

**THOMAS METCALF
LABORATORY
SCHOOL
2024-2025**



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Introduction

This handbook contains calendars, schedules, student services, general policies and procedures, and other important information pertaining to student life at Thomas Metcalf Laboratory School. Metcalf reserves the right to modify any aspect of this handbook as necessary. All modifications made during the school year will be reported to students and parents/guardians accordingly. The contents of this handbook are reviewed annually. Please read through the following pages carefully before signing the Family Handbook Agreement form at the end.

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2024-2025 School Calendar

August	15	First Student Day – Full Day
	16	1:00 pm Dismissal
	19	First Day of Preschool
September	2	No School – Labor Day
	4	1:00 pm Dismissal
	27	1:00 pm Dismissal
October	2	1:00 pm Dismissal/Parent Teacher Conferences
	3	No School – Teacher Institute Day
	4	No School – Rosh Hashanah
	18	End of the First Quarter
	25	1:00 pm Dismissal
November	1	No School – Diwali
	5	No School – Election Day
	22	1:00 pm Dismissal
	27	No School – Thanksgiving Break
	28	No School – Thanksgiving Break
	29	No School – Thanksgiving Break
December	13	1:00 pm Dismissal
	20	End of Second Quarter
	23-31	No School – Winter Break

January	1-3	No School – Winter Break
	6	First Student Day – Full Day
	20	No School – MLK Jr. Day
	24	1:00 pm Dismissal
	29	1:00 pm Dismissal
February	17	No School – Presidents Day
	26	1:00 pm Dismissal/Parent Teacher Conferences
	28	1:00 Dismissal
March	7	End of Third Quarter
	10-14	No School – Spring Break
	21	1:00 pm Dismissal
April	18	No School – Good Friday
	25	1:00 pm Dismissal
May	9	1:00 pm Dismissal
	21	Last Day of PreSchool
	22	Last Student Day – 1:00 pm Dismissal
	22	End of Fourth Quarter
	23	Emergency Attendance Day
	26	Memorial Day
	27-30	Emergency Attendance Days

All dates are subject to change. Updates to the calendar will be posted on our school website.

Mission Statements

Mission Statement of Metcalf School

Thomas Metcalf Laboratory School is a caring community of lifelong learners. Its mission is to act as a model for educational methods and theory in support of the preparation of future educators, conduct educational research, offer quality educational programs for children, and disseminate information to others in the educational profession.

Mission of the Laboratory Schools

The mission of the Laboratory Schools is derived from four sets of interrelated functions. The primary function is to provide a model school in which excellence in educational theory and practice can be observed, studied, and experienced by teacher education candidates. The faculties of the Laboratory Schools work closely with faculty from a variety of university departments to blend professional theory and applied instructional practice. The schools also provide a laboratory for selective introduction of innovative and alternative techniques and methods.

As another function, the Laboratory Schools provide an environment in which research and developmental activities can be conducted to support the university teacher education programs and the research goals of the institution. The diversity of Laboratory School activities and the representative profile of its students are conducive to a wide range of educationally significant research and developmental projects. Teachers, parents, and students are accustomed to and supportive of research activities.

Recognizing a moral and ethical responsibility to the students who attend the Laboratory Schools, the Laboratory Schools accept a third obligation, that of assuring a comprehensive, high-quality academic program for the students enrolled. The student population will continue to reflect the academic and socio-economic characteristics typical of public school students in the surrounding community. Enrollments will be of sufficient size to efficiently serve the needs of the university by providing flexibility and variety in curricular and co-curricular activities. Effectiveness in responding to major university goals of preparing educational personnel, sponsoring research and development, and providing exemplary programs is dependent on establishing and securing academic programs of high quality in the Laboratory Schools.

The Laboratory School faculty accepts one final mission to promote effective, quality education throughout their profession by aiding other educators in improving the quality of education offered in their schools. Laboratory School faculty are encouraged to share their expertise with practicing educators by providing presentations and guest lectures, conducting workshops, writing for publication, providing consultation services, and allowing practicing educators to observe educational techniques in the facilities and speak with Laboratory School faculty. By providing these services, the Laboratory School faculty work continually to improve the effectiveness and quality of the education profession.

The Wildcat Way

Student Expectations

Thomas Metcalf Laboratory School believes that all students should be Respectful, Responsible, and Safe. Students should respect themselves, their classmates, teachers, staff, administration, guests, as well as the building, grounds, and greater ISU campus. Concerning responsibility, students should be prepared for all classes with necessary materials, arrive on time, and demonstrate a willingness to engage and interact in the learning process. In terms of safety, students should display appropriate judgment and take care to not put themselves or others in harm's way – physically, emotionally, or mentally. Metcalf students, as valued members of our community, should always treat others with genuine kindness, work to keep our school clean and beautiful, follow all directions and rules, and act in a manner which will make them and others proud.

Learner Qualities

At Metcalf, we strive to provide all students with the support and resources they need to maximize their individual potential. We believe that it is important for Wildcats to take ownership of and exhibit personal responsibility for their growth and development. The following Learner Qualities have been established by our school community as common language for students to refer to and use as guidance when doing so.

Wonder:	<i>I imagine possibilities</i>
Self-Aware:	<i>I am mindful</i>
Question:	<i>I find out</i>
Think:	<i>I have my own ideas, beliefs and opinions</i>
Reflect:	<i>I look back on my learning to choose my next steps</i>
Grit:	<i>I persist through challenges with an open mind.</i>
Connect:	<i>I link knowledge together to develop new understandings</i>

General Policies & Procedures

Attendance

Regular attendance, per the Illinois School Code, is expected. The school day begins at 8:00 a.m. and ends at 3:00 p.m. Students who are chronically truant may be subject to administrative review regarding continued attendance at Thomas Metcalf Laboratory School.

Absence Policy

When your child is absent because of illness or for any other reason, call the Metcalf office (438-7621) between 7:30 and 8:30 a.m. or email the attendance account at metcalfattendance@ilstu.edu. After the morning attendance records are checked and if your child is on the absence list but you have not called in, the attendance secretary will call you to verify your child's absence. Concerning prolonged absences due to illness or injury, please contact the school nurse as well. For further information, see the School Health Policy section of the handbook.

It is the goal of Thomas Metcalf School to closely monitor student attendance. The following actions will occur following a collected number of absences:

- **At 5 full days** of cumulative absences, a letter will go out from the principal to notify the guardians and will be placed in the student's record.
- **At 10 full days** of cumulative absences, a letter will again go out from the principal informing parents or guardians that a meeting must occur with the building administration. This letter will also be placed in the student's record with expectations from the attendance meeting.
- **At 15 full days** of cumulative absences, a letter will go out from the Lab School Director's office and a mandatory meeting will be scheduled regarding continued attendance at Thomas Metcalf Laboratory School.
- Any student accruing absences greater than 10% of the school year will be reported to the Regional Office of Education.

Excused Absences

Valid causes for absence or tardiness include illness, death in the immediate family, family emergency, observance of a religious holiday or event, circumstances which cause reasonable concern regarding the safety or mental, emotional, or physical health of the student, and other such reasons as approved by Metcalf administration. Family vacations are not considered excused absences, and the school may require documentation explaining the reason for the student's absence.

Leaving During School Day

Students who need to leave school during the day should bring a note before school and call or email the Main Office to obtain a pass to be excused from class at the appropriate time. Parents must pick up their child in the main office and check him/her out. Upon returning to school, students need to check in at the Main Office. Students may only be released to a parent/guardian or a person indicated on their emergency card. Special arrangements can be made by contacting a Metcalf administrator.

**If there are any concerns about attendance impacting extracurricular participation, please contact the Athletic/Activities Director for more information.*

Requisition of Class Assignments During Absences

If a student is absent, it is their (or their parent's, for grades K-4) responsibility to communicate with their teachers regarding missing work/assignments. Teachers will work with the student on appropriate due dates.

** It should not be expected for teachers to prepare materials in advance for a student's absence, short-term or extended.*

Late Arrival

Students should be in their first class no later than 8:00 a.m. Please notify the Main Office when your child is going to be late to school. Students arriving late must check in and will be given a slip for admittance into class.

Tardies

For 5th through 8th Grades, attendance will be taken at the start of each class. Students arriving after the passing time will be considered tardy and subject to disciplinary action. More concerning this can be found in the Behavioral Interventions section of this Handbook.

Truancy

The Laboratory Schools of Illinois State University support the principle that schools have the responsibility for matters pertaining to student attendance. Further, they recognize the following definitions:

Truant: A child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

Chronic or habitual truant: A child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% percent or more of the previous 180 regular attendance days.

School administrators will monitor student arrival times and attendance, communicating with parents when excessive absences or tardies are noted. In accordance with the School Code of Illinois, no punitive action, including out of school suspensions, expulsions, or court action shall be taken against chronic truants for such truancy unless available, supportive services and other school resources have been provided to the student.

If chronic truancy persists after support services and other resources are made available, the school will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Before & After School Procedures

Drop Off and Pick Up Locations

If dropping off or picking up in front of the building, parents should enter the circle drive on University Street. If dropping off or pickup up in the back of the building, parents should access the parking lot via Dry Grove Street.

Before School

Students may not be dropped off until 7:30 a.m. when adequate supervision is available. Communication regarding specific drop off locations based on grade level will be sent out by administration prior to the start of the school year. These are subject to changes which will be communicated when necessary.

On most school days, students will be directed outside to the playground until dismissed. Therefore, it is important that students are dressed appropriately. On days when there is inclement weather (rain, snow, or temperature/wind chill below 30°), students will report directly to their assigned space.

**Only students who receive administrative permission or have a pre-arranged meeting with a teacher can be in the building before being released from before-school supervision.*

After School

Metcalf students are dismissed at 3:00 p.m. and must be picked up by 3:20 p.m. Any students remaining at that time will be directed to the After School Program (ASP). Parents arriving after 3:20 p.m. can pick their student up from ASP at the Fairchild Hall circle drive entrance on Dry Grove Street. Communication regarding specific pick up locations based on grade level will be sent out by administration prior to the start of the school year. These are subject to changes which will be communicated when necessary.

School Day Policies & Procedures

Locks & Lockers

Students in grades 1 through 8 will be assigned a hall locker. Students in grades 3 through 8 may purchase a school lock for their hall lockers. Students in grades 6 through 8 must also purchase school locks for their P.E. lockers. All locks must be purchased through Metcalf. Neither lockers nor lock combinations are to be shared with other students.

Lockers are the property of the school. Lockers may be inspected at any time by school officials without notification or permission when there are reasonable grounds for suspecting that the search will produce evidence that the particular student has violated or is violating either the law or the Laboratory School's student conduct rules. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive, in light of the nature of the infraction. Evidence of a crime will be turned over to police. Authorities shall have the power, as provided by law, to seize objects encountered in a search.

Backpacks & Accessories

Backpacks and other large carry-oriented accessories should fit and be stored in lockers throughout the day. Computer cases and small accessory bags do not need to be stored provided they contain permitted personal care items or school supplies.

Cell Phones & Personal Electronic Devices

A personal device is any hardware owned by an individual with the capability to process, store, or transmit information. These include but are not limited to cell phones, tablets, smart watches, and personal computers. These devices should be turned off, stored in lockers, and are not to be accessed at any time between 8:00 a.m. and 3:00 p.m. Smart watches can be worn but should be in “airplane” or “school” mode. Electronic devices shall not be used for, or associated with, any unlawful activities. All liabilities for loss or theft of electronic devices rest with the student. There is no expectation of privacy on any personal electronic device on school grounds. Any student's personal electronic device visible or being used during the school day will be confiscated and turned into administration. Cell phones are not permitted to be used in locker rooms or restrooms where others can reasonably expect privacy.

