAGEMENT Substitution for staff-

<https://app.frontlineeducation.com/select/>

Classroom Management Programs- Positive Behavior Interventions and Supports

Multi-Tiered Systems of Support (MTSS)

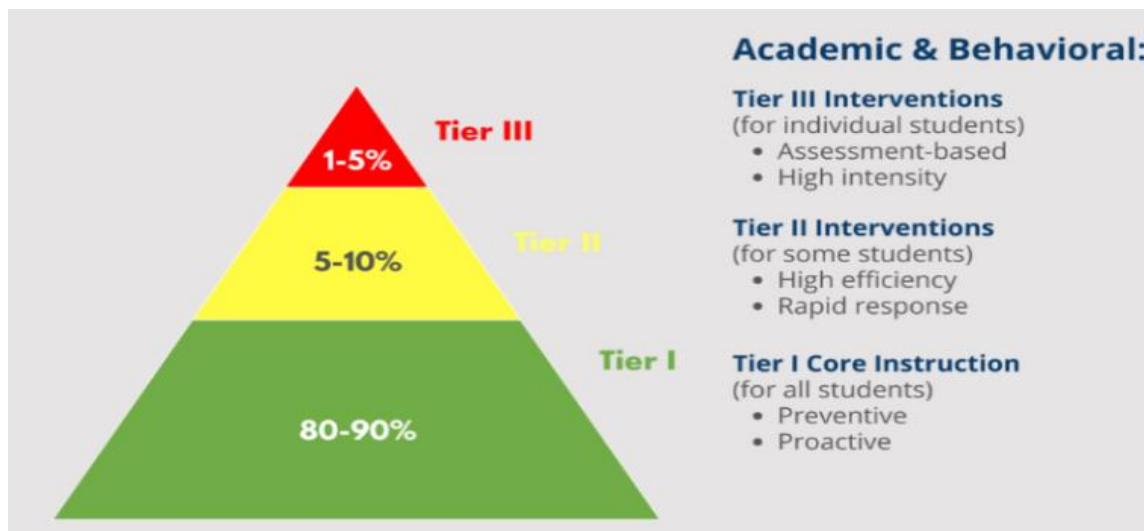
“Success is embracing learning and demonstrating growth.”

Bloom Township High School District 206 has implemented Multi-Tiered Systems of Support (MTSS), which is a proactive and preventative framework that supports **ALL** students. MTSS integrates data and instruction to maximize student achievement and support the social, emotional, and behavior needs of students through:

- Screening
- Progress Monitoring
- Multi-Level Prevention and Intervention System
- Data-Based Decisions

Bloom HSD 206 engages in a layered continuum of evidence-based practices applied to the classroom, school, and district, as well as leverage community partnerships to increase equitable outcomes for every student. Implementation is a shared responsibility and requires ownership of all SD206 educators, students, families, and community members.

The MTSS Framework consists of 3 Tiers supporting Academics and Behavior



With MTSS, all students participate in the Tier 1, universal, core curriculum, with those students with greater needs in academics and/or behavior receiving Tier 2 and/or Tier 3 intervention to provide additional support beyond the core curriculum.

Some students need more, or different, support than offered within Tier 1, universal, core instruction. When teams begin to examine student responsiveness to core supports in academics and behavior, it is important to consider the following:

- Are students provided with well-designed, well-delivered, evidence-based core instruction?
- What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
- What percentage of all students are achieving standards/benchmarks or behavioral expectations with core support alone?

- What percentage of students in subgroups are achieving standards/benchmarks or behavioral expectations with core support alone?
- What differentiation strategies are routinely used in universal, core instruction?
- What are the data-based decision rules to determine if student(s) will require supplemental and more intensive, individualized intervention/support?
- How are parents and students involved or engaged in supporting effective core support?

For successful MTSS implementation, SD 206 beliefs are aligned to the following:

- All students can be taught effectively
- Early intervention is essential
- Use of a multi-tiered model of service delivery to meet the needs of all learners
- Commitment to the use of research-based (evidence-based) instruction and interventions
- Consistent monitoring of student progress and usage of the information to drive all instructional decisions
- Maintaining communication between school staff and parents with regard to student progress

The MTSS framework brings together support in both academics and behavior, which also encompasses attendance, social emotional learning, and mental wellness, to help serve the whole child.

MTSS FRAMEWORK

ACADEMICS (RTI)	MTSS	BEHAVIOR (PBIS)
All educators ensure students receive high-quality instruction in the classroom through differentiation.	TIER 1	All educators ensure students are explicitly taught positive behavioral expectations for all areas of the school. The teacher uses a consistent approach to classroom management.
Educators provide supplemental instruction and remediation skills, with progress monitoring, for students not meeting the academic standards.	TIER 2	Educators provide supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
Educators provide customized, intensive, skill-specific interventions with frequent progress monitoring for students falling significantly below academic standards.	TIER 3	Educators provide customized, intensive behavior interventions with frequent progress monitoring in collaboration with administration, specialists, and families.

Academics-- RTI

Academic support is provided through a model called Response to Intervention (RTI). RTI is provided in a multi-stage model depending on the level of intensity of support needed by the student. The student's needs are determined through universal screening, interim assessments, summative assessments, and progress monitoring.

Behavior-- PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for using evidence-based prevention and intervention practices along a continuum that supports social, emotional, and behavioral competencies. The district, school, and classroom teachers have described the appropriate behavioral expectations, and classroom teachers support students to meet these expectations.

As MTSS is an integrated framework, staff members, teachers, and administration will partner to support students in a consistent school-wide behavior management and intervention process using data-based decision rules.

Bloom SD 206
 MTSS & PBIS Data-Based Decision Rubric
 for 2023-2024

BEHAVIOR ONLY

*The MTSS Data-Based Decision Rules Rubric also has an Academic side.
 This version of the "MTSS Data-Based Decision Rules Rubric has been collapsed for quick reference to Behavior.*

BEHAVIOR ONLY				
	Measure	Tier 1 Proficient Score	Tier 2 At-Risk	Tier 3 High Risk
B E H A V I O R	Classroom Minors	0 - 5 per quarter	6 - 14 per quarter	15+ per quarter
	Majors/ODRs	0 - 3 per quarter	4 - 6 per quarter	7+ per quarter
	Absences	Panorama Green <small>Attended 90% or more</small>	Panorama Yellow <small>Attended 80% to 90%</small>	Panorama Red <small>Attended <80%</small>
	SEL Screener	Panorama Green <small>3 or more Strengths</small>	Panorama Yellow <small>1-2 Strengths</small>	Panorama Red <small>0 Strengths</small>

District 206 PBIS Vision Statement

Positive Behavior Interventions and Supports (PBIS) at Bloom Township District 206 is in place to foster the positive, caring, responsive environment needed for all students, staff, families, and communities to maximize academic achievement and promote good citizenship.

- We are responsible
- We are engaged
- We value ourselves and others

TWO TYPES OF BEHAVIOR

- Minor Classroom Managed
 - Covert Defiance, Passive, Calm Refusal

Includes minor infractions such as classroom disruptions, non-direct profanity, the use of an electronic device, a dress code violation, and improper ID display. These infractions are recorded by the classroom teacher in the behavior log.

- Major Office Managed
 - Overt Defiance, Aggressive, Extreme or Drastic Behavior

Includes major infractions such as verbal or physically aggressive behavior, possession of drugs or alcohol, vandalism, theft, assault, smoking, gambling, truancy, and inappropriate bus conduct. These infractions will result in a Dean's Referral.

It is imperative that teachers make their expectations explicit and teach the desired behavior. As with most systems, those expectations should be repeated several times and reiterated several times at the beginning of the school year and after holidays.

