WEST PRAIRIE COMMUNITY UNIT SCHOOL DISTRICT #103
BOARD OF EDUCATION

WEST PRAIRIE NORTH ELEMENTARY
MEDIA CENTER
September 8, 2016
7:00 p.m.

REGULAR MEETING
AGENDA

I. Call to Order
II. Roll Call
III. Pledge of Allegiance
IV. Comments from the Public

V. Tour of North Elementary School

VI. Reports
  a. Superintendent

VII. Discussion /Action Items
  a. Action to approve the Applications for School Recognition (Discussion/Action)
  b. Long-term Facility Plan (Discussion)
  c. Review of Board policies as a second reading (Discussion)
  d. Athletic Cooperative (Discussion)

VIII. Executive Session
  a. To consider the appointment, employment, dismissal, compensation, performance of an employee or employees
  b. Contractual matters
  c. Personnel matters
  d. Collective bargaining matter

IX. Employment Matters
  a. Employment, Appointment, Dismissal, or Resignation of staff

X. Adjourn- Next meeting schedule:

Sept. 22, 2016	High School Tour	7:00 pm

WEST PRAIRIE CUSD #103
Board of Education

AUDIENCE PARTICIPATION
(Please sign sheet to speak to board)

Please limit your comments to five (5) minutes per person.

Date 9-8-16

WEST PRAIRIE CUSD #103

204 South Hun Street ▪ Colchester, IL 62326 ▪ (309) 776-3180 ▪ Fax: (309) 776-3194

Dr. Carol L. Kilver, Superintendent
e-mail kilverc@wp103.org

Superintendent Report

- **Tracy Foundation**

  Two employees will be serving in Cohort #2 (Carol Kilver and Doug Fisher). The goal will be to have at least two West Prairie staff members participate in Cohort #3.

- **IASA Training. (see handout)**

  This is a free training to support new superintendents and the establishment of their relationship with a Board of Education. ~ before meeting

- **Student-led Conferences**

  West Prairie Middle School is looking to implement aspects of the Student-led Conference in March of this school year. Discussions relating to this topic started last spring. Mrs. Watson provided in-service on August 17th to all West Prairie staff members. Mrs. Watson and I jointly provide in-service on September 2.
  Look for more information regarding this exciting endeavor. Mrs. Watson and her team are to be commended for leading the way.

- **Restorative Practices**

  Based on national and state data, Illinois School Code has guided schools to look for alternatives to suspensions and expulsions. Suspensions and expulsions can still be used to deal with serious offenses involving weapons, drugs, and bodily injury.

  Restorative practices offer an alternative to exclusionary practices of the past especially when looking at status offenses. The school code guides schools to look to alternatives to deal with offenses such as tardies, failure to comply, disrespect, and dress code in manners that do not lead to exclusion from school. (See attached information for additional details.) Current examples of Restorative Practices in West Prairie Schools

  Elementary- De-escalation rooms, mindful habits instruction
  Middle School- Advisory-Circles
  High School- Teen Court

- **Driver Education**
    - The 30 hours of classroom instruction has started. (Tom Baba and Steve Scott)
    - Meeting is scheduled with Behind the Wheel instructors. (Tanner Scott and Lee Scropos)
    - Certification/licensure waiver has been approved by ROE 26 and submitted to ISBE. Approval would allow Dan Hook to teach Driver Education with current certification for up to 3 years.
    - Dan Hook has enrolled in 4 on-line Driver Education courses with Greenville College.
    - It is recommended that the board consider preparing a waiver to work with a third party vendor. The waiver is good for 5 years. Approval does not require action. Approval would provide the district with options in the event of a future staffing issue.

ILLINOIS ASSOCIATION
OF SCHOOL BOARDS

*Lighting The Way
To Excellence In
School Governance*

PLEASE REPLY TO:

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Executive Director

July 6, 2016

Carol Kilver, Superintendent
West Prairie SD 103
204 South Hun Street
Colchester, IL 62326

Dear Ms. Kilver,

Congratulations on being selected superintendent of West Prairie SD 103. The selection of a new superintendent is the most important decision that confronts a board of education. The association is here to support you and the board in building a new governance team.

Research indicates that school board member/superintendent relations are vital to the success of the district in areas such as student achievement. As your Field Services Director, I would like to set up the complimentary team-building workshop as the next step in building that board/superintendent relationship. I am enclosing workshop information for your board to consider. As with any of our workshops, I tailor it to meet your expectations.

Best of luck to your district and if you have any questions about setting up a workshop and/or need further assistance, please do not hesitate to contact me at 217-528-9688 x1124 and/or my assistant Brenda Watkins at x1116. I look forward to hearing from you soon.

Respectfully,

Reatha Owen

Reatha Owen
Director, Field Services

Enclosures

edutopia

schools that work | practice

Wildwood IB World Magnet School (http://www.edutopia.org/school/wildwood-ib-world-magnet-school)
GRADES K-8 | CHICAGO, IL

Student-Led Conferences: Empowerment and Ownership

Putting students in the driver's seat of their parent-teacher conferences creates opportunities for reflection, engagement, and agency.