The following consequences may apply:

- 1st Offense - Conversation with students regarding personal technology. Teachers may collect items for the class/day and students can pick up the device from the teacher at the end of the class period or day.
- 2nd Offense – Students may pick up the device from administration at the end of the school day or thereafter.
- 3rd Offense – Parent/Guardian may pick up the device at any time from school administration.
- Further offenses will result in a violation of Metcalf’s Technology Acceptable Use Policy and result in the appropriate recourse.

Attire/Dress

Student attire/dress should not disrupt the educational process or constitute a threat to the safety or health of students. Realizing that it has become exceedingly difficult to determine appropriateness of attire, the following examples are offered as guidelines to parents and students:

- Outerwear (ex: coats, sunglasses, gloves) is expected to be worn outside, not indoors.
- Any attire, item, insignia, or symbol that the administration has reasonable cause to believe is gang affiliated is prohibited.
- Apparel should be void of lude, vulgar, obscene, offensive, provocative, and defamatory language, symbols, or images.
- Apparel should not advertise, promote, or depict tobacco, alcohol, weapons, drugs, drug paraphernalia, or violent behavior.
- Apparel should adequately cover the body and all undergarments.
- Safe and adequate footwear should be worn at all times.

**For the health and safety of all students, additional guidelines concerning dress may be enacted when circumstances arise. Examples include but are not limited to Physical Education, Outdoor Education, and Science labs.*

Bicycles, Rollerblades, Skateboards & Similar Items

Bicycles should be walked while entering and exiting school property. Bicycles should be parked and locked on the outdoor bicycle racks during the school day. Rollerblades, skateboards, and the like must be carried at all times while on school property and stored properly while school is in session.

Instruments & Project Materials

Students who need to drop off instruments and project materials before school should go directly to the appropriate area and then report to their designated arrival space. They are not to stop at their lockers or other classrooms at this time.

Lunch

Students can either eat hot lunch or bring one from home. For those eating hot lunch or purchasing additional items, parents must put money on their student's account. Any other form of payment will not be accepted by lunch staff. Parents may apply for the Federal Free/Reduced Lunch Program at any time throughout the year.

Snacks & Beverages

Only water is permitted during the school day in hallways and classrooms. Other beverages may be brought to lunch but should be finished, discarded, or stored prior to returning to class. Teachers may allow gum or snacks during set times in their classrooms. Food and drink items cannot be stored in lockers overnight. Restricted items due to allergies will be communicated via classroom teachers when necessary.

Celebrations

Students are permitted to bring only non-food items to celebrate their birthday or other occasions. Parents should work directly with the classroom teacher when planning to do so. Items that are not pre-approved may be held in the Main Office and picked up after school.

Student Code of Conduct & Behavioral Interventions

Thomas Metcalf Laboratory School is a special place where students are accepted through an admission selection process. Each year over 500 applications are submitted for around 50 openings across our Kindergarten through 8th grade classes. Those students selected are provided a unique learning environment that benefits from our connection to Illinois State University as well as the direct involvement of teacher-candidates from the College Education that share this space. Attending Metcalf is a privilege and our students should conduct themselves according to the expectations below, expressing their appreciation for the chance to attend through their individual decisions and interactions. The teachers, students, and parents involved in the revision and maintenance of this handbook recognize the opportunities this environment provides as well as the need for students and their families to acknowledge the privilege of attending our school.

Student Rights

Every student within the Metcalf community has the right to develop intellectually, socially, and physically to reach their full potential. Therefore, students at Metcalf have the right to 1) learn without disruption; 2) learn in a positive environment; 3) be protected from physical and emotional harm; 4) have their concerns, ideas, and opinions heard; 5) be treated with kindness and respect; and 6) be free from harassment and discrimination on the basis of race (including traits associated with race, such as hair texture and protective hairstyles), color, ancestry, national origin, religion, order of protection, age, disability, genetic information, unfavorable military discharge, status as a veteran, or sex (including sex stereotypes, sex characteristics, gender identity and expression, sexual orientation, marital status, parental status, and pregnancy or related conditions), and sex-based harassment (including sexual harassment, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation) in accordance with State and Federal laws, as well as University policy.

All students are entitled to enjoy those rights protected by the federal and state constitutions and laws for persons of their age. Students who violate the rights of others or violate school policies or rules will be subject to disciplinary measures described below. An acknowledgment of the review of the student handbook will be required in the form of a parent/guardian signature at the time of registration.

Student Code of Conduct

Metcalf students are expected to conduct themselves at all times in such a way that demonstrates respect, responsibility, and safety. Behavior which is disruptive to the learning environment, or which is dangerous to persons or property is prohibited. When expectations are not met, it is the joint responsibility of the school staff as well as the parents/guardians to reinforce expectations together with corrective consequences to bring about the desired change in behavior.

When & Where Code of Conduct Applies

The above code of conduct applies when a student is engaged in reasonably related school activities. These include but are not limited to all school-sponsored events on, off, or within sight of school grounds, traveling to and from activities, or anywhere if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.

Prohibited Student Conduct

Thomas Metcalf Laboratory School acknowledges that each situation concerning student conduct is unique and informed by a variety of factors. Therefore, each behavior instance is evaluated and resolved on a case-by-case basis. To better help students and their families understand how the code of conduct is interpreted and enforced, three designations concerning behavior will be used – Level 1, Level 2, and Level 3. Administration will determine which is most appropriate based on the circumstances (severity, frequency, impact, age of students involved, etc.) surrounding the infraction. Information concerning each is as follows:

Level 1

Infractions at this level are lesser offenses, including but not limited to tardies, inappropriate language, dress code violations, misuse of school-issued technology, use of personal devices during the school day, being present in unauthorized areas, horseplay, cheating, dishonesty, public displays of affection, unintentional property damage, disrupting the learning environment, or minor expressions of disrespect toward teachers, staff, or other students.

Level 2

Infractions at this level are more serious in nature, including but not limited to bullying, aggressive, threatening, or harassing behavior, intentional or significant property damage, gross disrespect or defiance, substantially disrupting the learning environment, fighting, stealing, skipping class, or repeatedly engaging in Level 1 behaviors.

Level 3

Infractions at this level are the most severe, including but not limited to assault, battery, arson, intentional false reporting of emergency situations, possession, use, sale, or delivery of tobacco, alcohol, drugs, weapons, fireworks or any other explosive devices or look-alikes and paraphernalia related to each, other behaviors which violate federal or state criminal codes, or repeatedly engaging in Level 1 or 2 behaviors.

Disciplinary Measures

Thomas Metcalf Laboratory School embraces a disciplinary approach that does not condemn students for poor choices. Therefore, when situations arise proportional consequences will be administered that reflect the magnitude of the Code of Conduct violation and its impact on the learning environment or overall school culture. We also recognize that one system for all grade levels does not reflect best behavioral intervention practice. Because of this, the following disciplinary measures primarily apply to our middle school students (5-8), however in exceptional circumstances they may be considered for elementary students (K-4) as well. For non exceptional circumstances surrounding the latter, age-appropriate interventions and consequences will be implemented. Teachers, staff, and administration will make every effort to engage parents throughout the disciplinary process. Administration will determine the most appropriate consequence based on the assigned

Level (see above) of the violation. Information concerning each is as follows:

Level 1

Behavioral interventions for infractions at this level can include but are not limited to a student conference, parent notification, restorative practices, lunch detention, before or after school detention, time in office, community service, or social probation.

Level 2

Behavioral interventions for infractions at this level can include but are not limited to all Level 1 consequences as well as temporary removal from the classroom, in-school suspension, or short-term out-of-school suspension.

Level 3

Behavioral interventions for infractions at this level can include but are not limited to all Level 1 and Level 2 consequences as well as long-term out-of-school suspension, alternative scheduling, referral to the Regional Alternative School, or expulsion.

Behavioral Incident Procedures

Code of Conduct violations may result in a Referral which will be documented in the Metcalf student information system. In addition to being assigned a Level of offense, each Referral will be classified as either classroom-managed or office-managed.

For classroom-managed offenses, teachers will work with the student to resolve the situation, communicate with the parents/guardians, and document the incident and intervention in the student information system. Interventions for classroom-managed offenses may include but are not limited to immediate redirection, alternative/assigned seating, temporary removal from an activity, and post-class discussion.

For office-managed offenses, administration will work with the student to resolve the situation, communicate with the parents/guardians, and document the incident and intervention in the student information system. Interventions for office-managed offenses may include but are not limited to the disciplinary measures listed in the previous section.

At any time during the Referral process, a teacher, administrator, or parent can request that the student be referred to the Student Assistance Team to potentially provide additional support related to behavior, social and emotional wellbeing, and executive functioning skills.

Exclusionary Discipline

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and where practicable and reasonable shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall advise and encourage students to remain in and will not encourage students to leave school due to behavioral or academic difficulties.

Emergency Suspension

The school reserves the right to enact a short-term Emergency Suspension in order to investigate an incident that has the potential to impact the health and safety of the student or others. This type of suspension is not documented as a punitive measure, but rather serves as a precautionary action step to keep all students and staff members safe while details of an incident are gathered.

Short-Term Suspension

1-3 Days: for a short-term suspension, the school will issue a written suspension decision that explains (1) the specific behavior and offense; and (2) the rationale for the specific duration of the suspension.

Long-Term Suspension

4-10 Days: for a long-term suspension, the school will issue a written suspension decision that explains (1) the specific behavior and offense; (2) the rationale for the specific duration of the suspension; (3) whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions; and (4) whether appropriate and available support services are to be provided or whether it was determined that there are no appropriate and available services for the student. Students suspended out-of-school for longer than 4 school days shall be provided appropriate and available support services during their suspension as determined by the school.

Expulsion

In the written expulsion decision, the written decision will: (1) detail the specific reasons why removing the student from the school is in the school district's best interest; (2) provide a rationale with respect to the specific duration of time for the expulsion; (3) document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there are no other appropriate and available interventions. An expulsion will be the appropriate disciplinary intervention only if other appropriate and available behavior and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community; OR (2) substantially disrupts the operation of the school.

Note: there is a separate "Emergency Removal" process under the University Anti-Harassment and Non-Discrimination policy 1.2 that authorizes removal of a student from the learning environment before the full complaint and grievance process under the policy is completed. This type of removal is only available if it is determined that there is a credible, imminent, and serious threat to the health or safety of the school, students, employees or other individuals. An Emergency Removal can be appealed to the Laboratory School Director. This type of removal is non-punitive, non-disciplinary, and is not a sanction administered under the Code of Conduct. Additional details on Emergency Removal and the appeal process are described in Appendix A of this handbook and in University Procedures 1.2.3 and 1.2.4 available on the University policy [website](#).

