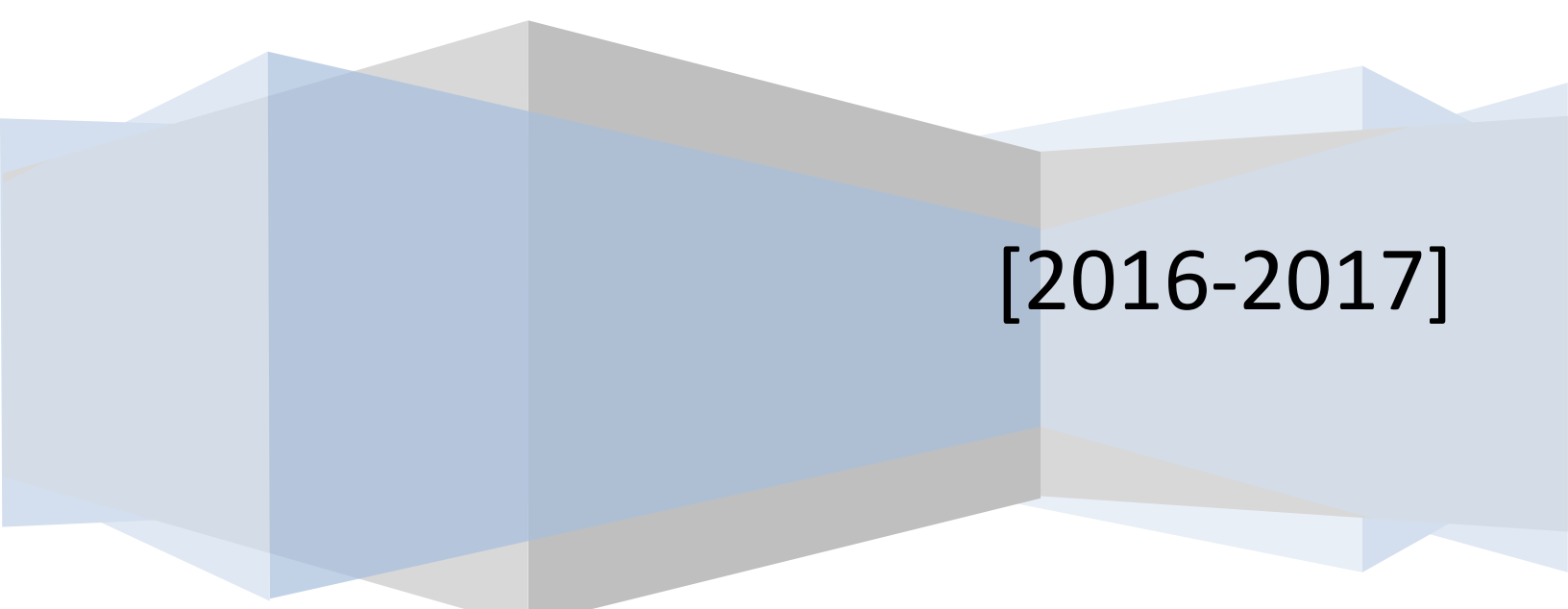


**Mid-Valley Special Education Cooperative**

# **Substitute Handbook**



**[2016-2017]**

## **Welcome to Mid-Valley**

We are so pleased that you have decided to join us in our service to students with disabilities and their families!

### **About Mid-Valley**

Mid-Valley Special Education Cooperative (MVSEC) was formed in 1963 by a joint agreement to serve students with special needs from participating school districts. Currently, MVSEC serves students and staff from Batavia District 101, Central District 301, Kaneland District 302, St. Charles District 303, and Geneva District 304. MVSEC owns one location, the Makes-Johnstone Center (MJC), in St. Charles, that houses administration and a small number of programs. MVSEC also rents a portion of the Shelby Building in St. Charles that houses our Transitions Center. Most programs and services are located in school districts.

### **Our Mission**

In collaboration with our colleagues, the MVSEC Mission is to serve the children and families of Batavia, Kaneland, Central, St. Charles and Geneva Community Unit School Districts, and to:

- provide service and support to member districts;
- embrace the diversity of all students;
- empower students to become independent, contributing members of their communities; and
- foster and inspire life-long learning.