AUGUST 24, 2015

Transcript

Student-Led Conferences: Empowerment and Ownership (Transcript)

Marissa: Hi, mom, welcome to my Student-Led Conference. First, I'm going to tell you about my goals.

The conferences here are different. Most schools, the teachers talk to the parent, but in our school here, Wildwood, the students

Overview

Students Take the Lead

Parent teacher conferences at Wildwood Elementary are actually a time when the teachers do very little talking. Instead, the students run the conferences, informing their parents about how they're doing, what their goals are going forward, and what kind of learners they are.

How It's Done

Start Small

It sounds like a cliché, but Wildwood teachers all say the same thing: "Start small." When the school piloted the idea of student-led conferences five years ago, a few of the teachers were simply asked to find ways to give the students a little more presence at the conferences, whether through a letter to the parents, a podcast, a poster or by just being at the conference themselves.

talk to the parents. We actually get to tell our parents what we're doing.

Rebecca: I think the greatest impact that I see is them taking ownership of their growth process.

Jonathan: Pretty much it just changes everything about parent-teacher conferences. They get to see all your work and everything that you're doing. And actually get to learn a few things about what you're doing. So.

At the beginning of the universe, creation of stars, creation of the earth. We mapped that onto a football field as a timeline.

Rita: Wow.

Mary Beth: I think student ownership of learning, and what that means is students being able to say, "This is who I am as a learner, this is what I'm learning, this is why it's important to me," you're building that sense of relevance and connection to the curriculum, sense of

"We started slow with student-led conferences," says eighth-grade teacher Brigid Jennings. "It was almost like a gradual release to full student-led conferences. It's important to remember that not all teachers are at the same level of comfort with giving over this time to the students. We spent a lot of time as a professional community discussing ways student-led conferences could work, and then found whatever format was best for us as teachers and also our students."

As they piloted the change, these teachers saw a big difference in the levels of engagement for both parents and students. The teachers also liked the new model better, saying that it felt less like they were defending the grades they gave students and more like a conversation about the students' learning. The pilot group's success convinced the rest of the teachers at Wildwood to keep building on the idea, and within a few years, it had become a school-wide practice.

Designating a Time

Conferences at Wildwood happen twice a year. Each conference lasts ten minutes, due to the number of families that teachers have to see. While that time seems like much, setting reasonable constraints can help the students feel more comfortable presenting.

"We never get through everything," says eighth-grade teacher Rebecca Braun. "We actually include more work than time allows. This helps the students feel less anxious and also keeps the conversation flowing."

Students know that it's OK if they don't get through everything, and teachers know that the conversation doesn't have to end after ten minutes. Parents are given the option of taking the students' presentation binder or folder home for the night to continue reviewing and discussing the work.

Teachers also work around the time limits by rearranging their schedule to allow for 15-minute conferences, or by making sure that the time blocked off for student-led conferences isn't usurped by other issues.

"If I have serious concerns and need to have a conversation with a parent," says Jennings, "I reach out to those parents and schedule separate times. I still keep their regular scheduled time for student-led conferences because I believe it is important for all students to present their learning to their parents and spend that vital time reflecting as a family."

Preparing the Work

relevance and connection to each other, to the teacher, and to the broader work of the community. To actually make student ownership a reality in the school is very challenging. So what we did is we just started very small, and we just said, "Just figure out how students are going to have a little more presence at the conference," and I think just creating that sense that the student is the center of the conference, so the student gets to be the one that facilitates that conference.

Maddy: And here's the table of contents for my binder. So first, there's an introductory letter, to introduce you to thee Student Conference, and what I'd be talking about. Look at that.

Brigid: It's not about us. It's the kids' turn to conference with the parents.

The students prepare some kind of presentation, which differs by grade and is scaffolded to their skill level. For instance, the eighth grade classes prepare binders with their work and reflection sheets, while younger grades may prepare a poster board or packet to show their parents. But all students keep and manage a portfolio of their own work. (For examples and more information on portfolios, see the Resources section.) When students complete something that they're proud of or want to keep, they simply file that item in their portfolio. When it is time to start prepping for conferences, students can then go to that portfolio and choose what they want to include in the conference binders or folders to show their parents.

"When we begin to prepare for student-led conferences," says Jennings, "I have a conversation with students around what they feel should be included in their binders. We continue the conversation then through different lenses: What would you like to see as the student? What would your parents like to see? What would your teachers like to see? The student is the primary driver of what goes into the binders."

Some teachers set loose guidelines about what must go into the binder or folder, but the students are given a lot of freedom over what to include.