Returning From Suspension

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion, or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

Office Managed Appeals

If a parent or guardian does not agree with an intervention, support, or consequence that has been given, the following steps may be taken:

1. Parents must file a written appeal within five school days of receipt of the consequence, in writing, stating the grounds of the appeal, to the administration.
2. The administration shall act on and resolve such appeals within five school days of receiving the appeal. The filing of the appeal shall not change the beginning of any consequence, but the administration may stay any suspension or expulsion period pending resolution of the appeal.
3. If the situation is not resolved after following steps 1 and 2, a written appeal can be made to the Superintendent of the Laboratory Schools, within five school days. This step only is available for a student that has received an out-of-school suspension or recommendation for expulsion.
 - A. If a recommendation for expulsion is appealed to the Laboratory School Superintendent, a formal hearing before the Lab Schools Superintendent shall be held within ten (10) days of the incident or within thirty

- (30) days by mutual agreement of the school and parents. Unless the student and parents/guardians indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. The hearing shall be conducted by the Laboratory School Superintendent or his/her designee. The Superintendent may appoint some other person not involved in the case to act in his/her stead and shall do so if the Superintendent is a witness in any case.
- B. During the hearing, the only persons allowed to be present at the hearing shall be the student, his/her parents or guardians, the Principal, the Lab Schools Superintendent and any other appropriate Metcalf teacher or administrators. Attorneys may be present at the expulsion hearing solely in an advisory capacity. The rules of evidence shall not apply at the hearing. The student and/or parent/guardian shall have the right to present evidence and testimony to refute the charges.
 - C. At the hearing, the Superintendent may request further information from any party to the proceedings. The Superintendent shall give due consideration to the prior decisions but shall not be bound thereby. The Superintendent or his/her designee shall issue a final written decision and mail it to the parents or guardian promptly after the conclusion of the hearing.

Restorative Practices

The restorative approach is based on the belief that those directly involved in an incident are best able to resolve a conflict and that imposed solutions are less effective, less educative, and less likely to be honored. Restorative practices work to encourage positive relationships, repair those that have been harmed, and to build a school community based on cooperation, trust, and respect. Code of Conduct violations represent an opportunity for students to learn about the consequences of their actions while developing empathy. The process also includes the extra step to address the needs of those who have been harmed. In instances determined by administration, restorative practices may be engaged in conjunction with other behavioral interventions.

Specific Policies & Procedures

Behavioral Threat Assessment Procedure

The Laboratory Schools utilize a threat assessment protocol with the intention of sustaining and enhancing positive school climates built on foundations of safety, respect, trust, care, and connectedness. The Threat Assessment Team, which includes representatives from both Thomas Metcalf Laboratory School and University High School, as well as other university personnel, has the purpose of identifying, assessing, and providing interventions for individuals whose behavior may pose a threat to the safety of school staff or students. More information regarding the Threat Assessment Team is available on the Laboratory School policy page: <https://education.illinoisstate.edu/labschools/policies/>.

Anti-Harassment and Non-Discrimination Policy

Any alleged act of harassment and/or discrimination based on race (including traits associated with race, such as hair texture and protective hairstyles), color, ancestry, national origin, religion, order of protection, age, disability, genetic information, unfavorable military discharge, status as a veteran, sex (including sex stereotypes, sex characteristics, gender identity and expression, sexual orientation, marital status, parental status, and pregnancy or related conditions, and sex-based harassment (including sexual assault/misconduct, dating/domestic violence, stalking, and sexual exploitation) is a violation of this policy and the law and will not be tolerated. The [University Anti-Harassment and Non-Discrimination Policy 1.2](#) provides additional information about what constitutes discrimination or harassment.

Allegations of harassment or discrimination will be reviewed by the Office of Equal Opportunity and Access (OEOA) pursuant to the appropriate University Procedure. Retaliation against students, employees, or faculty members who exercise their rights by filing a complaint or participating in a protected investigation are also prohibited under Policy 1.2. More

information about the OEOA procedures applicable to the Laboratory School are available at Appendix A of this Handbook including:

- Information about what constitutes discrimination and/or harassment under the Anti-Harassment and Non-Discrimination Policy 1.2.
- How Laboratory School students and parents may file a complaint with OEOA.
- A summary of the complaint resolution procedures that apply to Laboratory School students based on an allegation of discrimination and/or harassment based on race, color or national origin under the Illinois Racism-Free Schools Act.
- A summary of the complaint resolution procedures under Title IX that apply to Laboratory Schools students based on an allegation of discrimination and/or harassment based on sex (including sex stereotypes, sex characteristics, gender identity and expression, sexual orientation, marital status, parental status, and pregnancy or related conditions) and allegations of sex-based harassment (including sexual assault/misconduct, dating/domestic violence, stalking, and sexual exploitation).

All University Laboratory Schools' students, faculty and staff are expected to adhere to the University Anti-Harassment and Non-Discrimination Policy 1.2 and will be accountable for actions that violate the policy. Illinois State University and the Laboratory Schools will respond promptly to all complaints of harassment, discrimination, and retaliation. Determinations of whether an incident constitutes harassment or discrimination will be made by the Office of Equal Opportunity and Access based on individual circumstances of the case. Violation of this policy can result in serious disciplinary action up to and including expulsion for students or discharge for employees. The policies and procedures will be available on the [University policy website](#) and the [Laboratory School policy page](#).

Who to Contact

Students/Parents: Students and parents/guardians may report an incident to a teacher, counselor, building administrator, directly to the Title IX Coordinator in the Office of Equal Opportunity and Access, or staff person. If an incident of discrimination or harassment is reported to a teacher, counselor or staff person, they must inform the Building Principal or their designee or may also directly contact the Office of Equal Opportunity and Access as soon as possible. If reported to the Building Principal or designee, that individual will promptly notify the Office of Equal Opportunity and Access. No part of this section precludes any individual from reporting an incident directly to the Office of Equal Opportunity and Access. Any person (student, or parents/guardians, employee, volunteer) who believes they are a victim of discrimination or harassment or have witnessed discrimination or harassment are encouraged to review Appendix A and the corresponding University Procedures available on the [University policy website](#) for more details on reporting options and the Office of Equal Opportunity and Access grievance process.

Faith's Law

Faith's Law is named after prevention advocate and child sexual abuse survivor Faith Colson, who graduated from an Illinois high school in the early 2000s. Faith's Law was passed by the Illinois General Assembly as two separate pieces of legislation. The first legislation established the definition of sexual misconduct within the School Code and outlined the requirements for schools to develop and post employee code of professional conduct policies. The second legislation adds employment history reviews as part of the hiring and vetting process for schools and school contractors, requires notices to be provided to parents/guardians and the applicable student when there's an alleged act of sexual misconduct, and makes other changes to the process schools must follow when handling allegations of sexual misconduct. The Laboratory Schools have adopted policies to implement these standards which are described on the [Laboratory School policy page](#). A resource guide titled: [Sexual Abuse Response and Prevention Resource Guide](#), published by the Illinois State Board of Education June 12, 2023 is also available on the site.

Bullying, Cyberbullying, and Aggressive Behavior

Bullying, as defined in Sec. 27-23.7 of the Illinois School Code, may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Bullying is contrary to both State law and the policy of Metcalf enumerated in this section, and any allegation concerning this will be investigated by administration.

School Statement on Bullying

No Metcalf student shall be subjected to bullying: (1) during any school-sponsored education program or activity; (2) while in school, on school property, on school buses or other school vehicles, or at school-sponsored or school-sanctioned events or activities; (3) through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; or (4) through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a district or school to staff or monitor any nonschool-related activity, function, or program. Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article I of the Illinois Constitution.

Definitions

"Bullying" includes "cyber-bullying" and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing the student or students in reasonable fear of harm to the student's or students' person or property; (2) causing a substantially detrimental effect on the student's or students' physical or mental health; (3) substantially interfering with the student's or students' academic performance; or (4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Reporting

Students should report bullying to any faculty, staff, or administrator. This may be done through direct communication, email, phone call to Dr. Fitzgerald (K-4) at (309) 438-7825 or Mr. Haws (5-8) at (309) 438-2361. Students may also file an anonymous report using the [Wildcat Hotline](#), accessed on the Students tab of the Metcalf home page. This shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Communication

Upon receiving a report, the parents/guardians of all students involved in the alleged incident will receive communication within 24 hours after the school's administration is made aware of the students' involvement in the incident. During this conversation, the school will discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

Investigation

The appropriate grade level administrator or designee will (1) make all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident was received and taking into consideration additional relevant information received during the course of the investigation; (2) involve appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate; (3) provide parents/guardians of the students involved with information about the investigation and an opportunity to meet with an administrator or designee to discuss the investigation, its finding, and actions taken. Concerning information provided, all federal and State laws and rules governing student privacy rights will be adhered to.

Interventions

If a student was engaged in or subjected to bullying behavior, interventions that can be taken include but are not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Students found to have engaged in bullying behavior may be subject to further interventions as described in the Code of Conduct section of this handbook. Retaliation against any person who reports an act of bullying will be addressed as a further violation of the Code of Conduct and may result in a higher-level disciplinary action. False accusations of bullying as a means of retaliation or as a means of bullying will be addressed in similar fashion.

Search and Seizure

In order to maintain order, safety, and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. This right to search extends to student cars parked on school grounds and ISU property.

Student Searches

The school administration retains control over lockers. School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or student code of conduct rules. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and gender, and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. Evidence of a crime will be turned over to law enforcement. Authorities shall have the power, as provided by law, to seize objects

encountered in a search.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer or school administrator questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student’s parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student’s parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Student Fees

Fees are assessed for students attending Thomas Metcalf School each school year. These fees are used to purchase items such as technology devices, curriculum, consumable materials and supplies for students and faculty. Fees for students who qualify for free or reduced lunch will be adjusted accordingly. Contact school administration with any questions concerning free/reduced status.

Registration

See below for grade-specific information regarding registration fees. Families may choose from 3 different payment options: full, semesterly, and monthly. Full payment is due at the time of registration, semesterly payments are due on August 15 & January 15, and monthly payments are due on the 15th of each month. A family cap of \$855 is in place for K-8 students in the same household.

K-2	\$230
3-4	\$275
5-8	\$350
Family Cap	\$855
Preschool (½ Day)	\$4,000
Preschool (Full Day)	\$8,000

Technology

Students are provided with access to technology either in the classroom or on a 1:1 basis, depending on the grade level. See below for grade-specific information regarding technology fees. All technology fees are due on August 15th.

K-2	\$50
3-8	\$75
Family Cap	\$200

Lunch

Students may either bring lunch items from home or purchase a lunch from the cafeteria. A la carte items will be available at variable costs. The standard hot lunch is **\$3.45** regardless of grade level. Funds may be added to a student’s lunch account at any time throughout the school year.

After School Program

After school care is a “drop-in” program available most school days. Students are checked into the program and fees are assessed accordingly. Monthly invoices will be sent to families with itemized charges, payment history, and remaining balance information. Due dates for each payment are included in the invoice. *Program fees may change in January 2025.*

Daily Rate	\$12.50
Early Dismissal	\$18.50

Extracurricular Programs

Fees for extracurricular activities are due prior to the start of the activity and are charged per sport or activity. Funds from the collection of activity fees will go directly toward that club/activity’s operation, while athletic funds are placed in a general fund to support all athletics.

Athletics	\$45
Activities	Variable

Other Fees

Fees listed below vary depending on grade level and the student experience.

Fee Type	Grade	Amount	Due	Required
Hallway Lock	3-8	\$11	Beginning of School Year	No
PE Lock	7-8	\$11	Beginning of School Year	Yes
PE Uniform	7-8	\$30/set or \$15/item	Beginning of School Year	Yes
Field Trip	K-8	Variable	Before Day of Trip	Yes

Forms of Payment

Fees can be paid online through Touchnet or by check made payable to Thomas Metcalf School. All extracurricular fees must be paid in full prior to student participation. Students who have not paid registration or technology fees in full, or are not current on their existing payment plan, will not be allowed to participate in extracurricular activities until all matters are resolved.

Unpaid Fees

All fee balances remaining at the end of the school year will result in encumbered future registration and/or release of transcripts. Families of 8th grade students must have all year-end balances paid in full to participate in Presentation ceremonies. All questions and/or requests regarding payment of late fees should be directed to the school office.