- Proactively use classroom management strategies before problems occur.
- At the first and second instance of misbehavior, use a classroom management strategy and notate your action in your Teacher-Created Behavior Log. [Example Behavior Log](#)
- At the third through the fifth instance of misbehavior, use the classroom management strategy and enter this behavior into SWIS as a “Minor Referral by Clicking Save as Complete.”
 - **Do not select a dean or “Send for Review” in SWIS.**
 - ***(PPS Teams review minor referral data weekly to identify trends and create early intervention plans)***
- The student must have **10** successful class periods before the reset back to Step 1 (excluding absences).
- The goal is to keep the student in your class and learning. *Overt* students are continually disruptive and should be dealt with accordingly.
- **It is extremely important that you exhaust all of your own classroom interventions prior to sending a student to the dean.**

Observed Student Behavior

Minor Classroom Managed

Classroom Managed Behaviors	Classroom Management Response	Classroom Management Strategies
<ul style="list-style-type: none"> ● Defiance/ Insubordination/ Non-compliance <ul style="list-style-type: none"> ○ <i>Refusal to follow directions</i> ● Disruption ● Dress code violation <ul style="list-style-type: none"> ○ <i>ID Violation</i> ● Inappropriate Language- ● Physical Contact/Physical Aggression ● Property Misuse ● Tardy ● Technology Violation 	<p>Level 1- Teacher Document Classroom Review/ Positive Praise</p> <p>Level 2 - Teacher Document One on One Reteach <i>1st and 2nd level response should be noted in your classroom log</i></p> <hr/> <p>Level 3- Minor in SWIS Parent Contact</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0ffff;"> <p>Level 4 -Minor in SWIS Choose Additional Strategy</p> </div> <p>Level 5- Minor in SWIS <u>Behavior Reflection Form</u> <i>3rd through 5th level responses must be entered into SWIS as a "Minor Referral"</i></p> <hr/> <p>Level 6 - Major in SWIS <i>When a student reaches Level 6 for repeated incidents of classroom managed behavior, it becomes an office managed behavior.</i></p>	<ul style="list-style-type: none"> ● Assistance/ Assign Jobs ● Direct Eye Contact ● Individual Reinforcer ● Phone Call Home ● Physical Proximity ● Planned Ignoring ● Praise Appropriate Behavior in Others ● Provide Choice ● Re-Direct ● Re-Teach ● Restorative Chat/ Conference with Student ● Signal/ Non-Verbal Cue ● Small Break ● Buddy Room ● Contact a member of the school team

Observed Student Behavior

Major Office Managed Responses

Office Managed Behaviors	Office Management Process	Office Managed Strategies
<ul style="list-style-type: none"> ● Abusive Language/ Inappropriate Language/Profanity ● Arson ● Bomb Threat/False Alarm ● Bullying ● Disruption ● Dress Code Violation ● Fighting ● Forgery/Theft/Plagiarism ● Gang Affiliation Display ● Harassment ● Inappropriate Display of Affections ● Inappropriate Location/Out Of Bounds ● Lying/Cheating ● Physical Aggression ● Property Damage/Vandalism ● Skip Class ● Tardy ● Technology Violation ● Use/Possession: Alcohol, Combustibles, Drugs, Tobacco, Weapons <p style="color: red;">*Only to be used by Deans and entered in PowerSchool</p> <ul style="list-style-type: none"> ● Other Behaviors ● Mob Action ● Truancy 	<ol style="list-style-type: none"> 1. Student writes statement/ reflection 2. Office staff reviews referral and any additional documentation, 3. Dean meets with the student to assess to understand the reason for the behavior 4. Log entry created to document incident 5. <i>Document next steps in log entry</i> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">6. Implement Office Managed Strategy</p> </div> <ol style="list-style-type: none"> 7. Dean to contact parent/ guardian 8. <i>Notification to teacher/staff</i> 	<ul style="list-style-type: none"> ● Additional Time for Reflection ● After School Detention ● Community Service in or outside of school ● OSS ● Parent Student Conference ● PSC ***Reteach with Scenarios/ Reflection/Roleplay ● Referral to Tier 2 or 3 appropriate PPS staff ● Restorative Action ● Reteach behavior with student self-reflection form and parent notice ● Saturday School

TARDY POLICY

<i>ALL STUDENT TARDIES</i>
Teacher MUST record in Power School and have a conference with the student

(Record separately from behavior) The following the school tardy policy:

- Tardies are addressed weekly through the Dean’s Office (per the guidelines in the student handbooks).
- Tardies are reset to “zero” at the beginning of each new quarter.
- Students who are late to school are tracked separately and will report directly to the Attendance Office where they will receive a late to school pass and the “Late to School” will be recorded in the Attendance Office.

Tardy	Not in Assigned Area	Truant
-Entering class within 5 minutes of the tardy bell. -Tardy IS NOT- being in the classroom and not in a seat- this is a behavior issue and needs to be recorded in the behavior log.	-Students who are 6 or more minutes late are considered Not In Assigned Area (NIAA) -Teachers are to have the student sign the in/out log and log it into their behavior log -When a student has 3 NIAA, they are to be referred to the Truant Officer. -When a student has 4 or more NIAA the students are referred to the Dean’s Office	-A student who makes a conscious decision not to go to class (i.e., double lunching, walking toward the IE building going down Parkside during 2nd period, etc.). This student will and should be treated with a severe referral. -Multiple unexcused absences.

For guidelines on: ELECTRONIC DEVICES, STUDENT DRESS CODE, AND ID POLICY, refer to the STUDENT PLANNERS

POSITIVE REINFORCEMENT

There are several forms of positive reinforcement:

- | | |
|------------------------------|------------------------------------|
| -Verbal Praise | -Buddy Quizzes |
| -Stickers | -Test Notes |
| -Pencils | -Drop Lowest Assignment |
| -Computer Lab/Library Passes | -Acknowledge through token economy |

REFERRALS

- Major Referral:
 - Student exhibits overt behavior
 - Use key phrases such as “student stopped the class from functioning,” “continual,” “disrupting the learning environment,” “extreme refusal,” “flagrant,” “drastic,” etc.
- Minor Referral:
 - Student reaches step 5
 - ALL interventions have been exhausted including attempted parent contact and an FRO Referral
 - Interventions used and dates must be included on the referral
- Deans’ Tips
 - Remember the referral is a legal document

- Do not include any other student names on the referral instead use “Student B.”
- Include the location of the incident that occurred in the hallway.
- Just the facts-omit personal opinions and feelings.
- Use a direct quote – especially with profanity.
- Use objective, not subjective words.

INTERVENTION CARDS

- Location—Have an assigned location where students are to drop and pick up their intervention cards.
- Post the Procedure
 - Make sure you have the procedure for intervention cards posted in your room.
 - If a student forgets their cards in your room- the next period teacher should sign their warning, and you should still sign the card.
- Early Dismissal
 - Some cards require the students to leave class TWO minutes early
 - If the card says the student needs to leave- they may get up and leave class two minutes early (especially those students on RED or PINK shelter cards because they cannot be in the hallway during passing periods).

Mandated Reporter Information

Your role as a mandated reporter is to inform the Department (DCFS) when you determine there is reason to believe that a child has been harmed or is in danger of being harmed physically, sexually, or through neglect, and that a caretaker either committed the harm or should have taken the steps to protect the child from harm. You need to make the call **immediately** and no one within your employment setting is permitted to restrain the call or discourage you from making the call.

The Abused and Neglected Child Reporting Act places several requirements on you as a mandated reporter.