"We don't get too crazy about guidelines," says Jennings. "Each subject area must be included, and the reflection pieces also must be included. But it's important for the students to have choice in what goes into their binder. It's all about their learning and what's important to them. When students are given ample time to reflect, you would be surprised that they won't just fill their binder with every A+ paper they have. They'll include places where they struggled, places where they improved, and places where they need help. This doesn't always happen easily, but this is where teacher/student reflection and conversation come in."

Preparing Students to Lead

In addition to preparing their binders or folders, students spend the weeks before conferences talking about how to present and lead the conversation with their parents. Helping the students feel secure in talking about their learning makes their limited presentation time go much more smoothly, Wildwood teachers say.

"It's important to make sure the students understand they are in control of the conversation," says Braun. "It's not a 'got ya,' and their very best strengths are the highlight of the conference."

Teachers do this by setting expectations, facilitating student reflection, and going over the necessary elements of a successful conference.

Rebecca: It's their turn to shine. We provide enough resources for them, so that when they lead the conference, they feel confident.

Marissa: Well, this year we wrote an essay, to know what we're going to say to our parents, and not just keep pausing.

Now I will tell you my strengths and then my weaknesses. My strengths are math. So, for example, this is exponents. And this is long division.

Maddy: During the quarter, you really have to like work on each assignment, 'cause you know you're going to like want to tell your parents something about it.

Brigid: There's a lot of pre-work that's done before conferences happen. The kids have got to practice, and you also have to really let them think about what they want to be in their binder. It's a combination of things that they chose, and things that we chose.

"The teacher should be giving mini-lessons and having conversations about quality work, good conferences/bad conferences, planning, etc.," says fourth-grade teacher Georgia Melidis. "Teachers must build the capacity of their students. After all, students are in school, they are learning skills, and conducting a student-led conference is a skill that must be taught . . . We start prepping about a week before conferencing, and we practice 10-15 minutes per day. I got creative and made the prepping a station in my Daily Five reading centers."

Practice is a large component of their preparation, and students practice their presentations with each other, their teacher, and students from other grade levels. "Typically, what we do is we get with a buddy, and they can read to their friend," Melidis says. "They're giving each other feedback on their paper, so it's really an authentic way to design and conduct a student conference. And the shy ones are able to practice with people and feel prepared and then feel confident."

While preparing for conferences does take some class time, teachers find that it's just as valuable as curricular lessons. "We view the prep work as a critical time for reflection," says Braun. "Students look back on their work for the quarter and write about their areas for growth, their successes, things they'd like to work on. Kids have a tendency to forget about all the wonderful learning they've experienced in a quarter."

For teachers that may have the time flexibility to prepare, "I would say to get creative," suggests Melidis. "They can start two weeks prior to the conferences and practice for the first five minutes of class, or they can tie it into their daily journal, daily goal setting, reflection time, they can make it their exit ticket, etc."

Not only does investing time in conference prep ensure a successfully led conference, it also encourages student and parent attendance. Students are excited to tell their parents what they've learned, and parents are more apt to attend because their kids are excited. "This year, I had every parent and student show up for conferences," Melidis recalls. "Conference time was not taken as seriously before, but now the school is full and lively on conference night. I mean, let's face it – no parent wants to let his or her own child down."

Resources

- Sample Questions for Student-Led Conferences (TheCornerstoneForTeachers.com) (http://www.edutopia.org/resource/wildwood-sample-questions-student-led-conferences-download)
- Sample Outline for Second-Grade Student-Led Conference (Wildwood World Magnet School) (http://www.edutopia.org/resource/wildwood-sample-questions-student-led-conferences-outline-download)

Maddy: So when I was preparing my binder, you know, the whole time I was thinking, "Oh, I can tell my mom like all the new things I learned."

Probably my favorite thing is this. We like found three things for each document, and disconnected them.