Field Trips

Several educational field trips are offered at various times throughout the school year. Information, permission forms, and specific fees regarding each trip will be provided in advance by the sponsor of each trip. As these are an extension of the educational experience, all policies and procedures in this handbook apply.

Outdoor Education Program

Students in grades 5-8 will take part in the Outdoor Education Program once a year. Students in 6th and 8th grade participate in the Fall, while 5th and 7th grade students participate in the Spring. While the activities during the day are an extension of the classroom curriculum, the opportunity to spend the night is a privilege. Violations of the Code of Conduct during or leading up to the Outdoor Education trip may result in the overnight portion being taken away. Parents/guardians will be responsible for transportation to and from the location for students not participating in the overnight experience. Students may not opt out of the daytime Outdoor Education program except for medical reasons. Parents/guardians must provide documentation from a healthcare professional if requested. Absences resulting from a failure to attend without valid cause will be unexcused.

Sales and Fundraisers

Administration must approve all school sales and fundraisers. Personal sales including student entrepreneurs and outside fundraisers should not occur during school hours. Selling items or services online via university/lab school owned technology and/or networks is not permitted.

Distribution of Materials

Occasionally, various school-related organizations request permission to distribute materials to the Metcalf School population. The following policy is intended to insure the rights of individuals and organizations:

1. A request to distribute materials must be approved by the principal or his/her designee. The request to distribute materials must include copies of the material to be distributed/posted and manner in which the materials are sought to be distributed, and the approval and name of the organization or sponsor.
2. Groups and organizations that are not related to the school co-curricular activities will not be allowed to distribute or display materials at Metcalf School.
3. Requests from students shall be approved as long as they meet the following criteria:
 - a. The material does not relate to a private business or promote a sale for individual gain or profit;
 - b. The material is not defamatory, obscene, vulgar, or in bad taste;
 - c. The distribution will take place in such a way to not disrupt the conduct of normal school activities.
4. The Principal or his/her designee shall respond to all requests to distribute/post within three school days and shall indicate the specific reasons for any denial of request.

Violations of this policy may result in both the confiscation of the materials involved and disciplinary action against the violators.

Parental/Guardian Participation & Visitation

Metcalf welcomes and appreciates parental/guardian participation and involvement. With different ways to be involved there are different requirements concerning background checks. If you have any questions regarding what might be needed please contact Marissa Held at mvheld@ilstu.edu.

Visitors

Visitors are defined as individuals not acting on behalf of Metcalf in any capacity. Examples include coming to meet with a teacher or other employee, touring the school, or attending a class-specific, pre-arranged event. All visitors to the building must register in the Main Office upon entry to be added to the Raptor System. A Driver's License or State ID needs to be scanned and a visitor's badge printed which must be worn at all times while on school grounds. Students from other schools, unless invited or approved by administration, are not allowed to visit when classes are in session.

The School Visitation Rights Act permits most employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Information regarding the University's policy on leave for school conferences and activities is available: <https://hr.illinoisstate.edu/benefits/time-off/other/>. Letters verifying participation in this program are available from the school office upon request.

Volunteers

Volunteers are defined as individuals who have direct contact with minors in any Metcalf program/activity in any capacity other than as an employee or representative. Examples include chaperoning a field trip or helping with a class party. All volunteers are required to have an onsite national sex offender registry check (Raptor) upon entry. Volunteers must also complete and return to the Main Office a Volunteer Risk Assumption Form for each volunteer opportunity. An ISU Crime Reporting Form must also be filled once per school year.

Representatives

Representatives are defined as individuals who have direct contact with minors in any Metcalf program/activity that is ongoing or recurring, unsupervised by an employee of Metcalf or the University, or overnight/close contact in nature. All representatives are required to have a full background check initiated by the Main Office and processed through ISU Human Resources, including completion of the authorization form (PERS 944) and fingerprints taken by an authorized vendor.

All forms must be turned in to the Main Office or emailed to Marissa Held at mvheld@ilstu.edu. Once these are collected and your background check has cleared, representative or volunteer work may begin.

Emergency Contact System/Procedures

Metcalf uses Skyward Family Access as its primary Student Information System and contact information for all students should be current. If you need assistance with this, please contact the Main Office at 309-438-7624. All information and contact numbers are stored in a secured database and will be used for school purposes only. To receive any emergency communications, families should subscribe to the ISU Alert System by texting "ISUALerts" to 67283 or e-mailing emalert@ilstu.edu.

Metcalf will report school closings through e-mail and Skyward communication. School closing information will also be posted on the school website and Facebook page. In the event of an emergency at school while children are present, please do not come to the school. Information, including procedures for reunification, will be provided via Constant Contact, ISU Alert, Skyward, and local media.

Safety Drill Procedures and Conduct

Safety drills will occur at times throughout the school year. Students are required to comply with the directives of school officials during all emergency drills. There will be a minimum of three (3) evacuation drills, one (1) severe weather (shelter-in-place) drill, one (1) law enforcement drill to address an active shooter incident, and one (1) bus evacuation drill each school year. Other drills may be arranged by administration or University officials if deemed necessary.

Orders of Protection

Upon receipt of a court order of protection, the Building Principal shall file the order of protection in the records of a child who is the “protected person” under the order. All members of the Laboratory School community are expected to cooperate to enforce an Order of Protection. No information or records shall be released to the Respondent named in the order of protection. When a child who is a “protected person” under an order of protection transfers to another school, the Building Principal may, at the request of the Petitioner, provide, within 24 hours of the transfer or as soon as possible, written notice of the order of protection, along with a certified copy of the order, to the school to which the child is transferring.

Student Records

A student record is any record that contains personally identifiable information or other information by which an individual student may be identified, if it is maintained by the School. Exceptions include records kept: (1) in a school staff member’s sole possession and is destroyed not later than the student’s graduation or permanent withdrawal, and not accessible or revealed to any other person except a temporary substitute teacher, or (2) by law enforcement officials working in the School.

Maintenance of School Student Records

Metcalf maintains two types of school records for each student: a *permanent* record and a *temporary* record.

<p>The <i>permanent record</i> shall include:</p> <ul style="list-style-type: none"> ● Basic identifying information, including the student’s name and address, birth date and place, gender, and the names and addresses of the student’s parent(s)/guardian(s); ● Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations; ● Attendance record; ● Accident and health reports; ● Record of release of permanent record information; ● Scores received on all State assessment tests administered in grades 9 -12; ● Unique student identifiers. 	<p><i>Temporary records</i> include:</p> <ul style="list-style-type: none"> ● A record of release of temporary record in formation; ● Scores received on the State assessment tests administered in grades K – 8; ● Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction; ● Information provided under the Abused and Neglected Child Reporting Act, including any final finding report received from a Child Protective Service Unit; ● Completed home language survey form; ● Any biometric student information collected; and ● Other information maintained by the school.
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The permanent record shall be maintained for at least 60 years after the student graduates, withdraws, or transfers. Biometric student information will be destroyed within thirty [30] days after the use of the biometric information is discontinued, upon

request, or after the student's graduation or withdrawal. Upon a student's graduation, transfer, or permanent withdrawal, the Building Principal or designee shall notify the parent(s)/guardian(s) and the student when the student's permanent and temporary school records are scheduled to be destroyed and of their right to request a copy.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents (and students over eighteen) certain rights with respect to the student's education records. Additional information about FERPA can be accessed at <https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa>.

Academic Information

Standards-Based Grading

The standards-based grading system has been implemented to provide more detailed and accurate feedback about student progress. The reporting standards are aligned with state and national standards for each grade level, assisting students and families to understand the academic expectations more clearly.

The evaluation of the standards tells us what students should know and be able to do at each grade level and their progress in meeting the level of proficiency required according to the priority academic standards.

The purpose of standards-based grading is to accurately communicate growth and achievement of the standards to students, parents, and teachers. Parents can see which standards students have mastered and which ones need reteaching and relearning.

Using standards-based grading will ensure consistency of expectations from teacher to teacher, help teachers and students focus on standards from the beginning of the year, and explain to parents exactly how their children are doing based on the standards. In 5th-8th grades, parents will be able to access their student's academic information electronically through StandardsScore.

Teachers use a variety of assessment tools to determine a performance score including, but not limited to, summatives, formatives, projects, papers, and presentations. It is important to differentiate between formative assessment, or "assessment *for* learning" (used to inform the teacher's instruction) and summative assessment, or "assessment *of* learning" (used to inform students of their levels of understanding). Each assessment will be scored on a scale of 0 to 4.

K-8 Grading Scale

- 4: Demonstrates complete and masterful work
- 3: Demonstrates proficient work
- 2: Demonstrates an emergent understanding
- 1: Demonstrates significant gaps
- 0: Too little or no work submitted

Student Progress Monitoring

All students are screened three times a year in math, reading and social emotional learning using a data management system called AIMSweb Plus and BIMAS-2 (Behavior Intervention Monitoring Assessment System). These screenings provide a quick snapshot of the students' performance in relation to a national comparison. Based on this information, other assessments, and teacher nomination, students who need extra support receive intervention and are monitored weekly to ensure adequate progress.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) is a process designed to help schools focus on high quality instruction that is matched to student needs and monitored on a frequent basis. School personnel, as well as parents, adapt instruction and make decisions regarding the student's educational program based on the information gained from the MTSS process.

The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Multi-Tiered System of Support (MTSS) is a general education initiative, which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

Tier I

The core curriculum, also referred to as Tier I, includes the instruction that all children receive. Metcalf's curriculum is "scientifically-based", meaning that it has been thoroughly and rigorously reviewed to determine that it produces positive educational results in a predictable manner.

Tier II

Tier II is small-group supplemental instruction *in addition* to the time allotted for core (Tier 1) curriculum instruction. For example, WIN (What Individuals Need) is a set time for grades K-8 where students work in small groups based upon their needs and are provided with interventions.

Tier III

If a student remains in need of more assistance than can be provided in Tier II, they may require more individualized Tier III services. Tier III provides individualized or small group, supportive instruction outside of the classroom by an interventionist during the school day.

Students With Disabilities

There are two primary federal laws that impact the educational rights of children with disabilities relating to special education and related services.

- Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal civil rights law that prohibits discrimination on the basis of disability in programs and activities that receive any Federal financial assistance from the U.S. Department of Education. Section 504 was enacted to "level the playing field" - to eliminate impediments to full participation by persons with disabilities. Section 504 establishes a student's right to full access and participation to education and all school-related activities and requires schools to provide appropriate services to meet the individual needs of qualified students.
- The Individuals with Disabilities Education Act ("IDEA") is a federal law that requires State and local education agencies receiving federal IDEA funding to guarantee special education and related services so that eligible children with disabilities receive a free and appropriate public education. The Individuals with Disabilities Education Act also provides discipline protections for children who are or may be eligible for IDEA services.

The Laboratory Schools work together with our students' home school districts to provide programs and services that meet federal and state requirements. Additional information about Section 504, IDEA and the Laboratory Schools' procedures are included in Parent Rights Notice available on the website: <http://metcalf.illinoisstate.edu/parents/>

Course Offerings

Brief descriptions of academic courses are offered below. More detailed information is available on Curriculum Night and on the school website.

Core Instruction

Math, Science, Social Studies, & English/Language Arts (ELA).

Physical Education & Health

Promotes activity, physical literacy, & health concepts.

Studio Classes

Art, Music, Theatre, STEM (Science, Technology, Engineering, & Mathematics)

World Language

French, Mandarin, & Spanish

Second Step & Advisory

Social-emotional learning curriculum.

What I Need (WIN) & Tutorial

Supplemental academic support based on each student's performance core classes.