- You are required to report suspected child abuse or neglect **immediately**.
- Privileged communication between professional and client is not grounds for failure to report. Willful failure to report suspected incidents of child abuse or neglect is a misdemeanor (first violation) or class 4 felony (second or subsequent violations).
- You may have to testify regarding any incidents you report if the case becomes the subject of legal or judicial action.
- State law protects the identity of all mandated reporters, and you are given immunity from legal liability as a result of reports in good faith.
- Reports must be confirmed in writing to the local investigation unit within 48 hours of the Hotline call.

The Hotline is available 24 hours per day, 7 days per week, 365 days a year.

All calls to report suspected abuse or neglect must be made to the statewide Hotline.
The toll-free number is **1-800-25-ABUSE (1-800-252-2873)**

Am I required to notify parents???

No, state law does not require that the mandated reporter notify parents of the report.

What happens after contacting the Hotline?

If the Hotline intake worker does not accept your call as a report, you will be informed and given the reason. Most often the explanation will relate to DCFS' legal jurisdiction or to the evaluation of risk of harm to the child. If you disagree with the conclusions of the Hotline worker, you may ask to speak with a Hotline supervisor. Explain the details of the case situation, the reasons you were given for the report being refused, and why you think the worker's assessment was inaccurate. If the Hotline worker does not take a report, the information is entered into the computer data system and maintained on file for six months at SCR (State Central Register). If a report is taken by the Hotline worker, an investigation is commenced within 24 hours.

Indicated and Unfounded Cases

At the end of the process, the worker must determine if the report is "indicated" or "unfounded." The standard of proof is "credible evidence."

DCFS can indicate the case if the investigator finds that there is credible evidence that the perpetrator committed the abuse or neglect. If credible evidence is lacking, the case will be "**unfounded.**"

- When the Child Protection Investigators establish that there is credible evidence to support the allegation of abuse or neglect the case is "**indicated.**"

- Unfounded reports made by mandated reports alleging abuse in serious situations (sexual abuse or serious physical injury) will be retained in the department's records for 3 years. Records of less serious abuse are retained for 1 year.

Building Procedures

The faculty member **MUST** report any cases of suspected abuse or neglect. In addition, the student may be referred to a social worker, student assistant coordinator, counselor and/or nurse for additional support or follow-up. If sending a student, that you are concerned about, out of the room please follow the building safety protocol.

All bruises will be documented by the school nurse or an administrator in the nurse's absence.

If the faculty member or support staff feels strongly that the student is not safe to go home, The Building Principal or designee will contact the police department.

If a call to the Hotline results in an investigation, the faculty member may request the presence of an administrator for support at any time.

Homeless Children- McKinney-Vento Act

Who are homeless children and youth?

Before schools can be certain they are complying with legislation related to educating students experiencing homelessness, they must understand who can be considered homeless. The McKinney-Vento Act (Section 725) defines "homeless children and youth" (school age and younger) as:

- Children and youth who lack fixed, regular, and adequate nighttime residence including children and youth who are:
 - Sharing the housing of other person due to loss of housing economic hardship, or a similar reason.
 - Living in motels, hotels, trailer parks, or camping ground due to lack of alternative adequate accommodations.
 - Living in emergency or transitional shelters.
 - Abandoned in hospitals.
 - Awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include runaways living in runaway shelters, abandoned buildings, cars on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to throwaway children and youth") and school-age unwed mothers living in homes for unwed mothers because they have no other housing available. In determining whether or not a child or youth is homeless, consider the relative permanence of living arrangement. Determination of homelessness should be made on a case-by-case basis.

Signs that may indicate that a child is homeless:

- Chronic hunger and tiredness
- Erratic attendance and tardiness
- Grooming and personal hygiene/clothing that draws attention
- Consistent lack of preparation for school-coming in without books, supplies, homework completed or paper signed
- Extremes in behavior-withdrawal, extreme shyness, nervousness, aggression, anger
- Resistant to parting with personal possessions (e.g., putting coat in locker)

How you can help a homeless child in the classroom:

- Maintain the child's privacy-discuss his homework situation away from other classmates;
- Distribute school supplies in private
- Assign a "buddy" to help the homeless child acclimate
- Help the child participate in field trips, school activities and class projects through understanding of his or her living environment and accessing resources
- Try to give the child a special job within the classroom
- Look for special academic needs and arrange for tutoring
- Offer encouragement and understanding and recognize the child's talents and accomplishments

Forms—most forms are located in the faculty mailroom**Conference Attendance Request Procedure**

- The Conference Attendance Request form is initiated by a teacher/staff member. When you find a conference that is applicable to your discipline, speak with your building administrator to discuss prior to submitting a request.
- A registration form, conference information, Google map to conference from school, and white bill (if there is a fee) form must be completed and attached.
- The conference form and all attachments are turned into the appropriate building administrator for approval.
- The form and attachments are then given to the principal for approval.
- The principal will code the conference request form and the bill form with "Title" or "IDEA" etc.
- The conference forms and all attachments are submitted to the Assistant Superintendent of Curriculum Instruction and Assessment. The original and a second sheet are returned to the building for distribution. The original should go to the teacher/staff member and the second copy can be retained in the Substitute Book as a backup for scheduling a substitute if required.
- A copy of the conference form, bill form and registration form are given to the Assistant Superintendent of Curriculum Instruction and Assessment or Director of Special Education for coding and payment disbursement.

- Conference attendees are expected to Complete and Return the **Conference Reflection Form** to their Building Administrator. Also, share any information with their colleagues that might assist with the improvement of instruction.

BLOOM TOWNSHIP HIGH SCHOOL DISTRICT 206

CONFERENCE ATTENDANCE REQUEST

Submit 10 days before registration of conference deadline

Name _____ Date Submitted _____

Building _____

Substitute needed? Y N Dates _____ Periods _____
Circle One

Name & location of conference/workshop: _____

Funding source: (Administrator initials)

Superintendent _____ Asst. Supt/Instruction _____ Director of Special Education _____

Building Principal _____ Other _____

Purpose for attendance: (Check the one which best fits the situation)

___ Taking students ___ Representing School District 206/School ___ Professional Development

___ Will others represent the district/school at the event? If yes, who? _____

How will your attendance at this conference/meeting benefit you, your school or department? _____

Registration Cost: _____

- A completed registration and bill form must be attached to this request
- A summary of the conference and an accompanying expense report must be submitted to your department administrator within five school days of the event

Mileage _____ (approximate)

Approved	Signature	Date
Division Coordinator/ Department Administrator	_____	_____
Principal	_____	_____
Assistant Superintendent	_____	_____



Bloom Township High School District 206

Conference Reflection Form

Submit to DC and Principal no later than 5 days after returning from conference

Teacher:	
School:	
Conference Title/Date	

Conference Sessions Attended

How will you implement the conference connections and strategies to impact instruction?

--

Topic for PD presentation *(required)*

--

Venue and targeted audience

--

Received

District Coordinator _____

Date _____

Principal _____

Date _____

Professional Development Committee

Presentation Date _____



BLOOM DISTRICT 206

TEACHER/SPONSOR FIELD TRIP PROCEDURES

IN AND OUT OF SCHOOL

Field trips that take place during the instructional day cannot be scheduled during the week of Thanksgiving, the week before winter break, or after May 1. Any trip out-of-State or overnight trip must be approved by the Board of Education.

Anytime a student is on a field trip; a Field Trip Request Form **MUST** be filled out and approved.