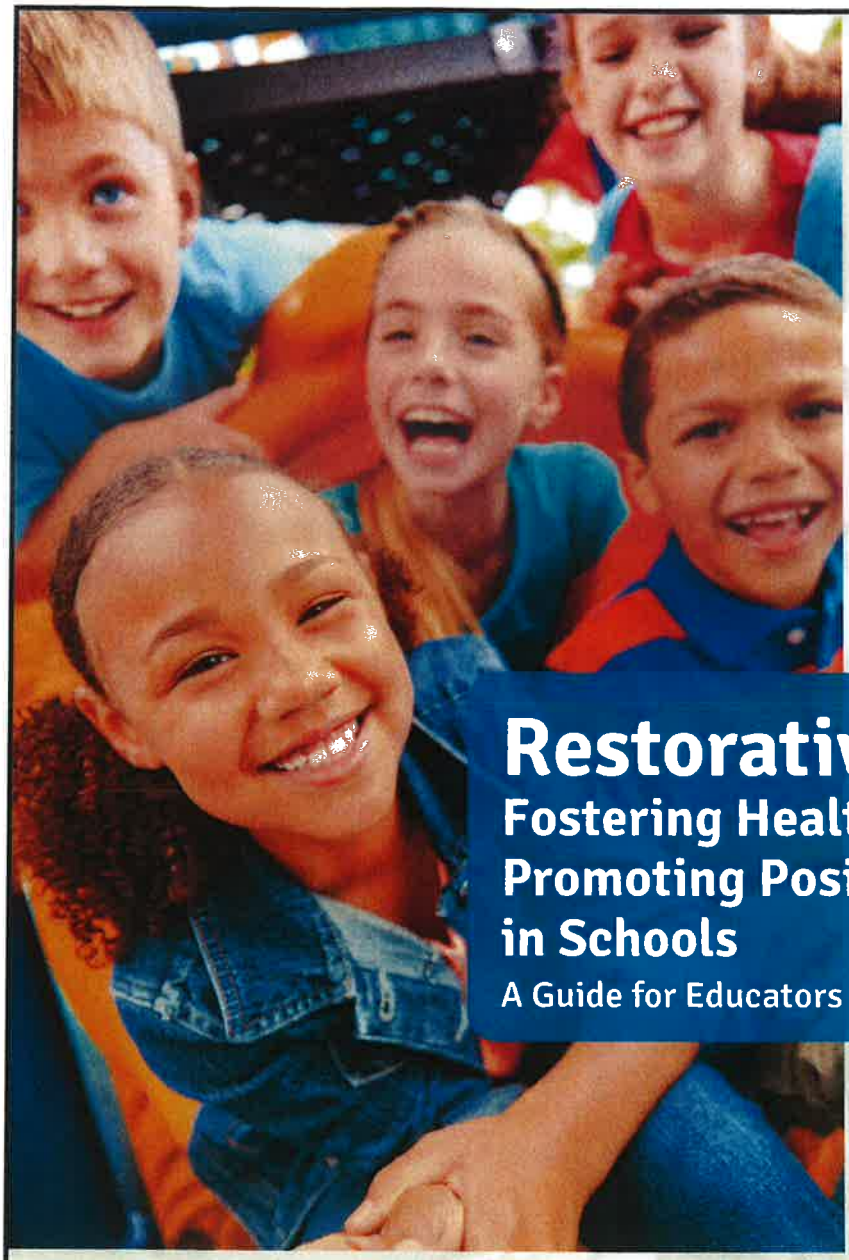
The purpose of the student led conference is to who her where I was at, where I am at, and where I want to be at.

So, for Quarter 2, I want to get better at like literary devices and analytical paragraphs, and to better on the vocabulary tests that we have. So like you could help me study for those.

I really got to show my mom like the work that I was proud of. And I also included some work that I kind of struggled with.

And then here's a vocabulary test. I was very confused on this one.

- When Students Lead Parent-Teacher Conferences (Association for Supervision and Curriculum Development) (http://www.edutopia.org/resource/wildwood-ascd-when-students-lead-parent-teacher-conferences)
- A Guide to Implementing Student-Led Conferences in Your School (National Association of Secondary School Principals) (http://www.edutopia.org/resource/wildwood-mlei-student-led-conferences)
- Reflections for Student-Led Conferences (Wildwood World Magnet School) (http://www.edutopia.org/resource/wildwood-reflections-for-student-led-conferences-download)
- Student-Led Conference Worksheet (Wildwood World Magnet School) (http://www.edutopia.org/resource/wildwood-student-led-conference-worksheet-download)
- Student Portfolio Manual (Wildwood World Magnet School) (http://www.edutopia.org/resource/wildwood-portfolio-assessment-download)



Restorative Practices:
Fostering Healthy Relationships & Promoting Positive Discipline in Schools
A Guide for Educators

MARCH 2014

ADVANCEMENT PROJECT
aft
nea NATIONAL EDUCATION ASSOCIATION
Great Public Schools for Every Student
National Opportunity to Learn CAMPAIGN

I. Background

Humans are born to learn, but we don't learn in isolation. We learn based on positive relationships and interactions with peers and in environments like schools that foster opportunities for students and staff to learn and grow together.[1] Educators recognize this reality and keep the social and emotional health of their students a deliberate and central focus of learning. As educators partner with districts to move away from zero tolerance discipline policies and ramp up efforts to strengthen safe and supportive schools, address conflict, improve school climate, and build a positive school culture that students are connected to, many campuses are looking to implement alternative, restorative approaches.

There remains confusion in the education field over what restorative practices are and how they can help create safe learning environments through community building and redressing damage.[2] This toolkit was developed to illustrate how restorative strategies can be seamlessly integrated into the classroom, curriculum, and culture of schools. It defines what restorative practices are, explains why they are a transformational tool for fostering healthy relationships in schools and shows how they can be useful processes for students, educators, and learning communities.

This toolkit is intended for all educators who support the growth and health of students in schools. It is an introduction for those new to the concepts and will help support and enhance the work of teachers already implementing these practices in their classrooms. The toolkit includes digestible models, frameworks, and action steps for school-wide implementation, accompanied by guiding questions to support reflection for practitioners looking to make restorative methods part of the fabric of daily life in schools. It also recognizes the significant role all education professionals play in maintaining a school community that models respectful, trusting, and caring relationships.

