

# REGIONAL OFFICE of EDUCATION

*Monroe & Randolph Counties*

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KELTON DAVIS  
REGIONAL SUPERINTENDENT  
OF SCHOOLS

MARY ANN QUIVEY  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

## Monroe Randolph Principal Leadership Training

September 26, 2013; 8:30 am – 11:00 am  
SWIC Red Bud Campus Room 123  
Red Bud, IL

### AGENDA

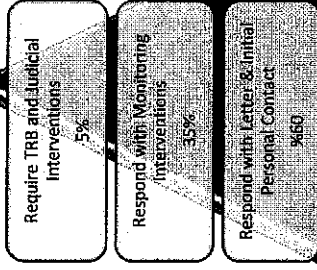
1. Introductions
2. Truancy and Alternative/Optional Education Programming
- ↳ Directory
3. Performance Evaluation Training Grant Modules
4. Transportation
5. Active Shooter Drills – Local Policy, Practice and Reporting
6. Educator License Information System
7. Professional Learning/School Improvement
  - a. The Center for School Improvement
  - b. Common Core Shifts
  - c. ROE Menu of opportunities
8. Future meeting agenda items
  - a. Professional Development: Common Core, NGSS, Danielson samplers
  - b. “Initiatives and Insights”: Principal presentations
9. Other business

**Future Meeting Dates: Oct 24, Nov 21, 2013; Jan 30, Feb 27, Mar 27, Apr 29, 2014**

## Right Track Truancy Program

### Services Provided by Right Track

- Identification of Truants, Chronic Truants, and At-Risk Students
- Case Management with Student and Parent(s)/Guardian(s)
- Assistance with Academic Achievement & Recovery
- Coordination of Social Services for Student/Family
- Legal Action for Truancy Violations
- Facilitate the Wrap-Around by the Truancy Review Board
- Facilitate Judicial Interventions



Services	Description	Success	Implications Without Interventionist
<b>Identification of Truants, Chronic Truants, and At-Risk Students</b>	Schools identify truants after a single truancy absence. General referral to interventionist after local efforts. Chronic truants at 9 absences.	Not defined by education of students truants but the services provided and intervention and promotion of these students.	Chronic Truants will immediately be referred to the State's Attorney for prosecution. School interventions will be the only level of support.
<b>Case Management with Student and Parent(s)/Guardian(s)</b>	Schools provide letters to parents. Interventionist escalated contact and makes site visit as needed.	375 Students on Case Load, 160 new students in 2012-2013, 60% response rate from initial ROE interventions of letter.	School will determine if they can provide home-visits and regular social/academic guidance related to at-risk behaviors.
<b>Assistance with Academic Achievement &amp; Recovery</b>	Coordinating credit recovery for students. List of dropping out and not graduating. Overcome. Counselor. Rehabilitation and prevention education programs such as Red Brick Safe School and Career Center of Southern Illinois. Recommendations for school level interventions.	78 students enrolled. 44 students completed 126 classes toward individualized schedules. 22 students earned through course of credit. Recovery.	Without grant funding. Schools family. multiply for credit recovery. Schools will only be able to provide locally coordinated interventions.
<b>Coordination of Social Services for Student/Family</b>	Referrals and coordination with Social Service Agencies such as: Human Service Center, Lutheran Child and Family Services, Perandoe, LAN V, Food Pantries, & Resale Shops.	43 Students coordinated for direct services.	Schools will be responsible to connect services with students.

## Legal Action for Truancy Violations

### Facilitate the Wrap-Around by the Truancy Review Board

Truancy Review Board meets with the children and families of the most severe cases is comprised of social service organizations, police, regional office of education, health care providers, State's Attorney, & judicial representative, & community members.

44 students with ordinance violations and court cases

Truancy Review Board intervened with 7 and families.

Chronic Truants will immediately be referred to the state's attorney for prosecution. School administrators may be required to attend to address school efforts.

There is no authority outside of the school system to intervene other than the judge.

### Facilitate Judicial Interventions

Interventions of judges with probation and fine issues of offenders and later on standing legal issues.

State's Attorney and Judge provided comprehensive case information with student's longitudinal data providing

opportunity for appropriate ruling. State's Attorney has been aggressive with support of the program and has 5 current cases pending. The judge's cases in 2012-2013 are resulting in charged behavior for majority of 4 students and families.

Coordination of local interventions and interventions will not be influenced by the work of multiple agencies and entities.