### **Our Vision**

Create positive collaborative learning communities to facilitate the advancement of academic, social-emotional, vocational and independent living skills for our students by providing excellent, research-based instruction and therapies that meet individual student needs, and provide high quality technical assistance and support to our colleagues in our member districts.

## Mid-Valley Special Education Cooperative

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Mid-Valley Web-Site: [mvse.org](http://mvse.org)

Mid-Valley Office      331-228-4873

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Mades-Johnstone Principal/Program Coordinator, New Directions, Safe Schools  
Ms. Dominia York, Administrative Assistant      [Dominia.York@d303.org](mailto:Dominia.York@d303.org)

Ms. Melissa Jackson, Program Coordinator, 331-228-5995      [Melissa.Jackson@d303.org](mailto:Melissa.Jackson@d303.org)  
New Pathways, Early Childhood Hearing Impaired, Speech/Language

Ms. Linda Koch, Program Coordinator, 331-228-6007      [Linda.Koch@d303.org](mailto:Linda.Koch@d303.org)  
ELS, ABLE, CLASS, Vocational Services, 12+ Program

Mr. Tim Stoudt, Program Coordinator, 331-228-6034      [Timothy.Stoudt@d303.org](mailto:Timothy.Stoudt@d303.org)  
SAIL Program

Ms. Cynthia Gotha, Program Coordinator, 331-228-2499      [Cynthia.Gotha@d303.org](mailto:Cynthia.Gotha@d303.org)  
Occupational/Physical Therapy, Hearing and Vision Itinerant Services

Ms. Jennifer Phillips,      [Jennifer.Phillips@d303.org](mailto:Jennifer.Phillips@d303.org)  
Director of Professional Learning, 331-228-5908  
Social Work Services

Ms. Sandra Gearhart      [Sandra.Gearhart@d303.org](mailto:Sandra.Gearhart@d303.org)  
Instructional Support Facilitator, 331-228-2487

Ms. Lisa York      [Alisa.York@d303.org](mailto:Alisa.York@d303.org)  
Behavioral & Instructional Coach, 331-228-5607

Ms. Kate Vincent      [Kate.Vincent@d303.org](mailto:Kate.Vincent@d303.org)  
Behavioral & Instructional Coach, 331-228-5502

Ms. Rebecca McCabe      [Rebecca.McCabe@d303.org](mailto:Rebecca.McCabe@d303.org)  
Behavioral & Instructional Coach, 331-228-4913

## Our Programs

### ***Early Childhood Hearing Impaired Program***

Coordinator: Melissa Jackson, (331) 228-5995

[Melissa.Jackson@d303.org](mailto:Melissa.Jackson@d303.org)

Fabyan Elementary School, District 304  
OS350 Grengs Lane, Geneva, IL 60134 , (630) 444-8600  
Teacher: Ms. Raven Stromek, (331) 228-5537 (voice mail)

[Raven.Stromek@d303.org](mailto:Raven.Stromek@d303.org)

ECHI is an instructional preschool program for students with mild to severe hearing impairments. The program is designed to develop communication skills of preschoolers (ages 3 through 5) with hearing impairments to age-appropriate levels. The ECHI program offers a small, structured classroom and is staffed on a 1:4 ratio, generally with a teacher and a classroom assistant.

Program components of Early Childhood Hearing Impaired:

- The classroom utilizes small instructional groupings that focus on the development of speech and language skills and academic readiness skills.
- Equal emphasis is placed on the acquisition of receptive and expressive language skills, speech production and listening skills.
- Most students wear amplification equipment to utilize their residual hearing and to systematically develop listening skills.
- Total Communication is employed as an instructional approach; the communication approach used by each individual child is based on student needs and family preferences. All communication modes are accommodated, including Auditory/Oral, Total Communication, and the use of speech reading.
- Auditory habilitation, speech reading, and the use of assistive technology (FM systems) also are emphasized.

Daily schedule includes snack/lunch time, structured physical activities and opportunities for cooperative play.

Curriculum and Services

- A variety of curricular materials are used to educate students in language, listening and pre-academic skills, including Visual Phonics, and the Creative Curriculum.
- Students participate in curriculum-based assessments to inform instruction and monitor progress.
- Team-based programming is emphasized in goal development, instruction and service delivery.
- ECHI students receive related services necessary to support access to their educational program, as indicated by the IEP for each student.
- Related services are integrated into classroom activities throughout the school day, across environments. Direct and/or consultative services are provided, as appropriate.
- Support from an educational audiologist is provided to students in the program to provide necessary consultation and to assist with the use and management of FM systems, as appropriate.