Restorative Practices:
Fostering Healthy Relationships & Promoting Positive Discipline in Schools
A Guide for Educators

> "While conflicts of which I've been part often began with raised voices and closed ears, through restorative approaches they have ended in smiles, handshakes, and hugs. This seems ultimately more healthful for interpersonal relationships and overall school culture than traditional, reactionary disciplinary measures."
>
> — Allison, High School Math Teacher

Educators across the nation recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Increasingly, they are partnering with parents, students, district officials, community organizations, and policymakers to move away from harmful and counter-productive zero-tolerance discipline policies and toward proven restorative approaches to addressing conflict in schools.

This new toolkit will help educators better understand precisely what restorative practices are and how their implementation fosters safe learning environments through community building and constructive conflict resolution.

"Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools" was developed by Advancement Project, National Opportunity to Learn Campaign, American Federation of Teachers and National Education Association.

The toolkit illustrates how restorative practices can be seamlessly integrated into the classroom, curriculum and culture of schools, and how they can help transform schools to support the growth and health of all students.

This toolkit includes concrete models, frameworks and action steps for school-wide implementation. It also includes guiding questions to support reflection for practitioners looking to make restorative methods part of the fabric of daily life in their schools.

Topics Covered:

- Why Restorative Practices?
- Types of Restorative Practices
- Implementing Restorative Practices in Your School
- Action Steps for Practitioners to Support Restorative Practices
- Examples of Districts and Schools that Employ Restorative Practices

Download the toolkit today: www.otlcampaign.org/restorative-practices

Advancement Project · aft · nea National Education Association · National Opportunity to Learn Campaign

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that school discipline policies and practices make.

Zero-tolerance education system

He is greeted by metal detectors and a police search.

Carlos arrives at school.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

Carlos is late to first period class.

A school police officer detains and arrests both students.

Carlos gets into a minor altercation in the cafeteria.

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record, and is facing suspension.

Later that afternoon...

Restorative practices-based education system

Teachers and administrators greet him and his fellow students as they enter.

His teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Student peer mediators and support staff intervene, have the students sit down together and de-escalate the situation.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Types of Restorative Practices Explained in the Guide:

Restorative Justice	**Community Conferencing**	**Community Service**
Peer Juries	**Preventative and Post-Conflict Resolution Programs**	**Peer Mediation**
Informal Restorative Practices	**Social-Emotional Learning**	**Shared Responsibility**

Download the toolkit today: www.otlcampaign.org/restorative-practices

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BOARD OF EDUCATION
WEST PRAIRIE COMMUNITY UNIT SCHOOL DISTRICT 103
AGENDA NOTES
September 8, 2016

VII. Items for Discussion and Action

a. Action to approve the Applications for School Recognition

Copies of each application are provided in your board packet.

The Application for School Recognition is outlined below:

- Each school district must submit a list of all paraprofessionals it employs to the State Superintendent of Education with the application as per 23 Ill Admin. Code 1.630 (b) (5) (A).

- School districts must submit information concerning first and second year principals eligible for the Illinois New Principal Mentoring Program as per Public Act 94-1039.

- School districts must respond to questions regarding teacher and principal evaluations. Each item, which includes the applicable statutory reference, must be answered either "yes" or "no". Though implementation dates of PERA and Senate Bill 7 may vary, the items in this section apply to all school districts in Illinois.

Recommendation:

That the board acts to approve each application as presented.

Application for Recognition of Public Schools 2016-2017

West Prairie High School
26-0621030-26 0001

Pending - District Admin

YES Do you have any paraprofessionals in your school?

YES In accordance with the 23 Illinois Administrative Code Part I, Subpart A, Sections 1.10-1.100, School Recognition Requirements rules, i.e., accountability framework including school improvement plans, operational requirements, state assessment, waiver of State Board Rules and School Code Mandates, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart B, Sections 1.210-1.290, School Governance rules, i.e., equal opportunities for all students, waiver of school fees, discipline, absenteeism, and truancy policies, and use of isolated time out and physical restraint, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart C, Sections 1.310-1.330, School District Administration rules, i.e., administrative responsibilities, evaluation of certified staff in contractual continued service, and hazardous materials training, etc.

YES In accordance with 23 Illinois Administrative Code, Part I, Subpart D, Sections 1.410-1.470, The Instructional Program Rules, i.e., basic standards, criteria for elementary and high schools, required course substitute, special programs, credit earned through proficiency examinations, consumer education proficiency tests, ethnic foreign language credit and program approval, adult and continuing education, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart E, Sections 1.510-1.530, Support Services rules, i.e., transportation, health services, and training of school bus driver instructors, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart F, Sections 1.610-1.660, Staff Certification Requirements rules, i.e., noncertificated personnel, transcripts of credits, records of professional personnel, and records of professional personnel, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart G, Sections 1.705-1.790, Staff Qualifications rules, i.e., requirements for elementary teachers, requirements for teachers of middle grades, requirements for secondary teachers and specified subject area teachers in grades 6 and above, standards for reading, media services, pupil personnel services, special education personnel, requirements for bilingual education teachers, teachers of English as a second language, substitute teachers, and supervision of speech-language pathology assistants etc.