## National, State Regional and Local Statistics

- In 1970 the U.S. was #1 in graduation rates; we are now 15<sup>th</sup> in the world
- 1.3 million students drop-out each year
- Illinois averages 45,000 drop-outs each year
- Only seven states have a higher number each year.
- In the U.S., high school dropouts commit about 75 percent of crimes.
- A drop-out makes 36% less than a high school graduate
- A drop-out averages an annual salary of \$19,540
- A drop-out earns over \$260,000 less in a life-time than a graduate (Stay in school get a ¼ million)
- By improving educational attainment the U.S. would save 9.5 billion on social assistance
- If the graduation rate increased 5% the U.S. would save 4.9 billion in criminal related costs
- For every dollar invested in graduates there is a return of \$2.50

- Percent of students who repeat the ninth-grade that go on to graduate, 15 %
- 1035 will not graduate or graduate on time in the next 12 years in our region
- Truancy is an early warning sign for potential substance abuse, delinquency, teen pregnancy, and dropping out of school
- 375 students are considered truant and receiving services
- 48 students are at risk of dropping out right now
- 42 students are Chronic Truants (9 or more days unexcused)
- 44 students known as truant had court cases
- 78 Students enrolled in credit recovery program, 44 successfully completed 1 or more classes, 136 classes completed.
- 32 Students graduated who otherwise would not because of credit recovery
- 7 students were brought before the Truancy Review Board
- \$31,930 of state funds in General State Aid is lost by chronic truants

### **Risk Factors Affecting Truancy and Dropout Rates**

Truancy has been clearly identified as an early warning sign for potential substance abuse, delinquency, teen pregnancy, and dropping out of school:

#### **Substance Abuse**

Truancy is associated with increased odds of first time substance use, and if an adolescent has already begun using, truancy is related to a substantial escalation of use. Truancy is also a predictor of middle school drug use. Truant 8th graders were 4.5 times more likely than regular school attendees to start using marijuana.

#### **Delinquency**

Many jurisdictions have found connections between higher truancy rates and higher rates of daytime crimes, including assaults, burglary and vandalism. In Contra Costa County, California, police reported that 60 percent of juvenile crime occurred between 8 a.m. and 3 p.m. on weekdays, when children should have been in school. Truancy has been identified as a likely precursor to serious nonviolent and violent offenses among youth. The number of truant youth held in juvenile detention is on the rise. In Illinois 51% of the incarcerated are drop-outs.

#### **Teen Pregnancy**

Teens who are more involved in school are less likely than their uninvolved peers to get pregnant. Young teen mothers are less likely to graduate from high school. Only 38 percent of mothers who have a child before they turn 18 have a high school diploma. Parenthood is a leading cause of school dropout among teen girls—30 percent of teen girls cited pregnancy or parenthood as a reason for dropping out of high school.<sup>6</sup>

#### **School Dropout**

Each year, five of every 100 high school students drop out of school. Nationally, one in five students who start high school does not finish.<sup>8</sup> Over the last decade, between 347,000 and 544,000 tenth through twelfth grade students left school each year without completing high school. Students who drop out of school are more likely to be unemployed, earn only 65% of the amount earned by high school graduates (a difference in lifetime earnings of \$200,000), experience higher levels of early pregnancy and substance abuse problems, require more social services, and are more likely to be arrested or incarcerated.

**Truancy Services without Right Track**

- Regional Superintendent Serves as Truancy Officer
- Send Letter of Warning
- Refer to State's Attorney for Prosecution

- Types
- School-to-home
  - Civic Events
  - Non-Curric

KELTON

**Illinois State Board of Education  
Division of Funding and Disbursement Services  
Vehicles Used by School Districts to Transport Students**

Updated October, 2012

Vehicle	Vehicle Abbr./Man. Label	Vehicle Description (example)	Passengers	Grade Level	Uses	Driver Requirements	Statute	Reimbursable miles
Multifunction School Bus	MFSAB	White activity bus	11-15	12 and under	Non-curriculum only	Valid driver's license	105 ILCS 29-6.3	No
Multifunction School Bus	MFSAB	White activity bus	16 or more	12 and under	Non-curriculum only	CDL license with passenger endorsement	105 ILCS 29-6.3 625 ILCS 6-507	No
Multifunction School Bus	MFSAB	White activity bus	11-15	9-12	Curriculum related events (Home to school and school to home prohibited)	School bus driver permit (CDL) or Restricted School bus driver permit (Non CDL)	105 ILCS 29-6.3 (a-5)	Yes
Multifunction School Bus	MFSAB	White activity bus	16 or more	9-12	Curriculum related events (Home to school and school to home prohibited)	School bus driver permit (CDL)	105 ILCS 29-6.3 (a-5) 625 ILCS 6-507	Yes
School Bus	School Bus	School Bus Yellow	Manufacture Capacity	12 and under	Curriculum related & non-curriculum trips	School bus driver permit (CDL)	625 ILCS 6-106.1	Yes
Car	Passenger Vehicle	Taxi cab, district-owned car	Manufacture Capacity	12 and under	Curriculum related trips	Restricted School bus driver permit (Non CDL)	625 ILCS 6-106.1	Yes
Car	Passenger Vehicle	Taxi cab, district-owned car	Manufacture Capacity	12 and under	Non-curriculum trips	Valid driver's license	625 ILCS 6-104(d)(2)	No
Van	MPPV MPV	Multi-passenger	10 or less including driver	12 and under	Curriculum related trips	Restricted School bus driver permit (Non CDL)	625 ILCS 6-106.1	Yes
Van	MPPV MPV	Multi-passenger	10 or less including driver	12 and under	Non-curriculum trips	Valid driver's license	625 ILCS 6-104(d)(2)	No