Scope & Sequence

A combination of required and elective courses are offered to provide a student-centered educational experience. As students get older, they will be given more opportunities to request courses. Each spring, students are asked to rank their top choices (if applicable) for consideration, then placed in classes over the summer. Classes marked with an *asterisk* below indicate where student choice is available.

K-4

- Core Instruction
- WIN
- Second Step
- Studio
- Physical Education

Grade 5

- Core
- Advisory
- Studio (Quarterly Rotation)
- Band / Orchestra*
- Physical Education

Grade 6

- Core
- Advisory
- Studio (Quarterly Rotation)
- Band / Orchestra / Chorus / Tutorial*

- Physical Education
- World Languages (Trimester Rotation)

Grades 7 & 8

- Core
- Advisory
- Studio*
- Band / Orchestra / Chorus / Tutorial*
- Physical Education & Health
- World Languages*

Extracurricular Programs

Metcalf students are encouraged to get involved with opportunities beyond the traditional school setting to strengthen peer relationships and their sense of belonging within the school community. Students will have several options to choose from, and while there are some limitations due to overlapping schedules, we are confident that all Wildcats can be a part of a meaningful, memorable extracurricular experience. Offerings are limited at elementary grade levels and continue to expand as students progress through middle school.

Activities

Generally speaking, Activities allow students to pursue their interests in a non-competitive setting, though there are some exceptions. Students who wish to participate in Activities must (1) register for the activity; (2) pay the assigned activity fee*; and (3) maintain academic, behavioral, and attendance standards as outlined in the Eligibility section below.

**Free/Reduced fees and payment plans are available for those who qualify.*

Athletics

As a member of the [IESA](#), students in grades 5-8 are allowed to participate in sanctioned interscholastic competitions. Metcalf Athletics programs strive to offer a competitive experience that promotes individual and team success by teaching sport-specific skills, character development, and sportsmanship. Students who wish to participate in Athletics must (1) register for the activity; (2) pay the assigned activity fee*; (3) provide a copy of a valid sports physical; (4) sign the IESA concussion form; and (5) maintain academic, behavioral, and attendance standards as outlined in the Eligibility section below.

**Free/Reduced fees and payment plans are available for those who qualify.*

Tryouts, Rosters, & Playing Time

The IESA limits the number of players rostered for certain sports. Coaches reserve the right to hold a tryout, when appropriate, to address roster, equipment, or uniform limitations and to provide the best experience possible for their student-athletes. Decisions regarding roster size and makeup will be made in consultation with the Athletic Director. As students progress through middle school, the level of competition also increases. Coaches reserve the right to make decisions regarding playing time with respect to the guidelines outlined below. Each sport has unique characteristics which drive the decision-making process.

Baseball & Softball

Students in grades 6-8 may register and participate. Due to traditionally small numbers or participants relative to the number needed to compete at a high level, coaches will determine the rosters and playing time. The IESA only recognizes one team for each school, however, every attempt will be made to offer a “B Team” experience for those who are looking to improve their skills in hopes of competing at the highest level we offer in the future.

Girls Basketball, Boys Basketball, & Volleyball

Students in grades 5-8 may register and participate. Due to traditionally large numbers relative to the number of participants needed to compete at a high level, indoor sports will differ in their approach.

5th Grade - All students who register to participate will be rostered at their grade level and can expect *equal* playing time to the greatest extent possible.

6th Grade - All students who register to participate will be rostered at their grade level and can expect to compete for playing time.

7th Grade - All students who register to participate are not guaranteed a spot on the roster and can expect to compete for playing time.

8th Grade - All students who register to participate are not guaranteed a spot on the roster and can expect to compete for playing time.

Track & Cross Country

Students in grades 5-8 may participate. Coaches reserve the right to make decisions regarding meet entries and postseason rosters.

Competitive Cheer

Students in grades 5-8 may participate. Coaches reserve the right to make decisions regarding the roster, including IESA Sectional & State competitions.

Scholastic Bowl

Students in grades 5-8 may participate. Coaches reserve the right to make decisions regarding the roster, including the IESA State-series competitions.

Eligibility

Students registered for Athletics or Activities must meet the minimum requirements for academics, attendance, and behavior in order to be eligible for participation. No out-of-season requirements shall be made a prerequisite to participation in Metcalf clubs or teams. All exceptions to the policies stated below must be approved by the Director of Athletics & Activities.

Academics

Students must maintain a cumulative standards-based grading (SBG) score of 1.5 or higher in all classes to participate in a school-sponsored event. Students may continue to attend practices while ineligible at the discretion of the coach/sponsor, however, may not compete or participate in an event such as a game or performance. More information can be found below in the Academic Eligibility Process section.

Attendance

Students must attend at least 4 hours of the school day to participate in any extracurricular practice or event. This would require a student to arrive no later than 11:00am. Students leaving for an appointment in the middle of the school day must return to satisfy the 4-hour requirement. Any unavoidable or unusual circumstances causing a student to miss part/all of the last half of a school day must be approved directly with a school administrator prior to the absence. Students who leave school due to illness or injury or obtain a PE excuse for illness/injury will be ineligible to participate in any extracurricular activities for the remainder of that day.

Behavior

Students must conduct themselves appropriately throughout the school day, and especially while representing our school in before/after school activities & interscholastic competitions. Failure to do so may result in limited participation or removal from the extracurricular program.

Academic Eligibility Process

Each week, the main office will run an Eligibility Report that will generate a list of 5th-8th grade students with overall scores below a 1.5 in an individual class. The results of the report are shared with teachers and any individual students who are impacted to ensure accuracy and allow communication to take place before final decisions are made at 3:00pm on the last student attendance day of the week. The student, family, and appropriate teachers, coaches, or sponsors will receive a notification if a student is placed on Academic Probation or declared ineligible. Eligibility decisions made leading up to an extended break from school will be in effect for the duration of the break and until a new report can be run.

Academic Probation

A student appearing on the eligibility report for the first time will be placed on Academic Probation, offering the student an opportunity to improve their academic performance without further consequence. Subsequent appearances on the eligibility report will result in Academic Ineligibility.

Academic Ineligibility

Any student deemed ineligible will be held out of contests for the following week of activities, Monday through Sunday, regardless of their ability to improve scores during the week of consequence. The student will not be able to participate or play in any game, match, or event; however, the student may participate in practices, travel with their team, and sit on the bench during the event (but cannot dress in their game uniform).

Students who are on probation or ineligible will have a notice sent home via email/letter to their families on the last student attendance day of the week. Coaches and activity sponsors will also receive a list of students who will not be eligible to participate in extracurricular activities for the following week.

Special Activity Eligibility

The director of each special activity (Ex: Circus & Theatre Productions) will work with the Athletic/Activities Director to determine eligibility for a student appearing on the eligibility report leading up to a performance.

Transportation

Metcalf is not required to provide transportation to or from school-sponsored extracurricular activities or athletics, however, a request can be made to the Director of Athletics & Activities for consideration. Metcalf will generally approve transportation requests for events taking place outside a 30-mile radius of the school building on days when students are in attendance, provided that adequate notice is given to arrange transportation and that funds are available. The school may elect to use university vehicles or outsource transportation. Any student using school transportation must be signed out by a parent/guardian if not returning with the team. One-way bus transportation may be considered for trips requiring a full-size school bus and hired driver.

Parent Meeting

Prior to the first contest of the season, the coach/sponsor will host a parent meeting. If a parent is unable to attend, it is their responsibility to contact the coach to obtain the information. The meeting may include contact information, practice and game schedules, excused and unexcused absences, coaching philosophy and style, playing time expectations, expectations of students, expectations of families, eligibility, activity and other fees, and transportation if applicable.

Additional Information

- Coaches and sponsors may establish additional specific criteria for their activity with the approval of the Assistant Principal. These additional guidelines must be communicated in writing to the students and their parents in a timely fashion.

- Any Metcalf students participating in or attending any school related extracurricular activity are expected to be polite and respectful to all fans, observers, students, supervisors, players, coaches, referees, etc.
- Any Metcalf students participating in or attending any school related extracurricular activity are expected to follow all school-wide behavioral rules and expectations.
- Any Metcalf students participating in or attending any school related extracurricular activity are expected to be picked up within 15 minutes of the conclusion of the event.

School Health Information & Policies

General Information

A registered nurse provides health services at Metcalf School. The phone number is 438-2435. Please feel free to contact the nurse at any time during the school day.

Health Exams

A current physical (defined as having been completed within one year of the first day of school) and immunization records are required by the State of Illinois for all students entering school for the first time, all kindergarten and sixth grade students, and any student transferring from a school outside of Illinois. Students transferring within Illinois must present the most current exam required for Illinois students. These records should be completed and submitted at registration in August. The physical is required to be on the two-sided “Certificate of Child Health Examination”, Form IL444-4737, and is available from the nurse, school office, your physician’s office, or online at:

http://www.isbe.state.il.us/pdf/school_health/Child-Hlth-Exam-Cert.pdf. The nurse will evaluate each student's health record at the beginning of the school year. If a student’s record is “non-compliant” in any way, the parent/guardian will be notified. As required by the State of Illinois, all students must be compliant with physical and immunization requirements and/or have filed for and been granted a waiver, or they will be excluded from school until the requirements are met. Health records are confidential and stored in the nurse’s office (Room 118).

Exclusion Policy

If a parent does not submit proof of having had either the health examination or the immunization for their child as required then the local school authority shall exclude said child from school until such time as the parent presents proof of having had either the health examination or those required immunizations which are medically possible to receive immediately.

Dental Exams

Beginning July 1, 2005, students in kindergarten, second, and sixth grades are required to have a dental exam. A licensed dentist, who must complete and sign the “Dental Examination Record”, must do the exam. All exams must be completed and returned to school by May 15 during the year the student is enrolled in the mandated grade.

Vision Exams

Public Act 95-671, effective January 1, 2008, requires that all children enrolling in kindergarten in a public, private or parochial Illinois school and any student enrolling for the first time in school shall have an eye examination (does not apply to preschool).

Medication at School

School policy for administration of medication at school is as follows:

- If a student must receive prescription or non-prescription medication at school, a written request must be completed and signed by both the licensed prescriber (i.e. Physician, NP, Dentist or Podiatrist), and the parent or guardian and must be on file at the school. The appropriate form is available at <http://www.metcalf.illinoisstate.edu> or can be

requested from the School Nurse.

- You must have the doctor's portion completed or a prescription for every prescription or non-prescription medication except sunscreen (for sunscreen, please complete the Sunscreen Permission Form). This may be faxed to the school at 309/438-2580.
- All prescription medication must be in the original container labeled by the pharmacist or licensed prescriber. Local pharmacies will provide an extra prescription bottle upon request. The label must include: Name of Student, Name of Medication, Dosage, Time to be Taken, Prescriber's Name, and Date.
- Non-prescription medication (i.e. Tylenol, ibuprofen, etc.) must be in the original labeled container with the student's name affixed to the container.
- All medications (prescription and nonprescription) must be kept locked in the nurse's office or in the school office when not in use. Students are not allowed to carry any medication on their person. The only exception is inhalers and EpiPens, which the student may carry, only if a medication form authorizing the student to self-administer is on file (a backup dose should also be provided to the school nurse). Unless ordered for a short term, all requests for self-administration of medication will expire at the end of the school year. If the parent/guardian does not pick up any unused medication after notification, the School Nurse shall dispose of the medication.
- Special education students' medication should be provided to school as stated in the IEP. All other students are to bring their medication to the nurse's office upon their arrival at school.
- Medications given at school will be administered within a half hour of the time ordered by the physician as the student's schedule and the nurse's schedule permit. In the absence of the nurse, a designated member of the school's staff will supervise as the student self-administers the medication.
- Students will report to the nurse's office to take medications.
- The school retains the discretion to reject requests for administration of medication and/or procedures.
- No medication will be provided by the school. It is the responsibility of the parent to provide medication their child needs at school.
- The current Medication Authorization Form may be accessed on the school website at:
<http://www.metcalf.illinoisstate.edu>

It is recommended that medications be given at school only in those instances where such scheduling is required in order for the child to remain in school. For example, medications ordered three times a day should be given at home right before school, right after school, and before bedtime and still meet therapeutic requirements.