1. Teachers/Sponsors must submit field trip request forms to their DC or Assistant Principal of Student Services (club sponsors only) 6 weeks prior to the field trip. Special circumstances must be approved by your DC or Assistant Principal of Student Services.
2. Teachers/Sponsors will receive notification of approval or denial from the appropriate administrator. If approved, the following procedures must be followed:
3. The approving administrator will make a copy of the Field Trip Request Form for their files and send a copy to the Assistant Principal of Student Services Secretary.
4. Trip facilitator fills out the Positive Connections Charter Order form (found in V Drive) and submits it to the Activity/A.P. office.
5. The Assistant Principal of Student Services Office will obtain a quote and return it to the trip facilitator informing him/her of the bus cost.
6. The trip facilitator will confirm the trip with the Assistant Principal's office, and they will order the bus (teachers are asked not to call the bus company).
7. Teachers are responsible for entering this absence into Frontline Education.
8. A bill form must be completed and submitted to the Assistant Principal's office at least one full week before the trip.
9. Teachers/Sponsors will pass out the Consent Form to the students. Forms must go out to students 2 weeks prior to the date of the trip.
10. Teachers will email a list of the students to the Attendance Office 48 hours in advance of the trip.
11. On the day of the trip, the trip facilitator's contact information should be left with his/her supervisor. The facilitator will bring the Consent Forms on the trip in case a student's family needs to be contacted.
12. Before teachers/sponsors leave on their field trip, a list of students with ID numbers of those attending the field trip must be given to the Attendance Office.



BLOOM DISTRICT 206
Field Trip Request Form
Due 6 weeks prior to field trip date



The teacher/sponsor of a proposed school trip must complete this form and submit it to his/her Division Coordinator or the Assistant Principal for Student Services (clubs only) for approval. Trips that require out-of-state travel and/or overnight accommodations require prior approval by the Board of Education.

School _____ Class/Club _____

Teacher _____ Destination _____

Date(s) _____ Start & End Times _____

In-School _____ Out-of-School _____

Curricular connection (standards and/or skills being addressed):

Attach a detailed itinerary that includes the place or places to be visited, a daily schedule of all activities, and the dates, times and places of departure and return.

Number of trips planned by this group/teacher _____ Number of Students _____

Number of school staff chaperones* _____ Volunteer chaperones _____

*Teachers are responsible for entering this absence into AESOP

List of staff chaperones:

Are substitutes needed? Yes or No _____ How many subs needed _____

Method of transportation _____ Number of busses needed _____

Anticipated total cost of trip _____

Account Number _____

I verify that I have considered and made arrangements for each student to be adequately supervised at all times and that all required volunteer background checks have been conducted.

Teacher/Sponsor Signature

Principal/Division Coordinator Signature

Field Trip Approved _____ Field Trip Denied _____

Reason for denial _____

*Submit to your DC or AP (Clubs Only) for approval.



Bloom District 206 Student Field Trip Form



Parent: My child _____ ID # _____ Year _____

has my permission to attend a school sponsored field trip to _____
for _____, on _____. The time of the trip will be from
_____ to _____. The cost of the field trip will be \$ _____ (if writing a check,
it should be payable to Bloom High School or Bloom Trail High School) and the money will be due
by _____. I understand and agree that neither District 206 nor the school personnel are responsi-
ble beyond that of general supervision.

(Parent/Guardian Signature)

(Home Phone Number)

(Parent/Guardian Printed Name)

(Emergency Phone Number)

Student: Each teacher must sign below to indicate he/she is aware you will be absent on the above date. You are responsible for doing any assignment(s) that are due for the **following day's** classes. If you are missing a test or a major project, you must make arrangements to make up that work prior to your absence. All parts of this form must be completed before you are allowed to participate on the field trip.

(Student signature)

Period	Class	Teacher's signature
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____

Guest Speaker

A Guest Speaker can be a great tool for the improvement of a class because it offers a new perspective and variety in the way it is taught, while it provides important specific subjects that are often omitted from a regular class. That, in turn, brings a better learning experience to the students, the teacher, and even the guest speaker. Students have a chance to learn about said specific topic in a way that helps them get fully involved in the class and actively engage in a more approachable way of teaching.

Anytime a Guest Speaker is in the building, a Guest Speaker Form must be filled out and approved.

1. Teachers/Sponsors must submit the Guest Speaker Form to their DC or Assistant Principal of Student Services (club sponsors only) 1 week prior to the Guest Speaker.
2. Teachers/Sponsors will receive notification of approval or denial from the appropriate administrator.
3. Notify guest speaker of the procedure for checking into the building, including the need for a driver's license or State ID to be scanned and/or health screening.
4. If students will be pulled from their other classes, the Field Trip Form Procedure must be followed.



BLOOM DISTRICT 206 Guest Speaker Request Form

The District Coordinator approves all guest speakers prior to their arrival on campus. If you plan to invite a guest speaker, for any reason, complete this form and return it to your DC. Approval must be granted prior to the date/event. Allow a minimum of 1 week for approval.

School: _____

Teacher's Name _____

Guest's Name _____

Guest's Organization _____

Guest's Address _____

Guest's Number (____) _____ Email _____

Date(s) of Presentation _____

Period(s): 1 2 3 4 5 6 7 8 9

Begin Time _____ End Time _____ Location _____

Subject of Presentation _____

Synopsis of Presentation _____

Connection to the Instructional Program _____

As the sponsoring teacher, I have informed my guest that they must stop and check in at the Front Door to receive a Visitor Pass on the day of the presentation.

Teacher/Sponsor Signature

Administrator Signature

Date Submitted: _____

Guest Speaker Approved _____

Guest Speaker Denied _____

Reason for denial _____

Use of Movies in the Classroom

Rationale

Schools have limited time to meet curricular goals. This policy, which includes both departmental and parental approval, is intended to ensure that movies shown in class are related to the curriculum, and do not contain material that may be objectionable to students and/or their parents.

The Policy

All movies shown to District 206 students at any school location are to be “G” or “PG” rated. In the event that a teacher determines that a movie that is rated “PG13” or “R” would enhance curricular studies, the teacher may apply for administrative permission by using the attached forms. Permission must be granted through the use of Form A. Once the Division Coordinator determines that a “PG13” movie is appropriate, no further action is necessary. When the approved movie is rated “R,” the teacher must fill out Form B and send the attached parental permission form home with the student. **Under no circumstances should a MA rated movie be shown.**

Penalties for disregarding the policy

Teachers, support staff, or administrators who fail to follow this policy by showing a non-approved movie will be subject to disciplinary action including, but not limited to, suspension with or without pay, and/or termination.

How to apply for permission to show an R rated movie

Fill out form A completely. Give it to your Division Coordinator.

If the DC approves the “R” rated movie, s/he will give the applicant Form B to complete, send to parents, and await their reply. Any student, whose parent/guardian did not sign the form, may not view the movie.

An alternate assignment of equal point value must be made available for any students who have not received parental permission to view the “R” rated movie.

First Reading: May 13, 2002

Second Reading: June 10, 2002

Updated: 10/26/12

District 206 Request to show a Non-Rated,

PG-13 OR R Rated movie

Form A

School of Teacher/Staff Member Making the request_____

Name of person making the request_____

Title of Movie_____

Rating of Movie_____

This movie will be shown in _____

to grades_____

How does this movie relate to the curriculum?

When is the last time you viewed this videotape or movie in its entirety? _____

When were you planning to show this movie?_____

(Give two weeks notice, please)

Are there swear words, graphic violence, adult topics, or nudity in this movie?

Please describe: _____

Upon completion, this form is to be submitted to the DC (keep one copy for yourself)

Date Received_____ Time Received_____ Recipient_____

District 206 Reply to Request to show a

PG-13 OR R Rated movie

Form B

School of Teacher/Staff Member Making the request _____

Name of person making the request _____

Title of Movie _____

Rating of Movie _____

DC's Decision (circle one): APPROVED DENIED

If denied, the reason for denial is: _____

If approved, please complete the attached form letter, attach form A, send to parents, and await replies. Students must have a signed letter on file to view an approved videotape or movie.