No Curric for K-8

No School to Home



Passenger Cargo Vans	Bus, other than school bus	11-15	NOT ALLOWED	NOT ALLOWED	NOT ALLOWED
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Per Public Act 97-0896 effective August 3, 2012, the Multifunction School Activity Bus (MFSAB) can be used for curriculum related events for grades 9-12 ONLY (Home to school and school to home transportation is prohibited).

Curriculum related trips include to and from school, from one school to another, or for a curriculum-related event or field trip. If attendance at the event is a requirement for a class, the trip is curriculum related.

School districts can claim depreciation for the White Activity Bus or Multifunction School-activity bus (MFSAB, manufactured for the purpose of transporting 11 or more passengers [625 ILCS 5/1-148.3a-5]) starting July 1, 2010. Districts can depreciate the entire cost of the bus over a five year period (20% per year) on the Pupil Transportation Claim Reimbursement System (PTCRS).

Restricted school bus driver permit does not include a CDL.

## Preparing for an *Active Shooter Situation*

### Planning

As with any threat or hazard that is included in a school's EOP, the planning team will establish goals, objectives, and courses of action for an annex. These plans will be impacted by the assessments conducted at the outset of the planning process and updated as ongoing assessments occur. As courses of action are developed, the planning team should consider a number of issues, including, but not limited to

- How to evacuate or lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, break room). Personnel involved in such planning should pay attention to disability-related accessibility concerns when advising on shelter sites and evacuation routes.
- How to evacuate when the primary evacuation route is unusable.
- How to select effective shelter-in-place locations (optimal locations have thick walls, solid doors with locks, minimal interior windows, first-aid emergency kits, communication devices and duress alarms).
- How the school community will be notified that there is an *active shooter* on school grounds. This could be done through the use of familiar terms, sounds, lights, and electronic communications such as text messages. Include in the courses of action how to communicate with those who have language barriers or need other accommodations, such as visual signals or alarms to advise deaf students, staff, and parents about what is occurring. School wide "reverse 911-style" text messages sent to predetermined group distribution lists can be very helpful in this regard. Posting this protocol near locations where an all-school announcement can be broadcast (e.g., by the microphone used for the public announcement system) may save lives by preventing students and staff from stepping into harm's way.
- How students and staff will know when the building is safe.

The planning team may want to include functions in the *Active Shooter* annex that are also addressed in other functional annexes. For example, evacuation will be different during an *active shooter situation* than it would be for a fire.

### Responding to an *Active Shooter Situation*

School EOPs should include courses of action that will describe how students and staff can most effectively respond to an *active shooter situation* to minimize the loss of life, and teach and train on these practices, as deemed appropriate by the school.

Law enforcement officers may not be present when a shooting begins. The first law enforcement officers on the scene may arrive after the shooting has ended. Making sure staff know how to respond and instruct their students can help prevent and reduce the loss of life

**No single response fits all *active shooter situations***; however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios



and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some parents or personnel may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their school is thinking about how best to deal with this situation.

During an *active shooter situation*, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action. There are three basic options: run, lockdown/hide, or fight. You can run away from the shooter, seek a secure place where you can lockdown, hide-out and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

As the situation develops, it is possible that students and staff will need to use more than one option. During an *active shooter situation*, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

## **Respond Immediately**

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on 9/11 found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.<sup>28</sup> Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.<sup>29</sup> These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!") to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

## **RUN**

**If it is safe to do so for yourself and those in your care**, the first course of action that should be taken is to get out of the immediate area of the shooter (referred to as the kill zone by police) and far

away until you are in a safe location. If you are not in the immediate presence of the shooter, you should lockdown in the nearest classroom, office or storage area.

Students and staff should be trained to

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with them, but not to stay behind because others will not go;
- Call 911 when safe to do so; and
- Let a responsible adult know where they are.