Use of Undesignated Medications

School Supply of Undesignated Asthma Medication

Thomas Metcalf School shall maintain a supply of undesignated asthma medication and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed for use at the Thomas Metcalf School. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification as required by state law.

School Supply of Undesignated Epinephrine Injectors

Thomas Metcalf School shall maintain a supply of undesignated epinephrine injectors and provide or administer them as necessary according to State Law. Undesignated epinephrine injector means an epinephrine injector prescribed for use at the Thomas Metcalf School. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification as required by state law.

School Supply of Undesignated Opioid Antagonists

Thomas Metcalf School shall maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the US Food and Drug Administration. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School Supply of Undesignated Glucagon

Thomas Metcalf School shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon for use at the school in accordance with manufacturer's instructions. When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

Based on the Drug-Free Schools Act, Thomas Metcalf School will not permit the administration or storage of medical cannabis or use of a medical cannabis infused product at school or on school property. Illinois state law requires that public schools adopt a policy pursuant to Public Act 100- 660, 105 ILCS 5/22-33 or "Ashley's Law." Pursuant to University policy, the Laboratory Schools reserve the right to not authorize the use of a medical cannabis infused product if the school or University would lose federal funding as a result of this authorization.

Action Plans

Action plans are required for students with conditions needing immediate attention at school. Examples of these conditions are asthma, seizures, and food allergies. These plans are recommended and approved by the physician. Forms are available on the Metcalf website or upon request from the nurse.

Special Procedures

Special procedures, which must be performed during the school day in order for the student to attend school, will be implemented upon receipt of the Physician's Order and Parental Authorization for Special Procedure Form. Procedures will be scheduled according to parent/physician request, the student's schedule, and the availability of the nurse. Parents will be consulted if scheduled times require adjustment.

First Aid

First aid will be provided for injuries and illnesses that occur while the children are in school and on the Outdoor Education programs. If additional treatment is needed, a parent/guardian will be notified. In extreme emergencies, 911 will be called and the parent notified. Family Access should be updated or the main office should be informed of any change of phone number or address to enable us to reach a parent in an emergency.

Absence Due to Illness

If your child is ill before school, please keep them home and consult your doctor when appropriate. Your child should not attend school when they are not feeling well, have a fever, or have vomiting or diarrhea. If your child is sent home, or has been home with a fever or temperature over 100.0, they should remain home until free of fever (without medication) for 24 hours. Students should also stay home until free of vomiting or diarrhea for 24 hours.

When a child is absent due to illness, missed work must be made up. It is the child's responsibility to make arrangements with the teacher to complete missed work.

Communicable Diseases

All cases of communicable diseases (measles, mumps, chicken pox, etc.) must be reported to the school. The school nurse is required to send regular reports to the McLean County Health Department. Exclusion from school is determined by the regulation of the Illinois Department of Public Health (IDPH). If in doubt as to whether your child has a reportable disease, call the health services office for information.

Following Hospitalization or Surgery

When a child has had inpatient/outpatient surgery or has been hospitalized for an illness, a physician's release will be needed for the student to return to school. The release should include any activity restrictions, medications, special positioning or handling, or other procedures that are needed. Special education students will also need a prescription or order to resume occupational therapy, adaptive PE, and physical therapy in addition to written directions for any modifications needed.

Homebound and Hospital Services

Parents must contact school administration regarding homebound and hospital services. A child qualifies for home or hospital instruction if it is anticipated that, due to a medical condition, the child will be unable to attend school, and instead must be instructed at home or in the hospital, for a period of 2 or more consecutive weeks or on an ongoing intermittent basis. A student's parent or guardian must submit to the child's school district of residence a written statement from a physician licensed to practice in all of its branches stating the existence of such medical condition, the impact on the child's ability to participate in education, and the anticipated duration or nature of the child's absence from school.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Special education and related services required by the student's individualized Education Program (IEP) or services and accommodations required by the student's federal Section 504 plan must be implemented as part of the student's home or hospital instruction, unless the IEP team or federal Section 504 plan team determines that modifications are necessary during the home or hospital instruction due to student's condition.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

Suicide Prevention Protocol

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school.

Thomas Metcalf School maintains student and parent resources on suicide and depression awareness and prevention. Much of this information is posted on the school's counseling website. Information can also be obtained from the counseling office.

<https://uhigh.ilstu.edu/wp-content/uploads/schooldocs/suicidepreventionprotocol.pdf>

Vision and Hearing Screenings

Vision and hearing screenings are conducted annually as required by the State of Illinois. Vision screenings are done for grades 2, 4, and 8, and all preschool children 3 years of age and older, special education students, teacher and parent referrals, and students new to the school. Hearing screenings are done for grades K, 1, 2, and 3, and preschoolers age 3 and over, special education students, teacher and parent referrals, and new students. A parent/guardian will be notified if further evaluation (either hearing or vision) is recommended.

Physical Education

Parents who feel their student needs to be excused from PE participation for a day or two should put this in writing for the student to bring to school. PE excuse requests should be brought to their PE teacher or the main office by 8:00 a.m. if possible. Any student who has to be excused longer than two days will be required to have a doctor's written statement on file in the nurse's office.

A student who leaves school due to illness or injury or who obtains a PE excuse for illness or injury will be excluded from participation in extracurricular activities, including competitive sports, for the remainder of the day.

A student must dress and participate in PE class to be eligible to participate in extracurricular activities.

Technology Information & Policies

Technology Acceptable Use Policy

The Laboratory Schools provide technology use, including Internet access, to students and teachers in order to further the educational aims of the school. Access is given as a privilege, not a right, and may be limited or denied by University personnel. Lab School administration, faculty and staff reserve the right to review and remove any student's files and data records used on the school technology/communication system, which violate the Terms and Conditions below.

Terms and Conditions

I understand that...

- the school reserves the right to restrict the use of any digital content that is primarily for a social or entertainment purpose, or that otherwise detracts from the educational environment. These restrictions may be enforced on the school network and/or any electronic device I use while at the Lab Schools.
- all school-provided technology, including network access and storage, is for educational use. Any other use may result in loss of user account and/or confiscation of equipment.
- Email and storage accounts are Illinois State University property.
- Anything I do on Lab School or ISU computers or on the ISU network is not private and can be monitored by university faculty and staff.

I will...

- abide by all rules and regulations of the system as changed or added to from time to time by the administration and/or Illinois State University (including the University's Policy on Appropriate Use of Information Technology Resources and Systems located at <https://policy.illinoisstate.edu/technology/9-2/>).
- address all concerns regarding the use of technology first to the supervising teacher, and then to the administration.
- abide by the additional rules set out in the Laptop agreement.

I will not...

- use or carry on my person, any personal electronic device, including, but not limited to, laptop, iPad, tablet, Kindle, mobile or smartphone, on Thomas Metcalf School grounds, or during related school activities, between 8:00 a.m. and 3:00 p.m.
- use any software or access any Internet content in the classroom that has been prohibited by the teacher or school.
- attempt to circumvent or uninstall monitoring software from my laptop or any other Lab School or University computer.
- use Lab School and/or University computers, DVD players, cameras, classroom projectors or other school technical equipment without permission.
- use anyone else's ID and password nor allow anyone else to use my username(s) or password(s).
- attempt to hack into any school or University computer or server, or any other person's account.

- attempt to introduce any virus or malware, or any other destructive software, onto any Lab School or University computers or across the University network.
- download or store on my laptop any music, games, videos or other media for which I have not obtained a legal license.
- download, install or run any software on my laptop for which I have not obtained a legal license.
- plagiarize, or violate copyright laws in regards to using text, images, audio, music or video clips.
- vandalize any technology at the Lab Schools.
- interfere with others' use of technology.
- use any computer to commit acts which are illegal.

I assume responsibility for...

- any damages to school equipment while I am using it. This includes paying for repairs, which are listed in the laptop legal agreement.
- any consequences that arise from my use of technology- including my cell phone/personal technology- while at the Lab Schools.
- my actions while on-line. This means that I will be polite to others and use appropriate language.
- being a good digital citizen, respecting the technology made available to me, and setting a good example in my use of technology to better our learning community.

Social Media

The school recognizes that social media can be used for instruction to connect students with the global community; however, the Terms of Service (TOS) of many social media tools eliminate the majority of Thomas Metcalf School's population from using these tools. Should teachers choose to use legally acceptable social media tools, a certified teacher will supervise students. When social media is used, normal school rules of etiquette and conduct spelled out in the School Handbook apply, including rules regarding bullying and harassment. The school reserves the right to limit or block student use of such sites at the discretion of the administration.

Additionally, we encourage all parents/guardians to be fully aware of their student's use of social media and to monitor what is acceptable for them to make use of while outside of school. The school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination. However, the school may not request or require a student or his/her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website or demand access in any manner to a student's account or profile on a social networking website.

Consequences for violations

Students who violate the Acceptable Use Policy may lose their account privileges at the discretion of the administration. The administration will determine the length of time for which privileges are lost on an individual basis. Further disciplinary action including, but not limited to, detentions, suspensions, expulsions and police notification will be issued by the administration as deemed necessary.

Warranties

The school makes no warranties of any kind, whether expressed or implied, regarding the use of computers, the University network, the Internet, or the accuracy, correctness, completeness, or reliability of any information, files, or software. The school will not be responsible for any damages for any of the foregoing, including loss of data, non-deliveries, missed-deliveries, or service interruptions, whether caused by its negligence, user errors or omissions, or other defects. Use of any information obtained via the Internet is at the user's own risk. The school and University specifically deny any

responsibility for the accuracy or quality of information obtained through use of the University network or the Internet.

Laptop Agreement

Terms and Conditions of Use

The purpose of loaning a laptop and adapter is to provide individual computer access to students at ISU Laboratory Schools. The term of this agreement shall be from the date of execution by all parties through the last school day of the school year, or upon the date the laptop is returned to the Lab Schools, whichever is earlier.

By signing off on this form, the student and the student's parent/guardian certify that they have thoroughly read, understand, and accept the following terms and conditions, which will govern the student's possession of a laptop computer issued to the student by the Illinois State University Laboratory Schools ("Lab Schools"). The student and the student's parent/guardian also certify that they will comply with these terms at all times during the term of this agreement.