09/08/2016 Date the school board has approved the application for recognition

Application for Recognition of Public Schools 2016-2017

West Prairie Middle School
26-0621030-26 1001

Pending - District Admin

YES Do you have any paraprofessionals in your school?

YES In accordance with the 23 Illinois Administrative Code Part I, Subpart A, Sections 1.10-1.100, School Recognition Requirements rules, i.e., accountability framework including school improvement plans, operational requirements, state assessment, waiver of State Board Rules and School Code Mandates, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart B, Sections 1.210-1.290, School Governance rules, i.e., equal opportunities for all students, waiver of school fees, discipline, absenteeism, and truancy policies, and use of isolated time out and physical restraint, etc.

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09/08/2016 Date the school board has approved the application for recognition

Application for Recognition of Public Schools 2016-2017

West Prairie North Elementary
26-0621030-26 2001

Pending - District Admin

YES Do you have any paraprofessionals in your school?

YES In accordance with the 23 Illinois Administrative Code Part I, Subpart A, Sections 1.10-1.100, School Recognition Requirements rules, i.e., accountability framework including school improvement plans, operational requirements, state assessment, waiver of State Board Rules and School Code Mandates, etc.

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09/08/2016 Date the school board has approved the application for recognition

Application for Recognition of Public Schools 2016-2017

West Prairie South Elementary
26-0621030-26 2002

Pending - District Admin

YES Do you have any paraprofessionals in your school?

YES In accordance with the 23 Illinois Administrative Code Part I, Subpart A, Sections 1.10-1.100, School Recognition Requirements rules, i.e., accountability framework including school improvement plans, operational requirements, state assessment, waiver of State Board Rules and School Code Mandates, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart B, Sections 1.210-1.290, School Governance rules, i.e., equal opportunities for all students, waiver of school fees, discipline, absenteeism, and truancy policies, and use of isolated time out and physical restraint, etc.

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YES In accordance with 23 Illinois Administrative Code, Part I, Subpart D, Sections 1.410-1.470, The Instructional Program Rules, i.e., basic standards, criteria for elementary and high schools, required course substitute, special programs, credit earned through proficiency examinations, consumer education proficiency tests, ethnic foreign language credit and program approval, adult and continuing education, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart E, Sections 1.510-1.530, Support Services rules, i.e., transportation, health services, and training of school bus driver instructors, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart F, Sections 1.610-1.660, Staff Certification Requirements rules, i.e., noncertificated personnel, transcripts of credits, records of professional personnel, and records of professional personnel, etc.

YES In accordance with the 23 Illinois Administrative Code, Part I, Subpart G, Sections 1.705-1.790, Staff Qualifications rules, i.e., requirements for elementary teachers, requirements for teachers of middle grades, requirements for secondary teachers and specified subject area teachers in grades 6 and above, standards for reading, media services, pupil personnel services, special education personnel, requirements for bilingual education teachers, teachers of English as a second language, substitute teachers, and supervision of speech-language pathology assistants etc.

09/08/2016 Date the school board has approved the application for recognition

b. Long-term Facility Plan

Teacher groups have been reviewing the long-term facilities plan. They have been asked to brainstorm facility needs and then prioritized them.

Dr. Twomey has shared a powerpoint and information from Macomb's architectural firm.

A request has been made to Middleton's to review North roof and long-term facility plan. The District has made an offer to meet with him to review upcoming needs.

Activity for tonight is prioritize the needs listed for West Prairie High School.

Recommendation:

Board member participation includes the following:

- to review provided facility needs;
- to contribute additional ideas;
- to forward questions regarding the 1% Sales Tax to the Superintendent (this will ensure the questions move to the joint Superintendent work)
- forward names of committed community members to the Superintendent (this will ensure that the campaign work progresses within the community)
- to assist in making long term facility plans and goals for the District.

High School	
	Estimated Cost
Drop Ceilings (Technology)	
Cafeteria	
Bleachers	
Hot water heating/piping	
Restrooms	
ADA Compliance (Ramps)	
Parking, Sidewalks, Outdoor lighting	
Media Center	
Intercom and Surveillance	
HVAC Systems	
Doors/ Keyless Entry	
Alarm System	
Added Classrooms	
Technology Upgrades	
Plumbing Upgrades	
Athletic Facilities	
Drainage Systems	
Signage	
Asset protection (Bus/vehicle barn)	
Renovate classrooms for 21st century	

c. Board Policies Second Reading

The included policies are intended to update current policies with the appropriate names.