## ***Ability- Based Learning and Education (ABLE)***

Coordinator: Linda Koch, (331)228-6007

[Linda.Koch@d303.org](mailto:Linda.Koch@d303.org)

Mill Creek Elementary School, District 304  
0N900 Brundige Dr., Geneva, Illinois 60134, (630) 463-3400  
Teacher: Ms. Karen Tredup, (331) 228-6185 (voice mail)

[Karen.Tredup@d303.org](mailto:Karen.Tredup@d303.org)

Batavia High School, District 101  
335 W. Wilson, Batavia, IL 60510, (630) 937-8600  
Teacher: Althea Sawalski, (331) 228-2787 (voice mail)

[Althea.Sawalski@d303.org](mailto:Althea.Sawalski@d303.org)

The Ability-Based Learning and Education (ABLE) program is designed for students with multiple, severe disabilities, often demonstrating significant physical, cognitive, communication and medical needs in grades K-12. The Ability Based Learning and Education classroom utilizes a multi-sensory approach to learning. Assistive technology to support instruction is embedded into each student's daily program. The classroom is staffed on a two student to one adult ratio, to support the significant needs of our students in all areas.

Related services such as occupational therapy, physical therapy, speech/language therapy and adapted physical education services are integrated into the program based on individual needs of students. Additional support is provided as necessary to address student needs, such as vision or hearing consultation and nursing services, as needed.

Key components of ABLE Program include:

- Program emphasis on providing a multi-sensory, communication based program.
- Current content is aligned with Illinois Common Core Standards and general education curriculum as appropriate.
- Instructional techniques are highly specific to each student and include program- wide focus on communication skill acquisition and use, assistive technology and social/communication skills instruction, across the students' day.
- Integrations opportunities are available as indicated on the IEP to meet students' needs and are highly individualized.
- Support from an RN/assistant is provided as part of the classroom programming.

## ***New Pathways Program***

Coordinator: Melissa Jackson, (331)228-5995

[Melissa.Jackson@d303.org](mailto:Melissa.Jackson@d303.org)

Fox Ridge Elementary, District 303  
1905 Tyler Road, St. Charles, Illinois 60174, (331) 228-2400  
Teacher: Ms. Paulette Ollie, (331) 228-6018 (voice mail)

[Paulette.Ollie@d303.org](mailto:Paulette.Ollie@d303.org)

Munhall Elementary School, District 303,  
1400 S. 13<sup>th</sup> Ave., St. Charles, IL 60174 (331) 228-2600  
Teacher: Ms. Melissa Mills, (331) 228-6013 (voice mail)  
Teacher: Ms. Bethany Akers, (331) 228-5963 (voice mail)

[Melissa.Mills@d303.org](mailto:Melissa.Mills@d303.org)  
[Bethany.Akers@d303.org](mailto:Bethany.Akers@d303.org)

Anderson Elementary School, District 303  
35W071 Villa Marie Rd., St. Charles, IL 60174, (331) 228-3300  
Teacher: Ms. Jennifer Giese, (331) 228-5740 (voice mail)

[Jennifer.Giese@d303.org](mailto:Jennifer.Giese@d303.org)

Fabyan Elementary School, District 304  
0S350 Grengs Lane, Geneva, IL 60134, (630) 444-8600  
Teacher: Ms. Tricia Klein, (331) 228-6005 (voice mail only)  
Teacher: Ms. Sarah McCafferty, (331) 228-6182 (voice mail)  
Teacher: Ms. Christine Phillips, (331) 228-6022 (voice mail)

[Tricia.Klein@d303.org](mailto:Tricia.Klein@d303.org)  
[Sarah.McCafferty@d303.org](mailto:Sarah.McCafferty@d303.org)  
[Christine.Phillips@d303.org](mailto:Christine.Phillips@d303.org)

Geneva Middle School South, District 304  
1357 Viking Drive, Geneva, Illinois 60134, (630) 463-3600  
Teacher: Ms. Angelica Asencio, (331) 228-5921(voice mail)  
Teacher: Ms. Samantha Hagedorn, (331) 228-2796(voice mail)