General Terms & Conditions

- The laptop is and will remain at all times the property of the Lab Schools, and is being loaned for educational purposes only. The Lab Schools may take back the laptop, or place additional restrictions on the student's use or possession of the laptop, at any time and for any reason, with or without prior notice. If instructed to do so for any reason by any Lab Schools' teacher or administrator, the student or the student's parent/guardian will immediately surrender the laptop to that teacher or administrator.
- At its sole discretion, the Lab Schools may change the terms or conditions of the student's possession or use of the laptop, or to impose new restrictions on use or possession of the laptop, at any time during the term of this agreement.
- The student's possession and use of the laptop will be subject at all times, both on and off campus, to the terms and conditions described in this document, any and all applicable state and federal laws and regulations, applicable School Handbook policies (including the Technology Acceptable Use Policy) as well as any additional rules, regulations, and restrictions that may be imposed from time to time by the Lab Schools. Any included software may be used only in accordance with the applicable license and it is the student/parent's responsibility to be familiar with and to comply with the provisions of any such license.
- By signing this agreement, the student and the student's parent/guardian certify that they have reviewed and understand the School Handbook and the Technology Acceptable Use Policy contained therein. They further certify that it is their responsibility to inform themselves as to any school policies that might apply to the student's use or possession of the laptop and to comply with those policies at all times.
- By signing this document, the student and the student's parent/guardian acknowledge that they are solely responsible for ensuring that the student's use of the laptop to access the Internet while off campus will be safe and responsible and in compliance with all applicable laws, policies, rules, and regulations. The Lab Schools will not be responsible for any harm that may come to the student or any other person as a result of the student's off-campus Internet activities.
- Any violation of the terms or conditions set forth or referenced in this document may result in the Lab School taking back the laptop, or restricting, suspending, or terminating, with or without prior notice, the Student's use of the laptop.
- The student's possession and use of the laptop is a privilege, not a right. By signing this document, the student and the student's parent/guardian acknowledge that they have no right or entitlement to possession or use of the laptop and that neither this document nor any conversation, correspondence, or understanding between themselves and any representative of the Lab Schools gives them any ownership of any kind whatsoever in the laptop.

Prior to Obtaining a Laptop

Students must...

- Pay a technology fee which is included in the annual Registration Fees unless fees are waived or reduced by the Lab Schools for economic hardship.
- Have a parent/guardian sign the Student Handbook acknowledging acceptance of the Technology Acceptable Use Policy
- Acknowledge the Student/Guardian Laptop Agreement found in the Student Handbook

Issuance & Return of Laptop

- After the student has met the above requirements, the laptop and adapter will be issued to the student (typically during the first week of school, although this date may be changed by the Lab Schools at any time).
- The laptops and adapters must be turned in by the last day of attendance. The specific date and procedures for when and where to turn the units in will be clearly communicated on the school website.
- For 8th grade students, the laptops and adapters must be turned in prior to their last attendance day, which is typically earlier than the last day of school. Again, the specific date and procedures for turning in will be clearly communicated via the school website.
- When the laptop and adapter are returned, they will be checked for damages, and fees assessed (if necessary) based on the schedule listed in the "Fees" section in this document.
- If a laptop is not returned by the due date set by the Lab Schools, late fees of \$5 per day up to the actual value of the laptop (approximately \$375.00) will be assessed.
- If the laptop is not returned within 60 days of the last day of attendance, the student and the student's parent/guardian will be assessed the full replacement cost for the laptop, and the Lab Schools may institute legal actions against the student and the student's parent/guardian.

Technology Acceptable Use Policy

Use of the laptop is governed by policies listed under "Technology Acceptable Use Policy Agreement" in the School Handbook. This includes information about laptop monitoring.

Security, Loss, or Theft

- The student is responsible for ensuring that the laptop is kept safe and secure at all times during the term of this agreement.
- The student must use a protective sleeve/case when carrying/transporting their device. These are not provided by the school.
- Under no circumstances will the student leave the laptop unattended at any location, either on or off campus.
- Under no circumstances will the student leave the laptop in the care or custody of any person other than the student's parent or guardian or a Lab School teacher or administrator.
- If the laptop is lost or stolen while at school, the student will immediately report the problem to the Main Office. If the student believes the laptop has been stolen, Lab School officials will then report the theft to the Illinois State University Police Department, who will conduct an investigation,
- If the student is off school grounds and believes the laptop has been stolen, the student and the student's parent/guardian will immediately file a report with local law enforcement officials and request a copy of the written incident report filed by the investigating officer. As soon as possible after reporting the laptop stolen, the student will provide a copy of the police report to the Main Office, along with details about the incident and the name and telephone number of the investigating officer.
- If the student is on school grounds and believes the laptop has been stolen, it should be reported to the Main Office. Any theft, conspiracy to steal, or unauthorized sale of or conspiracy to sell a Lab Schools-owned laptop will be vigorously prosecuted to the fullest extent of the law.
- If for any reason the laptop is lost or stolen during the time that it is issued to the student, regardless of whether the student is at fault, the student and the student's parent/guardian will be responsible for the replacement cost of \$375.

Damage

- The school will provide service for any hardware or software problem, including units that are damaged or vandalized. The school or the student may cover costs for service.
- The school will cover all service that was previously covered under warranty.
- The student or parent/guardian will be required to pay for service to repair accidental damage, intentional misuse, or other items not covered under the above. Service costs will be charged as the actual cost of parts plus handling. The

school will cover labor costs.

- To help defray student expenses, the school will subsidize two incidents of accidental damage while the student is enrolled at the school.
 - For the first incident, the school will cover all costs over \$100.
 - For the second incident, the school will cover all costs over \$200. Damage to separate parts of the computer will be considered separate incidents, unless it can be shown that they resulted from the same accident.
- Intentional misuse will be charged at full cost to repair.
- Service for software problems will be limited to complete restoration of the software to its original state. Depending on the nature of the problem, students may not have the opportunity to save personal data from the machine before software restoration.
- Fees associated with damaged laptops will be assessed only for the relevant hardware. These may be reduced or waived due to economic hardship. To qualify for a reduction or waiver, students must qualify for free or reduced lunch under the applicable State guidelines. Requests for fee waivers or reductions should be referred to the Main Office and will be handled confidentially. The granting of a hardship waiver will not necessarily mean that a student will be issued a replacement Laptop. Unless the student is granted a fee waiver or reduction for economic hardship, the student will not be issued a replacement laptop until the costs described above have been paid in full.
- The Lab Schools may, at its sole discretion, choose not to issue a replacement laptop, for any reason. The decision not to issue a replacement laptop shall not excuse the student and his parent/guardian from any fees associated with the loss, theft, or damage of any previously-issued Lab Schools laptops, given that those fees are intended to help offset the actual cost to the Lab Schools of repair or replacement of the Lab Schools' property.

Appendix A

The University Laboratory Schools operate under the [University Anti-Harassment and Non-Discrimination Policy 1.2](#). Federal and state laws, including the Illinois School Code, apply somewhat differently to an elementary and secondary school population than they do for university students. For that reason, ISU has adopted Laboratory School specific procedures relating to allegations of discrimination and harassment based on race, color, national origin and sex or gender.

LABORATORY SCHOOL COMPLAINT PROCEDURES UNDER ILLINOIS STATE UNIVERSITY ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY 1.2			
Discrimination/Harassment Allegation	Complainant	Respondent	Applicable University Procedure
Discrimination or harassment claim based on race, color, or national origin (including traits associated with race, such as hair texture and protective hairstyles).	Laboratory School Student	Laboratory School Student, Laboratory School Employee, Laboratory School Contractor, Visitor or Volunteer	Please see University Procedure 1.2.3. <i>Procedure required by Illinois School Code – Racism Free Schools Act.</i>
Discrimination or harassment claim based on religion, order of protection, age, disability, genetic information, unfavorable military discharge, or status as a veteran.	Laboratory School Student	Any party (including Laboratory School students and Laboratory School employees.)	Please see University Procedure 1.2.1.
Title IX: Discrimination or harassment based on sex, gender identity/expression, sexual orientation, or sex-based harassment, including sexual assault/misconduct, domestic violence, dating violence, stalking, and/or sexual exploitation.	Laboratory School Student	Laboratory School Student(s)	Please see University Procedure 1.2.4. <i>Updated procedure to reflect changes under new Title IX regulations effective August 1, 2024.</i>
Title IX: Discrimination or harassment based on sex, gender identity/expression, sexual orientation, or sex-based harassment, including sexual assault/misconduct, domestic violence, dating violence, stalking, and/or sexual exploitation.	Laboratory School Student	Any party (including Laboratory School employees, but excluding Laboratory School students)	Please see University Procedure 1.2.2. <i>Updated procedure to reflect changes under new Title IX regulations effective August 1, 2024.</i>

**GENERAL UNIVERSITY COMPLAINT PROCEDURES UNDER ILLINOIS STATE UNIVERSITY
ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY 1.2**

<p>Discrimination based on all protected classes including race (including traits associated with race, such as hair texture and protective hairstyles), color, ancestry, national origin, religion, order of protection, age, disability, genetic information, unfavorable military discharge, or status as a veteran</p>	<p>All Complainants except Laboratory School students.</p>	<p>Employees or students (excluding Laboratory School students for race, color, national origin claims).</p>	<p>Please see University Procedure 1.2.1.</p>
<p>Title IX: Discrimination or harassment based on sex, gender identity/expression, sexual orientation, parental status, marital status, pregnancy or related conditions, or sex-based harassment, including sexual assault/misconduct, domestic violence, dating violence, stalking, and/or sexual exploitation.</p>	<p>All Complainants except Laboratory School students.</p>	<p>Employees or students (excluding Laboratory School students)</p>	<p>Please see University Procedure 1.2.2.</p>

Laboratory School Summary of Race, Color, and National Origin Complaints

1.2.3 University Laboratory School Anti-Harassment, Anti-Retaliation, & Non-Discrimination Policy Complaint Procedure for Students on the Basis of Race, Color, and Natural Origin

Illinois State University and the University Laboratory Schools strive to foster an academic environment that is free from all forms of harassment and discrimination in accordance with law, the [University Anti-Harassment and Non-Discrimination Policy 1.2](#), and the University High School and Thomas Metcalf student handbooks.

The Racism-Free Schools Law ([P.A. 103-0472](#)) was passed by the Illinois General Assembly in August 2023 and goes into effect for the 2024-2025 school year. The Racism-Free Schools Act requires every school in Illinois to **create, implement, and maintain an age-appropriate** policy on race-related **harassment and discrimination**, train employees to recognize and report **acts of race-related harassment and discrimination**, and inform students and families of their rights and reporting options.

The Laboratory Schools and the University Office for Equal Opportunity and Access (OEOA) have introduced a new procedure for the 2024-2025 school year: 1.2.3 University Laboratory School Anti-Harassment, Anti-Retaliation, & Non-Discrimination Complaint Procedure for Students on the basis of Race, Color, and Natural Origin. The full procedure is available on the [University policy website](#). This procedure details the process for filing an OEOA complaint alleging discrimination or harassment based on the student's protected class of race, color, or national origin and retaliation against a party for bringing such a claim.

What is Race, Color, and National Origin Harassment and/or Discrimination?

Discrimination based on an individual's race, color, or national origin can include:

- Exclusion or denial of benefits of Laboratory School program or activity on the basis of race (which includes traits associated with race such as hair texture and protective hairstyles, e.g., braids, locks, and twists), color, or national origin.
- Unwelcome conduct related to one's actual or perceived race, color, or national origin that is sufficiently severe or pervasive so that it substantially interferes with an individual's participation in a Laboratory School program or activity.
- Unwelcome conduct related to one's actual or perceived race, color, or national origin that creates an intimidating, hostile, or offensive educational environment.

How do we file a complaint against a Laboratory student or employee using this procedure?

- A complaint can be brought to the attention of the Building Principal or the Office of Equal Opportunity and Access.
- Reports can be submitted to OEOA:
 - By phone: OEOA Director at (309) 438-3383
 - By email: equalopportunity@illinoisstate.edu
 - Online: https://illinoisstate-gme-advocate.symplicity.com/public_report
 - In Person: Office of Equal Opportunity and Access, 310 Hovey Hall, Normal, IL

Reports may also be made anonymously using an online reporting tool available at <https://secure.ethicspoint.com/domain/media/en/gui/85966/index.html>. The University and Laboratory School administrators may be limited in how they can respond to anonymous reports.