Policy 3:70-AP Administrative Procedure-Succession Plan

Policy 2:260- Uniform Grievance Plan

Policy 8:20 E Application and Procedure for Use of School Facilities

Recommendation:

That the board takes action to place the two policies on the September 22, 2016 agenda as a final read. The final reading would allow the board to adoption the policy as presented.

That the board review Policy 8:20 E Application and Procedure for Use of School Facilities on the September 22, 2016 agenda as a third reading. Action on September 22 would be to place this policy on a final reading with adoption in October.

That the board takes action to place Policy 3:70-AP Administrative Procedure-Succession Plan and Policy 2:260- Uniform Grievance Plan on the September 22, 2016 agenda as a final reading with action to adopt.

School Board

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
7. Bullying, 105 ILCS 5/27-23.7
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
9. Curriculum, instructional materials, and/or programs
10. Victims' Economic Security and Safety Act, 820 ILCS 180
11. Illinois Equal Pay Act of 2003, 820 ILCS 112
12. Provision of services to homeless students
13. Illinois Whistleblower Act, 740 ILCS 174/
14. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.
15. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

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Deadlines

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5

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school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Mrs. Carol L. Kilver
Name
204 S. Hun Street Colchester, Illinois 62326
Address
kilverc@wp103.org
Email
309-776-3180
Telephone

Complaint Managers:

Mr. Scott Sullivan
Name
18575 E 800th Street Sciota, Il 61475
Address
sullivans@wp103.org
Email
309-456-3997
Telephone

Mrs. Caitlin Watson
Name
600 S. Hun Street Colchester, Il 623026
Address
watsonc@wp103.org
Email
3096-776-3220
Telephone

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.

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General School Administration

Administrative Procedure - Succession Plan

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person, and so on, in order through the list. The designated individual shall communicate with the School Board President in cases of importance and/or emergency.

Superintendent

Dr. Carol L. Kilver, Superintendent

Mr. Scott Sullivan, High School Principal

Ms. Crista Rigg, CSBO, District Business Manager

Mrs. Caitlin Watson, Middle School Principal

Elementary Principal

Ms. Jennifer Brooks Edholm, Elementary Principal

Mrs. Sandy Teel, Lead Teacher (North Elementary)

Mrs. Stephanie Kerr, Lead Teacher (South Elementary)

Mrs. Caitlin Watson, Middle School Principal

Middle School Principal

Mrs. Caitlin Watson, Middle School Principal

Mr. Scott Sullivan, High School Principal

Dr. Carol L. Kilver, Superintendent

Ms. Crista Rigg, CSBO, District Business Manager

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High School Principal

Mr. Scott Sullivan, High School Principal

Mrs. Caitlin Watson, Middle School Principal

Dr. Carol L. Kilver, Superintendent

Mr. Caleb Hall, Teacher

Mrs. Corrin Galvan, Teacher

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Community Relations

Exhibit - Application and Procedures for Use of School Facilities

To be submitted to the Superintendent

Annually, this application must be approved before a non-school related group is allowed to use school facilities. School organizations, school-sponsored programs, and organizations whose primary purpose is to provide financial assistance to the school are all considered, for the purpose of this application, to be school-related. Use of school facilities for school purposes has precedence over all other uses.

Organization name	**Requested school facility**
Adult Supervisor from Organization *(must be 21 years of age or older)*	**Phone/email address**
Program/Activity	**Date(s) and start/end time(s)**
Equipment needed	**Materials to be brought into facility**
Room arrangement, including decorations	**Food service required**

1. **All non-school related groups must supply adequate supervision to ensure proper care and use of school facilities.**
   - The non-school related group is responsible to the Board for the use and care of the school facility. All adult supervisors must have cell phones with them at all times.
   - Sufficient, competent adult supervision must be provided and the adult supervisor must ensure that no minor is left alone after the activity.
   - Only the cafeteria, auditorium, gymnasium, and athletic field, along with needed hallways and parking areas, are available for community use. Entering any room or area not in use by the group is prohibited. The adult supervisor will vacate the facility at the scheduled end time. Use of the school facility is not permitted past the agreed end time.
   - No furniture or equipment may be moved without prior approval from the Building Principal.
   - Signs, displays, or materials may not be attached, nailed, or otherwise affixed to walls.

   _____*Initial here if this is agreeable*

2. **All non-school related groups must agree to:**
   - Indemnify and hold harmless the District and its agents and employees for and from any and all loss including attorneys' fees, damages, expense, and liability arising out of its use of school property.
   - Pay any damages to school facilities, furniture, or equipment arising out of its use of school property whether such damage was accidental or deliberate. The cost of damages will be based on the repair or replacement cost, the choice of which is at the School Board's discretion.
   - Supply proof of insurance naming West Prairie as an additional insured and verifying that the group maintains adequate insurance coverage against personal injury and/or property loss:

     _____

     Insurance provider name and contact number

     _____*Initial here if this is agreeable*

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3. **All non-school related groups must pay the following fees: $35**