Signed _____ Date _____

CC: Division Coordinator

Person Making Request

Date _____

Dear Parent/Guardian:

As part of our studies on the topic of _____

I plan to show the R rated movie _____

This movie is described on the attached form, along with any portions that may be of concern to you. My Division Coordinator has approved this course of study, and I need your permission for your child to view this movie.

For students who do not receive parental permission the alternate assignment, which will count for equal value, will be:

_____.

Feel free to call me if you have any concerns. Thank you for your time regarding this matter.

Sincerely,

.....

I _____ parent/guardian
of _____

give him/her permission to view the videotape/movie
_____. (OR)

I _____ parent/guardian
of _____ Do NOT give
him/her permission to view the videotape/movie

_____ Date _____

District 206 A-Z Quick Reference

A

ABSENCES and LATENESS (FACULTY)

Substitutes can be a definite asset to the school district. The substitute is a certified instructor who often has had a broad experience in the field of education. However, the substitute's effectiveness in the classroom is directly related to prior planning done by a regular teacher. Many absences arise from unexpected illnesses or emergencies. It is wise to prepare for these contingencies in advance. Please prepare the following items and keep them up-to-date:

1. Current class lists (or grade book)
2. Accurate seating charts
3. Explicit, detailed lesson plans for each class period you intend to be absent

It is imperative that these items be available. Please make sure your DC knows has access to this information.

Planned Absence (i.e. personal or professional day)

1. Advise the office as soon as the fact is known.
2. Follow instructions regarding class lists, seating charts, lesson plans.
3. Personal leave must be requested via ABSENCE MANAGEMENT (48 hours in advance) and approved by the principal.
4. Attendance at a professional meeting that involves absence from school, and/or expenses to be paid by the school must be approved by the principal, your division coordinator, and the superintendent. This should be planned as far in advance as possible.

Unplanned Absence

1. When illness or an emergency becomes apparent after the close of the school day, it must be reported prior to 6:30 a.m. the day of the absence by putting the absence in Frontline. Additionally, notify your supervisor. If you are unable to log your absence in Frontline on-time, notify your supervisor and the main office (Bloom- Patty Martinez; Trail- Rosylen McGhee; Alternative- MaryJo Bakker)

Frontline/ABSENCE MANAGEMENT Substitution for staff- sd206.org bookmarks

Internal Substitution

It is often necessary to request teachers to substitute during their conference periods in an emergency or when a regular substitute is not available. Per the contract, the first five internal substitutions are not paid. Anything after that is paid at the rate of \$28.50, but it is the teacher's responsibility to complete and submit a timesheet during each pay period.

Late to Work Procedures:

Individuals who regularly report to work late or do not abide by the school district's attendance policy shall be subject to the following corrective action in conjunction with any collective bargaining agreements that govern the individual's employment:

- Documentation in the teacher handbook and/or department memorandum regarding the expectation
- Verbal communication of the expectation to the entire staff and/or individual staff regarding the expectation
- 1st tardy – Written, verbal warning to individual of reminder for following attendance/tardy procedures
- 2nd tardy – Written, 1st Notice of reminder for following attendance/tardy procedures
- 3rd tardy – Written, 2nd Notice of reminder for following attendance/tardy procedures
- 4th tardy- Written, formal letter of reprimand to personnel file
- 5th tardy – Written, formal letter of reprimand to personnel file AND unpaid suspension
- 6th tardy – Written, formal letter of reprimand to personnel file, unpaid suspension, AND notice to remedy
- 7th tardy – Discipline up to and including termination as determined on a case by case basis*

* Tardies shall accrue on a 12-month rolling basis, starting with the first documented tardy, and resetting on the same day of the following year.

ACCIDENT FORMS

Accident forms are available in the Nurse's Office. The injured party must complete the necessary paperwork immediately after the accident and submit the form to his/her supervisor. The injured party should also call the Company Nurse; please ask the School Nurse for details.

ATHLETIC OFFICE

Mr. Reda is the Athletic Director for the school district and has his office at Bloom. Each athlete is required to be passing 20 hours (the equivalent of 4 classes) to participate on a team sport. Eligibility is checked each semester as well as weekly per IHSA requirements. Teachers are expected to have their grades updated by Thursday of each week for this purpose.

ATTENDANCE (STUDENT)

Attendance must be completed for each class and submitted via PowerSchool. You have been given a login and password for PowerSchool. Please keep this in a safe place. You will receive complete attendance procedures at a later time; however, the Attendance Office, as well as your District Coordinator, can help you with any questions regarding absences or tardies. Remember, your attendance record is the official record, so keep very accurate records of attendance and tardies. When students are absent, and it is excused, they will receive a readmit from the attendance office. Re-admits must be obtained when returning from a suspension (OSS). Students should report to the suspending dean for a re-admit. In order for other absences to be excused, proper documentation must be presented to the Attendance Office.

B

BOOKSTORE

Textbooks are the property of Bloom Township High School District 206. Textbooks issued to students become their responsibility until they are returned to the school. If a textbook issued to a student is lost or damaged, the student has the financial responsibility to pay for the replacement of the book. There will be communication from the bookstore regarding distribution to the students at the beginning of the school year. Please contact the Bookstore Manager if there is an issue of students not receiving their textbook. Books are normally returned at the end of the school year during finals week. Seniors return their books directly to the bookstore before the seniors' last day. The bookstore also sells general supplies as well as school clothing.

C

CAFETERIA

The teachers' cafeteria is located near the student cafeteria. The student cafeteria is open before school starts. Students often try to bring food out of the cafeteria after breakfast and lunch. Please remind students that food is not allowed to be brought out of the cafeteria at any time, and water is the only beverage that may leave the cafeteria. You can follow up with the student's Dean if this is a chronic issue.

CODE OF CONDUCT FOR STUDENTS

Bloom Township High Schools has a detailed disciplinary code of conduct. We are currently operating under the district-wide behavioral system known as PBIS. This planner outlines the expectations for student success, the assistance that can be offered, and the outcomes if expectations are not met. The deans are responsible for the administration of the disciplinary code and do so with a degree of effectiveness that helps us maintain a positive learning environment. While all teachers are expected to maintain a good learning environment in their room, the deans are more than happy to assist with students who violate school rules. Do not hesitate to talk with them if a student is causing serious problems in your class. Please teach your classroom expectations and discuss them with your students. Please direct any questions you may have with regards to PBIS management system to your Division Coordinator, faculty trainers, deans, or the Assistant Principal.

Please emphasize during the first week of school and directly after extended breaks the dress code policy; the need for students to always wear their ID; the no hat policy; the tardy policy. Our behavior management system is only as good as you make it.

COMPUTER LABS

Teachers can bring their classes to the computer labs to use the Microsoft Office Suite, the Internet, and any curriculum-specific software that has been purchased by the district. Reservations are made through the respective supervisor for the computer lab. When teachers bring their classes to any lab, they are responsible for ensuring that students have appropriate approval for using district technology. The teachers must remain in the computer lab with their class at all times and actively supervise the students.

CONFERENCE REQUESTS

All conference request forms must be submitted to your Building Supervisor in a time frame that allows for central office to receive it within 10 days before the conference registration deadline. See the Conference Attendance Request Form in the back of this handbook.

PARENT/GUARDIANS-TEACHER CONFERENCES/OPEN HOUSE

Open House and Parent/Guardian-Teacher Conferences are opportunities to meet with parents/guardians during the school year. Both of these events give teachers an opportunity to talk to families individually about their child's academic performance. It is mandatory that all teachers attend, so please make arrangements to reschedule all conflicts for these dates.