What does the complaint process involve?

Families will have two general options to resolve a complaint: an informal complaint resolution process or a formal complaint resolution process.

Informal Complaint Process:

Generally, the informal complaint resolution process would seek resolution of an issue within 5-10 days.

- Step 1: A complaint is made, reviewed by the Building Principal and OEOA, and both parties agree to participate in an informal complaint resolution process. A facilitator is appointed.
- Step 2: Interim and supportive measures such as a no-contact order or emergency removal are made available to either party while the complaint resolution process continues.
- Step 3: The facilitator selects the informal resolution method such as conversations with the parties, restorative justice conferences, written submissions, interviews with parties or other appropriate methods.
- Step 4: The facilitator will propose an informal resolution agreement which may include requirements that could be imposed as remedies or disciplinary sanctions.
- Step 5: The parties both agree to the proposed informal resolution. If not, then the Complainant retains the right to pursue a formal complaint process.

Formal Complaint Process:

Generally, the formal complaint process would include:

- Step 1: Filing the complaint.
- Step 2: Interim and supportive measures such as a no-contact order or emergency removal are made available to either party while the complaint resolution process continues.
- Step 3: Review of the allegations by the Building Principal and OEOA designee within 3 school/business days of receipt
- Step 4: Notice to complainant and respondent regarding allegations.
- Step 5: Gathering evidence, meeting with witnesses, and investigating the allegations.
- Step 6: After completing the investigation, OEOA will issue a draft investigation report for the parties to review and offer a response.
- Step 7: At the close of the investigation, OEOA will issue a final investigation report including a determination as to whether or not sufficient evidence was found, based on a preponderance of the evidence standard, to violate the Anti-Harassment and Non-Discrimination Policy. This determination can be appealed to the Laboratory School Director/University President.
- Step 8: If a policy violation is found, the matter will be referred to the Laboratory Schools, and the Building Principal or designee will recommend any sanctions under the Code of Student Conduct outlined in the appropriate student handbook.

The goal is that the OEOA investigation for a formal complaint would be concluded within 30 school days after receipt of the complaint, unless the investigation requires additional time to review evidence. If additional time is needed, all parties will be notified.

If during the review of the complaint, the Building Principal and the OEOA designee do not believe the complaint alleges facts sufficient to constitute a violation of the Anti-Harassment and Non-Discrimination Policy, *then the Building Principal will investigate the complaint as a possible student handbook violation.*

What are supportive measures?

Supportive measures for an individual are designed to restore or preserve access to the Laboratory School's education program or activity, without unreasonably burdening the other party, while also protecting the safety of all parties and the Laboratory School's educational environment and deterring discrimination and harassment. Supportive measures may include, but are not limited to:

- Counseling
- Extensions of deadlines
- Class schedule changes
- Mutual restrictions on contact
- Increased security or monitoring of certain areas of campus
- Limited extracurricular activities
- Consultation with building leadership
- Creating a building safety plan
- Training and educational programs or other similar measures

What is an emergency removal?

“Emergency Removal” is a process under the University Anti-Harassment and Non-Discrimination procedures for the Laboratory Schools, 1.2.3 and 1.2.4, that authorizes removal of a student from the learning environment before the full complaint and grievance process under the policy is completed. This type of removal is only available if it is determined that **there is a credible, imminent, and serious threat to the health or safety of the school, students, employees, or other individuals**. The emergency removal decision can be appealed to the Laboratory School Director. Any removal would typically be for no more than 2 days. The removal can be extended up to 10 days if necessary. This type of removal is non-punitive, non-disciplinary, and is not a sanction administered under the Code of Conduct. The emergency removal can be appealed to the Laboratory School Director. Additional details on Emergency Removal and the appeal process are described in Appendix A of this handbook and in University Procedures 1.2.3 and 1.2.4, available on the University policy [website](#).

Questions:

If you have any questions regarding this procedure, please contact OEOA for more information.

Laboratory School Summary of Title IX Complaints

1.2.4 University Laboratory School – Title IX Sex Discrimination and Sex-based Harassment Procedures for Laboratory School Students

Illinois State University and the University Laboratory Schools strive to foster an academic environment that is free from all forms of harassment and discrimination in accordance with law, the [University Anti-Harassment and Non-Discrimination Policy 1.2](#), and the [University High School](#) and [Thomas Metcalf](#) Student Handbooks.

New federal Title IX regulations become effective August 1, 2024, for the 2024-2025 school year. Based on the changes to these regulations, the University Office of Equal Opportunity and Access (OEOA) and Laboratory Schools have:

- Revised and updated the [University Anti-Harassment and Non-Discrimination Policy 1.2](#).
- Adopted new general procedures titled “Sex Discrimination and Sex-Based Harassment Complaint Procedures for Employees and Students” available at University Procedure 1.2.2 on the [University policy website](#) and the [Laboratory School Policy website](#).
- Updated the University Laboratory School - Title IX Sex Discrimination and Sex-based Harassment Procedures for Laboratory School Students available at University Procedure 1.2.4.
- Updated the University High School and Thomas Metcalf student handbooks.

The new University Procedure 1.2.4 details the procedure for filing a complaint with OEOA *against a Laboratory School student* for any allegation of *Title IX violations of sex discrimination and/or sex-based harassment, including sexual assault, dating violence, domestic violence, stalking, and sexual exploitation*. This procedure applies to conduct occurring on or after August 1, 2024. Conduct occurring prior to August 1, 2024 will be evaluated under the prior procedure.

What is Sex Discrimination and/or Sex-based Harassment?

The University Anti-Harassment and Non-Discrimination Policy 1.2 includes extensive definitions of sex discrimination, including gender identity and expression and sexual orientation, and forms of sex-based harassment. Discrimination based on an individual’s sex can include:

- Exclusion or denial of benefits of a Laboratory School program or activity on the basis of sex, sexual orientation, gender identity and/or expression, marital status, parental status, or pregnancy and/or related conditions.
- Discrimination related to one’s sex, sex stereotypes, or sex characteristics.
- Hostile educational or work environment based on unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive it limits or denies a person’s ability to benefit from a Laboratory School program or activity.
- Specific sex-based offenses such as sexual misconduct/violence, dating violence, domestic violence, stalking, and sexual exploitation.

How do we file a Title IX complaint against a Laboratory School student using this procedure?

- A complaint can be brought to the attention of the Building Principal or the Office of Equal Opportunity and Access.
- Reports can be submitted to OEOA:
 - By phone: OEOA Director at (309) 438-3383
 - By email: equalopportunity@illinoisstate.edu
 - Online: https://illinoisstate-gme-advocate.symplicity.com/public_report
 - In Person: Office of Equal Opportunity and Access, 310 Hovey Hall, Normal, IL

Reports may also be made anonymously using an online reporting tool available at <https://secure.ethicspoint.com/domain/media/en/gui/85966/index.html>. The University and Laboratory School administrators may be limited in how they can respond to anonymous reports.

What does the complaint process involve?

Families will have two general options to resolve a complaint: an informal complaint resolution process or a formal complaint resolution process.

Informal Complaint Process:

Generally, the informal Title IX complaint resolution process would seek resolution of an issue within 5-10 days.

- Step 1: A complaint is made, reviewed by the Building Principal and OEOA, and both parties agree to participate in an informal complaint resolution process. A facilitator is appointed.
- Step 2: Interim and supportive measures such as a no-contact order or emergency removal are made available to either party while the complaint resolution process continues.
- Step 3: The facilitator selects the informal resolution method, such as conversations with the parties, restorative justice conferences, written submissions, interviews with parties, or other appropriate methods.
- Step 4: The facilitator will propose an informal resolution agreement which may include requirements that could be imposed as remedies or disciplinary sanctions.
- Step 5: The parties both agree to the proposed informal resolution. If not, then the Complainant retains the right to pursue a formal complaint process.

Formal Complaint Process:

Generally, the formal Title IX complaint process would include:

- Step 1: Filing the complaint.
- Step 2: Interim and supportive measures such as a no-contact order or emergency removal are made available to either party while the complaint resolution process continues.
- Step 3: Review of the allegations by the Building Principal and OEOA designee within 3 school/business days of receipt
- Step 4: Notice to complainant and respondent regarding allegations.
- Step 5: Gathering evidence, meeting with witnesses, and investigating the allegations.
- Step 6: After completing the investigation, OEOA will issue a draft investigation report for the parties to review and offer a response.
- Step 7: At the close of the investigation, OEOA will issue a final investigation report and refer the matter for final case adjudication. An administrative hearing would be conducted to allow parties to submit questions and present evidence. At the conclusion of the final case adjudication procedure, a determination will be made as to whether or not sufficient evidence was found, based on a preponderance of the evidence standard, to violate the Anti-Harassment and Non-Discrimination Policy.

- Step 8: The final determination can be appealed to the Laboratory School Director/University President. The appeal process is limited to cases with a procedural irregularity, new evidence, or a conflict of interest or bias that affected the outcome of the matter. If the appeal meets one or more of those criteria, then both parties can provide statements in support or opposition to the appeal. The Laboratory School Director would review submissions and make a recommendation to the President. The President of Illinois State University or their designee would issue a final decision on an appeal.
- Step 9: If a policy violation is found, the matter will be referred to the Laboratory Schools, and the Building Principal or designee will recommend any sanctions under the Code of Student Conduct outlined in the appropriate student handbook.

The goal is that the OEOA investigation would be concluded within 30 school days after receipt of the complaint, unless the investigation requires additional time to review evidence. If additional time is needed, all parties will be notified.

If during the review of the complaint, the Building Principal and the OEOA designee do not believe the complaint alleges facts sufficient to constitute a violation of the Anti-Harassment and Non-Discrimination Policy, then the Building Principal will investigate the complaint as a possible student handbook violation.

What are supportive measures?

Supportive measures for an individual are designed to restore or preserve access to the Laboratory School’s education program or activity, without unreasonably burdening the other party, while also protecting the safety of all parties and the Laboratory School’s educational environment and deterring sex discrimination and sex-based harassment.

Supportive measures may include, but are not limited to:

- Counseling
- Extensions of deadlines
- Class schedule changes
- Mutual restrictions on contact
- Increased security or monitoring of certain areas of campus
- Limited extracurricular activities
- Consultation with building leadership
- Creating a building safety plan
- Training and educational programs or other similar measures

What is an emergency removal?

“Emergency Removal” is a process under the University Anti-Harassment and Non-Discrimination procedures for the Laboratory Schools, 1.2.3 and 1.2.4, that authorizes removal of a student from the learning environment before the full complaint and grievance process under the policy is completed. This type of removal is only available if it is determined that **there is a credible, imminent, and serious threat to the health or safety of the school, students, employees, or other individuals**. The emergency removal decision can be appealed to the Laboratory School Director. Any removal would typically be for no more than 2 days. The removal can be extended up to 10 days if necessary. This type of removal is non-punitive, non-disciplinary, and is not a sanction administered under the Code of Conduct. Additional details on Emergency Removal and the appeal process are described in Appendix A of this handbook and in University Procedures 1.2.3 and 1.2.4, available on the University policy [website](#).

Questions:

If you have any questions regarding this procedure, please contact OEOA for more information.

Family Handbook Agreement

By signing below, I (parent/guardian) confirm that I have read the handbook and agree to adhere to the above policies, expectations, and procedures as stated in the handbook.

Student Name(s) & Grade(s)

Parent/Guardian Name (printed)

Date

Parent/Guardian Signature

Parent/Guardian Name (printed)

Date

Parent/Guardian Signature