Rental charge (unless waived by Board policy): _____

Meal and beverage service (cost as determined by the cafeteria supervisor): _____

Costs related to janitorial or maintenance services beyond a contractual day: _____

Total: _____

_____*Initial here if this is agreeable*

4. **Payment Method:** ☐ **Check** ☐ **Money Order** ☐ ~~**Credit Card**~~

Please make payments payable to **West Prairie CUSD #103**

~~If payment by credit card, please indicate the following: ☐ Visa ☐ Master Card ☐ Am Ex~~

~~Expiration date: _____ Credit Card No. _____ Today's date _____~~

~~Authorized amount: _____ Authorized signature: _____~~

5. **All non-school related groups must agree to use appropriate emergency procedures including calling 9-1-1 for medical emergencies and whenever an AED is used.**

_____*Initial here if this is agreeable*

6. **All non-school related groups must agree to follow the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*, 4:170-AP6.** Important: The District will not supervise the activity nor will it supply trained AED users to act as emergency responders at any time, including during staffed business hours.

☐ Activity being proposed is not in a physical fitness facility.

_____*Initial here if this is agreeable*

☐ Copy of the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility* has been provided. (77 Ill.Admin.Code §§527.400(a) and 527.800(c). Important: State law encourages all non-District coaches, instructors, judges, referees, or other similarly situated non-District anticipated rescuers who use the physical fitness facility in conjunction with the supervision of physical fitness activities to complete a course of instruction that would qualify them as a trained AED user under Ill. law (410 ILCS 4/10; 77 Ill.Admin.Code §527.100).

_____*Initial here that a copy of the Plan was received and that the Applicant has read and understands the above note.*

7. **If the request involves a physical fitness facility, the non-school related group must:**
   - Designate at least one adult supervisor who agrees to be an emergency responder. All emergency responders are encouraged to be trained in CPR and trained AED users.
   - Give a copy of the District's plan for responding to medical emergencies to each designated emergency responder.
   - Require that 9-1-1 be called for medical emergencies and whenever an AED is used.
   - Ensure that each designated emergency responder knows the location of first aid equipment and any AED.
   - Ensure that only trained AED users operate an AED, unless the circumstances do not allow time for a trained AED user to arrive.
   - Arrange for at least one emergency responder to have a tour of the facility before the activity.
   - Ensure that if an AED is used, the Superintendent is informed and all appropriate forms are completed.

_____*Initial here if this is agreeable*

I certify that I am authorized to act for the above-named organization. I understand that: (1) the granting of this request does not constitute recognition of my organization as a school-related group or activity, and (2) my organization may not represent itself or any of its activities as school-related.

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I agree to: (1) abide by the conditions stated in this application, and (2) adhere to all Board policies and administrative procedures applicable to this use of the school's facility.

Applicant name (*please print*)	Telephone number
Address	Email address
Applicant signature	Date

The Superintendent or designee will base his or her decision on the information being provided in this application as well as other criteria deemed important. *(Note to Superintendent or designee: After approving or denying this application, return a copy of it to the person making the request, keep the original in the central office, and send a copy to the appropriate Building Principal.)*

☐ **Approved** ☐ **Denied**

Superintendent or designee	Date

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d. Athletic Cooperative

Tentative Meeting: September 21 @5:30. This meeting has not been yet confirmed by Bushnell-Prairie City

Board members should prepare to create list of talking points to assist in preparing an agenda for this meeting. The Bushnell-Prairie City Athletic Committee is currently restructuring

Recommendation:

Board members create list of talking points to assist in preparing an agenda for this meeting. Additional comments will be sought on the Working Activity Sheet.

Athletic Coop

Working Activity

- **Available dates (Sept.-Dec.)** **September 21, 2016 @ 5:30**
- **Topics for 1st meeting**

  Improved communications-monthly meeting

  Method for dealing with questions and concerns

  Civility

- **Ground Rules**

  Meal or no meal

- **Short-term goals**

  Looking forward

  Maintaining current programs

- **Long-term goals**

- **Cooperative Agreement**
  - **Committee Members: Supt., HS Principal, AD, and 2 board members (alternate for the AD)**
  - **IHSA Agreements**
  - **Host Schools**
  - **Team and Mascot**

- **Uniforms and Equipment**
- **Revenue and Expenditure Reports**
- **Games and Practices**
- **Joint Handbook**
  Review of handbooks needed-discipline
- **Responsibilities of the Athlete**
- **Eligibility**
- **Selection and Direction of Coaches**
  Feedback
- **Termination**
- Transportation

Sports Team	Starting Participation 2016-2017	Ending Participation 2016-2017	
HS Football	40		
HS Volleyball	29		
HS Golf	3		
Football Cheerleading	2		
HS Boys Basketball			
HS Girls Basketball			

Sports Team	Coaching Staff	Positions filled	Positions Unfilled
HS Football			
HS Volleyball			
HS Golf			
Football Cheerleading			
HS Boys Basketball			
HS Girls Basketball			