## LOCKDOWN / HIDE

Students and staff should be trained in Lockdown procedures. They should seek shelter in a lockable classroom or office. In addition, they should:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make use of RED or GREEN signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and
- Remain in place until given an all clear by identifiable law enforcement officers.

## FIGHT

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, **adults in immediate danger** should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 *active shooter* events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.

While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an *active shooter* should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an *active shooter* is up to him or her. Further, the possibility of an *active shooter* situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

## **Interacting With First Responders**

Staff should be trained to understand and expect that a law enforcement officer's first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary. One comprehensive study determined that more than half of mass-shooting incidents—57 percent—still were under way when the first officer arrived; in 75 percent of those instances that solo officer had to confront the perpetrator to end the threat. In those cases, the officer was shot one-third of the time.

Students and staff should be trained to cooperate and not to interfere with first responders. When law enforcement officer(s) arrives, students and staff must display empty hands with open palms. Law enforcement may instruct everyone to place their hands on their heads, or they may search individuals.

Source: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students, *Guide for Developing High-Quality School Emergency Operations Plans*, Washington, DC, 2013. (U.S. Departments of Education, Health & Human Services, Homeland Security, Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency)

Monroe-Randolph Regional Office of Education #45

107 East Mill  
Waterloo IL 62298

SCHOOL SAFETY DRILL REPORT

**INSTRUCTIONS:** This form must be completed and filed with the Regional Superintendent by the end of the school year, but may be submitted upon completion of each drill. (Legal Reference: 105 ILCS 128/1-40). Drill reports by non-public schools shall be submitted to the Office of the State Fire Marshal.

SCHOOL YEAR	DISTRICT	DISTRICT CODE
SCHOOL	SCHOOL ADDRESS	CITY/ZIP
SCHOOL PHONE	PRINCIPAL	

**REQUIRED FIRE DRILLS (THREE REQUIRED - ONE WITH PARTICIPATION OF FIRE DEPARTMENT)**

- 1) DATE OF DRILL WITH **REQUIRED** FIRE DEPARTMENT PARTICIPATION \_\_\_\_\_  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT PARTICIPATION WAIVED BY MUTUAL AGREEMENT  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT CERTIFIED DRILL
- 2) DATE OF DRILL WITH **OPTIONAL** FIRE DEPARTMENT PARTICIPATION \_\_\_\_\_  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT PARTICIPATED IN THE DRILL  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT CERTIFIED THE DRILL
- 3) DATE OF DRILL WITH **OPTIONAL** FIRE DEPARTMENT PARTICIPATION \_\_\_\_\_  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT PARTICIPATED IN THE DRILL  
YES \_\_\_ NO \_\_\_ FIRE DEPARTMENT CERTIFIED THE DRILL

**REQUIRED BUS EVACUATION (ONE REQUIRED)**

DATE OF BUS EVACUATION DRILL \_\_\_\_\_

DATE(S) OF ADDITIONAL DRILLS (OPTIONAL) \_\_\_\_\_

**REQUIRED SEVERE WEATHER AND SHELTER - IN-PLACE DRILL (ONE REQUIRED)**

DATE OF SEVERE WEATHER AND SHELTER-IN-PLACE DRILL \_\_\_\_\_

**REQUIRED LAW ENFORCEMENT SCHOOL SHOOTING DRILL (ONE REQUIRED - CERTIFIED BY LAW ENFORCEMENT)**

DATE OF LAW ENFORCEMENT DRILL \_\_\_\_\_

**SIGNATURES**

\_\_\_\_\_  
FIRE DEPARTMENT OFFICIAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
LAW ENFORCEMENT OFFICIAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BUILDING PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
REGIONAL SUPERINTENDENT

\_\_\_\_\_  
DATE

# Teacher and Leader Effectiveness Grant Registration

Registrant Information	
First Name*	
Last Name*	
Email Address*	
Password*	
Confirm Password*	
Organization/Institution*	
Grade Span*	
Job Role*	
Years of Experience in this role*	
County (work)*	
District	
School	
IEIN	
Street*	
City*	
State*	
Zip Code*	
What is your highest educational leadership endorsement?	
Gender*	
Birth Year*	
Ethnicity (Are you Hispanic/Latino?)*	
Race*	
Product List*	
Billing Information	
Billing Name*	Monroe-Randolph Regional Office of Education
Address*	107 East Mill
City*	Waterloo
State*	IL
Zip*	62298
Phone Number*	(618) 939-5650
Check Number*	9999999999

This demographic information will be used for analysis and reporting purposes only and will not be shared.

Please contact your Regional Superintendent with any questions.