1. Limit each parent's time to about 5 minutes if you have a line. If a parent wants to talk further, suggest that they make an appointment to meet with you later.
2. Have a current grade report on hand to show families. It is beneficial if the current report indicates test and quiz scores, homework, and possible missing assignments, as well as general progress in your class up to that point.

CONTRACTUAL DAY

The Board, Administration, and Association, recognizing the desirability of providing for individualized instruction within the school day through utilization of teachers as resource personnel, agree that the maximum teacher assignment shall be 25 clock hours in assigned responsibilities working with students (direct contact) in a five-day week with reporting times 10 minutes before school (**7:25 am**) and a dismissal time of 10 minutes after the close of the school (**2:55 pm.**) Para-pros are to sign in **by 7:25 am.** For failure to sign in on time, refer to the section on late to work procedures.

Each faculty member shall be required, during each school year, to attend one (1) student activity for which the faculty member is not paid to attend. A list of student activities shall be provided by the administration to each teacher at the commencement of each year. Each teacher shall select one (1) activity from the list and provide the selection to the building principal on or before September 15 of each school year.

CREDIT RECOVERY/NIGHT SCHOOL

Credit Recovery and Night School are programs designed to enable students to recover credits from classes they have previously failed. Credit Recovery is offered during the school year as well as during the summer. Information for these classes can be given to the students by their assigned counselors. Night School is held after school.

CRISIS MANAGEMENT

The Crisis Management Plan is available as an app (My-EOP) on your phone. Contact the Assistant Principal of Student Services for Log-In Information. Please take the time to read it.

D

DRESS CODE

As both parties agree that there is a need for professional dress by the staff, we establish the following guidelines:

- Skirts should be no shorter than 4 inches above mid-knee.
- Cleavage should not be exposed.
- No excessively tight attire of any kind should be worn.

- On District-approved Spirit days, t-shirts/sweatshirts for District 206 schools and affiliated organizations (e.g. BTHSFA) may be worn. Specified t-shirts/sweatshirts/sports jerseys may also be worn on specially designated spirit days (e.g. Cubs/Sox day, purple for epilepsy awareness, etc.) or to signify other special events (i.e. to advertise a school play or musical). T-shirts/sweatshirts should not be worn otherwise.
- Denim should be without holes, fringe, or excessive or faddish fading. “Blue jean” pants should only be worn per the guidelines for tee shirts/sweatshirts or when the class activity merits their wear (i.e. auto shop class or ceramics class).
- No sweatpants/shorts should be worn other than by the Physical Education department staff.
- Shirts, with or without a collar, should be in good taste and meet the other guidelines as outlined above.
- Flip-flops and slippers should not be worn; however, shoes must be worn at all times.

As role models, our appearance should reflect not only good taste and good hygiene, but also our status as professionals.

The above guidelines may be relaxed, on an individual basis, based on extenuating circumstances.

E

E-LEARNING

The goal of e-Learning is to provide a platform for continued instruction in the case of emergency school closure. Teachers will utilize Google Classroom to post lessons and take student attendance. The instructional materials will complement the activities that would occur on a regular school day.

EMERGENCY RESPONSE

For information on the procedures to follow for all school emergencies or crisis management situations including but not limited to fire drills, severe weather, and lockdowns, please refer to your EMERGENCY RESPONSE CRISIS MANAGEMENT procedural guide located as an app (MY-EOP) on your phone.

EMERGENCY SCHOOL CLOSING

In the rare event of an emergency or inclement weather that requires the closing of the school, you will receive a recorded call from an administrator as early as possible. In addition to this automated call, you should receive communication from someone in your department. Make sure your contact information is up to date.

EVALUATIONS

The evaluation process has been designed to help a teacher improve their practice. The evaluation is comprised of, but not limited to, both informal and formal observations, participation in school activities and governance, and professionalism. Non-tenured teachers receive a minimum of 2 formal observations, and tenured teachers receive 1 formal observation over the course of the year. Informal observations happen throughout the course of the year. Keep in mind that these observations may be prearranged or unannounced. See the district evaluation plan for complete details.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are a great way to get to know your students on a personal level and have a lot of fun in the process. Bloom District 206 offers a wide variety of extracurricular activities for students. Openings for sponsors and coaches become available throughout the school year. If there are any questions, contact your Assistant Principal for Student Services.

EXTRA DUTY

No more than two evening meetings per year with parents (Open House, etc.) will be scheduled. Every attempt will be made to limit the meetings to two hours. However, teachers will be expected to complete conferences, which begin prior to the two-hour deadline. Teachers may be required to attend five (5) building faculty/department meetings outside of the contract hours per school year provided that such meeting(s) may be no longer than ninety (90) minutes in length, and further provided that teachers receive at least seventy-two (72) hours' notice of the meeting except in cases of emergency.

F

FACILITY USE

For those wishing to use Bloom or Bloom Trail's facilities for any activity, a Facility Use Application must be completed electronically. Please see the Assistant Principal for Student Services if you have questions.

FACULTY COMPUTER ROOM

The faculty computer room is located in the library. Please use this room for work-related purposes only. There is no one to shut down computers, clean up, or ensure the paper is restocked; therefore, you need to ensure you shut down the computer after you use it and clean your area.

FACULTY MAILBOXES AND VOICEMAIL

Faculty mailboxes are located in the main office. You may also leave mail for other faculty members or use the interoffice mail system to send mail within the district. Your voicemail can be accessed through your email.

FIELD TRIPS

Both In School and Out of School Field Trips must be approved by your District Coordinator or Assistant Principal for Student Services (Clubs only). There are "blackout dates" when field trips cannot be taken. See your District Coordinator for those dates and the form needed to request a field trip. All field trips need to have the appropriate paperwork filled out.

G

GRADEBOOKS

Teachers are required to use the PowerSchool system. Teachers are encouraged to keep a hard copy, as well. For further information on Power School and Reporting Grades or e-mail questions to Willie Stevens at wstevens@sd206.org.

GRADING PRACTICES

Teachers are expected to have their grades updated by Thursday of each week.

Semester Grades are calculated using the following grading breakdowns.

40%	1st Quarter Term
40%	2nd Quarter Term
20%	Semester Exam Term

Percentages submitted by the classroom teacher via Power School will be used to calculate final Semester Grades based upon the 90%, 80% 70%, 60% grading scale. Quarter grades of “F” will be calculated at a minimum of 50%.

H

HALLWAYS

Students are not allowed food or drink in the hallways (only bottled WATER is acceptable). IDs must be worn at all times. It is all staff responsibility to monitor the hallway, if there are any concerns please contact the Dean’s Office.

HALLWAY DUTY

It is everyone’s responsibility to be actively monitoring the hallways during passing periods. Active monitoring includes watching and listening to the students. Severe behavior should be brought to the immediate attention of the Dean’s Office. Attempt to address mischievous behavior as it occurs, students who do not respond to redirection should be brought to the Dean’s attention as well. Make sure that you are out in the hall greeting students as they enter your classroom. Your presence creates a positive environment for everyone and exposes you to the rest of the Bloom District 206 family.

HOMEBOUND

Homebound instruction is available for students who, due to temporary physical or health impairment, must remain out of school for more than two weeks (ten school days). The following procedures are required to implement the homebound services.

1. Request for homebound must be given to the student’s counselor.
2. Counselor must complete the homebound referral form and work with student/parent to complete the application.
3. Counselor will submit state homebound referral form and application signed by the physician to the District Coordinator of Special Education, who will expedite the process.
4. Teachers providing homebound instruction must be certified by the State Board of Education as a teacher, **not** a substitute teacher.

Responsibilities for the **homebound teacher:**

1. Contact the classroom teacher for student assignments. Upon completion, all assignments will be returned to the assigned classroom teacher for grading.
2. Provide the student with five hours of instruction during the regular school week (only days of school attendance, no weekends, summers, or holidays).
3. Parent or responsible adult must be present during instruction.
4. Teacher should obtain parent signature and initials for each visit and subject area on the tutor’s time log. If meeting at a library or other community agency, student may sign if parent is unavailable.

Responsibilities for assigned **classroom teacher:**

1. Provide homebound teacher with specific assignments for the student.
2. Responsible for grading all work returned by the homebound teacher.
3. Responsible for providing final grades for student (recommend collaborating with homebound teacher for suggested grade).

Reimbursement for services of homebound instruction:

1. Current rate of pay per hour as stated in the teacher contract.
2. Current mileage per hour. Check with homebound administrator for current rate.
3. Mileage is calculated for the round-trip to and from student's home, not to the homebound instructor's home.
4. Document all no shows and cancellations by parent or student.
5. Notify District Coordinator immediately if this becomes a pattern or problem.
6. Mileage and bill forms must be submitted on a monthly basis.

I

ID CARDS

All students, faculty, and staff are responsible for wearing a school-issued ID. Students who do not have an ID should be sent to the ID Office for a temporary ID. Teachers who lose, misplace, or forget their ID may also purchase a brand new ID or a temporary ID in the same office.

Students are issued an ID and a breakaway lanyard at the beginning of the school year. If the ID is lost, broken, or defaced, it is the student's responsibility to pay for the replacement. The ID cost is \$5.00 each, and the lanyards are \$1.00 each. School IDs are required to board the school bus. School bus drivers are not required to let any student on a school bus if they do not have their proper school ID. It may be possible that students will have to find another means of transportation to school in order to purchase a new ID. IDs are required for all school activities such as sporting events or dances but need not be displayed. IDs can only be placed in pockets or purses for Dances only.

School IDs are school property and must be surrendered to any school personnel upon request.

Defacement – Students are not allowed to alter the ID from the original state. If the student used stickers, markers, and holes or peels the ID apart, the ID will be confiscated and the student MUST purchase a new one and serve a consequence.

Temporary ID – If the student has left their ID at home, a temporary ID will be issued. Students are allowed three free temporary IDs per semester without consequence. The temporary ID is not allowed at school events and may not be accepted on the school buses. Students may purchase a temporary ID for \$1.00. Excessive use of temporary IDs will result in disciplinary action.

NO STUDENT CAN MOVE ABOUT THE SCHOOL WITHOUT AN ID. All students must have a pass to enter the Attendance Office to obtain an ID or a Temporary ID after the tardy bell rings.

Things to remember:

- ALL Staff must wear an ID
- Check all IDs **first thing** in the morning. All temporary IDs need to be issued immediately: at the start of the school day.
- Check students for IDs beginning in the hallways first thing in the morning and throughout the day; give tickets for students not properly displaying an ID or a Temp.

- Proper display of an ID: Around the neck on a school-provided breakaway lanyard & Temps on the upper left side of the chest.
- Keep track of patterns for students who are wearing Temps.
- All students who come to your class at any time throughout the day without properly displaying an ID or a Temp are required to sign the behavior log at pre-dismissal so that there is documentation and eventual consequences per the Simmons Classroom Management System.

Keep in mind that a student without a proper ID is not following the District 206 policy.

INSTITUTE DAYS

On institute days, students do not attend school, and teachers are involved in a variety of meetings and professional growth activities at one or both campuses. Prior to the institute day, you will be sent an itinerary. Institute time at Bloom District 206 is used to (1) enable the administration to communicate information to the staff, (2) conduct departmental business, and (3) enable the teacher to grow professionally. Institute meetings rotate between campuses.

INSURANCE

For information about insurance, see the teacher contract or call the District Office at 708-755-7010.

INTERNET, EMAIL, AND COMPUTER USER GUIDELINES

All teachers and students sign a computer user agreement at the beginning of each year. Be aware that all email traffic, website visits, and pretty much anything you do on a school computer is logged and a record is kept and can be requested by the public by a FOIA. Be sure to log out of any computer you use once you are finished working. Do not stay logged onto your computer if you leave your classroom for any reason and students are present. It is for your protection. There is a little blurb every time you log on to your computer, read it!

K

KEYS

Most keys are issued through the main office. Occasionally other keys may need to be checked out through your Division Coordinator. All keys must be returned as part of the end of the year checkout. If you lose your keys or Bloom ID notify your District Coordinator and the Main Office immediately.

L

LAST DAY OF SCHOOL

The last official day is listed on the District Calendar. This calendar date will be honored if no snow/emergency days are used. Please make your summer plans as if the school will still be in session through to the final emergency day.

LOCKERS

Students should report to the counseling office with questions or problems regarding their lockers.

M

MAINTENANCE

Your room should be cleaned each night, meaning that garbage is emptied and the room is swept. In addition, please keep your classroom door locked when you are not using the room. Before you leave every night clear off any surfaces, secure any valuable equipment, pull the shades down if applicable, turn off the lights, and lock the door. If you have a maintenance problem with your room, please complete a maintenance request online under the “Forms & Requests” link found under sd206.org bookmarks from any school computer. If a maintenance request has not been addressed in a timely manner, contact your District Coordinator.

MPC

Requests to have copies made in the Materials Production Center can be found on the counter in the Main Office. Please be advised; you should allow ample time for your materials to be copied. Shorter turnaround times need administrative approval as is indicated on the request form. Do your best to conserve paper by requesting items be printed double-sided and/or taking advantage of available technology.

MTSS (Multi-Tiered Systems of Support)

District 206 will provide high-quality instruction and appropriate academic and behavioral interventions to meet the needs of each individual student. Teachers and support staff will monitor the rate at which students learn and the level at which they perform. Teachers and support staff will use student performance data to make decisions about instruction, goals, eligibility for special education programs and services, and other critical educational decisions.

N

NOTE ON DOOR

If you are taking your class out of your room to go to the library, computer lab, or elsewhere, always leave a note on your door indicating where you are, on what day, and for which period(s). **This is important for students who arrive late, for staff who may need to contact you or a student, or in case emergencies arise.**

P

PARENTS/FAMILIES

One of the most critical elements in the education of students is for teachers to develop a cooperative partnership with the parents. There are several ways to create these partnerships and help to alleviate apprehensions, but none better than individual conversations either on the telephone or in person. For the most part, parents are cooperative and interested in the welfare of their students. You will benefit greatly by reaching out to contact and getting to know parents. The student services department and the deans’ office can provide work telephone numbers that may have changed. You can also find telephone numbers in Power School. Teachers are expected to maintain a log of all parent contacts.

PARKING

Faculty parking is available for all District employees. To receive a required parking tag, a vehicle information card needs to be completed and returned to the main office.

Bloom Trail Parking:

All parking in the west (Cottage Grove Side) front parking lot will be by permit only. You must have a proper permit displayed in your vehicle to park in the west lot.

The west lot has been divided into six areas. The row numbers stated below assumes that row #1 is the farthest north row, closest to the Main Entrance. Subsequent rows are going south.

Row 1 & 2 – Parking for Administrators and other authorized personnel **ONLY**

Row 3 & 4 – Parking for Handicapped and Visitors **ONLY**

Row 5 & 6 – Parking for Secretaries **ONLY**

Row 7 & 8 – Parking for staff members that have a long or short term need to park in the west lot.

Row 9 & 10 – Parking for Security and Para-Pros **ONLY**

Row 11 & 12 – Parking for Driver's Education cars **ONLY**

Parking along the outside perimeter and in the fire lane is strictly prohibited.

All staff members who feel they have a need to park in the west lot must submit a request in the Main Office. Permits are only valid for the school year in which they are granted and must be returned at the end of the school year or upon leaving Bloom Trail. A new request is required each year.

Remember, staff parking is in the east parking lot adjacent to the student cafeteria.

Bloom Parking:

Parking Lot is located off of Dixie Highway

PASSES

Please use discretion when giving students a pass. Remember, a student who is at his or her locker, in the washroom, etc., is missing valuable instruction time. It is understood that at times, situations arise and students need to be given a pass. Passes can be obtained in your District Coordinator's office. Passes have your name on them, and each pass should be used only once. Please write the pass in ink so it cannot be changed. Do not let any student out of your class without a pass. Please be sure to secure your passes at all times. Do not use "quick passes" (i.e. an object from your classroom).

PAYCHECKS AND PAY DATES

Paychecks are issued on the 15th and 30th of each month. You may refer to your teacher's contract for specific pay dates for when the 15th or 30th fall on a weekend or holiday. Physical paychecks are distributed in the main office. People who receive direct deposit may check the web portal. If there are any discrepancies with your pay, please contact Ms. Renea Amos, Director of Payroll, immediately. You can look at your paycheck information through the Bloom Township Web Portal. Directions for getting started with the web portal are below:

Access the Web Portal by visiting: <https://tyler-bloomtsdt206il.okta.com/> .

Your username and password will be your District email address and GMAIL password for the district.

Note that the first time logging into this new site will require you to enter the last four digits of your social security number, date of birth, and home zip code to confirm your identity.

Please note: login and password are case sensitive

***Employees with direct deposit will NOT receive a paper stub. You can print from this portal at any time.**

PLAN/PREP PERIOD

Teachers have a plan/prep period for preparation-conference, free from direct teaching contact assignments with students, except for any non-paid substitutions. This is a time to plan, grade, use the copier, contact parents, and/or consult with other teachers/administration. This period usually goes quickly, so use your time wisely. Additionally, each teacher shall have a duty-free lunch period as is prescribed by the School Code of the State of Illinois.

PLANNERS

The student planner is located on the website. You should read the planner as a refresher of the school rules. We feel it is essential to teach students organizational skills, and the planner can be an essential tool to that end. In addition, this will give you a list of events happening in the school.

POLICE/SECURITY

These officers are the backbone of school operations with respect to providing school safety support services, enhanced campus supervision, assistance with disruptive students, monitoring visitors, coordinating with other law enforcement officials, and a host of other functions geared toward improving and maintaining school safety. Any issues or questions regarding security should be directed to Mr. Moore at Bloom Trail, Mr. Lyke at Bloom, or Mrs. Joubert at Alternative.

Positive Behavior Interventions and Supports

For more information regarding PBIS, please see pages 16 – 20.

PROFESSIONAL DEVELOPMENT/CONFERENCES/COURSES

Teachers are allowed, in fact encouraged, to go to professional meetings, conferences, workshops, and conventions. Each department is allocated funds to send teachers to these events. However, funds are limited. If you find something that you would like to attend, check the date, subject and costs with your District Coordinator. The District Coordinator will inform you if you should request to attend and what forms need to be filled out for attendance. See Conference Request information.

If a teacher takes a course that is NCATE/CAEP accredited, they can receive reimbursement according to the current contract. Before the course begins, a preapproval form (Application for Graduate Course Work) must be completed and signed to ensure reimbursement and that the hours taken can be applied towards a lane change. Upon completion, send an official transcript to Dorith Johnson with your receipt showing payment for the coursework. Teachers may submit course work completed during their first year of teaching for reimbursement during their second year in the District. Teachers who have

completed the required coursework for a lane change must also submit an official transcript to Dorith Johnson along with completing the Approval for Salary Reclassification form.

R

REMOTE LEARNING

A remote Learning Day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit learning and instructor from being in the same physical space. The remote learning plan provides guidance so all students have opportunities for continued learning focus on critical standards; students and families are given routines and structures to endure they stay connected to school and learning. All instructional materials will complement the activities that would occur on a regular school day.

REPORTING DAILY STUDENT ATTENDANCE

Daily attendance needs to be reported via the Power School program within the first 15 minutes of each class. You can update the attendance as needed throughout the day. You will receive a password; your login is your first initial and last name. Be sure to keep this password secure. You may also access students' grades for all classes and other information such as an address, phone number, and parents' name from Power School as well.

S

SICK AND PERSONAL DAYS

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. Each teacher shall be entitled to fourteen (14) sick days at full pay each school year. Sick days may be accumulated to a maximum of 420 days (TRS maximum for retirement + 80). Teacher absences resulting from work-related injuries shall not be charged against sick leave. Three personal emergency leave days may be granted annually. Unused personal emergency leave days may be added to unused sick leave total. Personal emergency leave days are provided for business, professional, religious, family, or legal obligations a teacher cannot meet outside the regular school day, or an emergency over which he/she has no control which requires immediate attention. Notice of leave shall be given to the Principal as far in advance as possible.

Personal days must be pre-approved by the employee's supervisor.

Approval may not be granted for a personal emergency leave day or sick day on a day immediately before or after a holiday, vacation period, or during the first or last week of the school year, except in emergency situations.

Please refer to the teacher's contract for further explanation of other forms of leave and absences.

SIGNING IN

Teachers and paraprofessionals are to sign in at the main office by **7:25 a.m.** each day. If at any time you know you are going to be late, you should make every effort to contact the main office and/or your District Coordinator as a professional courtesy. Consequences for arriving late are listed under the Late to Work procedures.

STUDENT SERVICES REFERRALS

Counselors and Social Workers divide the student population alphabetically. This way, counselors and social workers can work with an individual throughout his or her four years and can develop a rapport with the family. If you have concerns about a particular student, the counselor is a good place to start. Please refer to the list of counselors at the beginning of the handbook in order to refer a student to the appropriate counselor. If one wishes to refer a student, referral forms available in the counseling office.

SUBSTITUTES

There may be a time when you are out of your classroom. It would be helpful to the substitute if you leave detailed lesson plans that will keep the students busy from bell-to-bell. When you return to your classroom, the substitute should have left two forms. A substitute binder has been made for each substitute with their roles and responsibilities. You can leave feedback regarding a substitute in Frontline.

SUPPLIES

General supplies like tape, staplers, staples, paper clips, file folders, etc. can usually be obtained from your District Coordinator. Poster board and other supplies that may be more costly are available at the bookstore and may be purchased at your expense. Check with your District Coordinator about what type of supplies might be covered by the school before you purchase them.

T

TECHNOLOGY SUPPORT

If you are experiencing technology-related problems on a district-owned computer, contact the technology department by filling out an electronic request form. You can find this form under IT Service Requests in the favorites menu from any school computer. Please understand this is the **ONLY** way to have your problem resolved. **Do not email anyone** from the technology department directly with your issue. Please realize that orders will be processed as quickly as possible and that the technicians must work on a priority basis that depends on many different factors. Please be patient when waiting for your orders to be completed.

TIMESHEETS

Make sure you understand how to fill out the electronic copy of the timesheet accurately in order to receive your pay on time. Timesheets should be submitted to the supervisor of the duty who, in turn, will submit it to the principal. Timesheets are due no later than 3 p.m. the day prior to payday. You should keep a copy of your timesheet for your records. Guidelines may prohibit payment if the timesheet is not submitted within the required timeframe or completed correctly.

TUTORING

Tutoring is a useful tool to help students who have been absent, have difficulty following along in class, or for students who want to sharpen their skills in your respective class. Tutoring is voluntary, and you may do it in your classroom before or after school at your discretion. School-wide after-school tutoring is offered at Bloom and Bloom Trail. There is a 3:45 and 4:45 bus provided to students who stay for after-school tutoring.