[Angelica.Asencio@d303.org](mailto:Angelica.Asencio@d303.org)  
[Samantha.Hagedorn@d303.org](mailto:Samantha.Hagedorn@d303.org)

Geneva High School, District 304, Grades 9-12  
416 McKinley Avenue, Geneva, IL 60134 (630) 463-3800  
Teacher: Mr. Ryan Potter, (331) 228-2195 (voice mail)

[Ryan.Potter@d303.org](mailto:Ryan.Potter@d303.org)

New Pathways is an instructional program for students challenged with autism spectrum disorders and other pervasive developmental disabilities with similar characteristics. New Pathways classrooms offer a small, structured environment and are staffed on a two student to one adult ratio, which supports intensive instructional programming, social/behavioral skill development and generalization opportunities, both within the classroom and in the general education environment.

Program components of New Pathways:

- Program emphasis on providing intensive educational experiences for students to learn and generalize communication, social, behavioral, academic and self-help skills across a variety of settings.
- Instruction is provided primarily in individual/small group settings.
- Program supports include social skills groups, language groups, sensory regulation activities, and adapted physical education.

- Integration opportunities with typically developing peers are available as indicated on the IEP to meet each student's individual needs. Opportunities range from social activities such as lunch, recesses, and assemblies/classroom celebrations to curricular classes such as specials, calendar/story times, centers and other hands-on classroom activities.
- Community-based experiences and instruction occur throughout the school year.

#### Curriculum and Services

- Research-based instructional techniques identified as best practices for students on the autism spectrum are employed, including structured teaching, discrete trial training, functional routines, visual systems and supports, assistive technology and social/communication skills instruction, embedded across the students' day.
- A variety of curricular materials are used for academic and functional skills instruction, and are individualized, based on students' needs and developmental levels. Examples of currently used instructional tools include: STAR/LINKS curriculum, Unique Learning Systems, Teachtown, Reading A to Z, Edmark, Touch Math, among others. When appropriate, students access standard curriculum, with accommodations/modifications, as needed.
- Students participate in curriculum-based assessments to inform instruction and monitor progress.
- Team-based programming is emphasized in goal development, instruction and service delivery.
- New Pathways students receive related services necessary to support access to their educational program, as indicated by the IEP for each student.
- Related services are integrated into classroom activities throughout the school day, across environments. Direct and/or consultative services are provided, as appropriate.

## ***CLASS Program (Children Learning Academic & Social Skills)***

Coordinator: Linda Koch, (331) 228-6007

[Linda.Koch@d303.org](mailto:Linda.Koch@d303.org)

Harrison Street Elementary School, District 304  
201 N. Harrison Street, Geneva, IL 60134 (630) 463-3300  
Teacher: Ms. Megan Burnett, (331)-228-6864 (voice mail)

[Megan.Burnett@d303.org](mailto:Megan.Burnett@d303.org)

Mill Creek Elementary School  
0N900 Brundige Drive, Geneva, IL 60134 (630) 463-3400  
Teacher: Ms. Lindsay McEachern (331) 228-5521

[Lindsay.McEachern@d303.org](mailto:Lindsay.McEachern@d303.org)

The Children Learning Academic & Social Skills Program (CLASS) serves students kindergarten through third grade. These cross-categorical instructional classes are designed for students whose primary needs are behavioral, social or emotional in nature. Students may have secondary disabilities as well. The program provides small, structured classroom settings with an approximate ratio of one adult per every two students. Key components of CLASS include:

- The goal of CLASS is for students to gain confidence and essential social and emotional skills to support them in successfully returning to a general education setting, if appropriate.
- Program emphasis is on the development of social and emotional skills for children who benefit from specialized support for at least 50% of their day in a small, structured setting.
- Students are integrated into the general education classroom with support for behavioral, social and emotional needs. Most students participate in general music, art, PE, lunch and recess. Other integration opportunities are available for students as their needs indicate.
- Related services are available through direct and/or consultation through the program as indicated on the IEP to meet the students' needs. Social work services are an integral part of the program where social skills instruction is provided in groups and/or individual sessions.
- Curriculum content is aligned with grade level Illinois Common Core Standards. Lessons are taught through a multi-sensory and multi-modality approach. As much as possible, the program uses instructional materials and methodologies that resemble the general education environment.
- The program incorporates positive strategies and interventions to assist students. Students benefit from a highly structured environment with consistent expectations and follow through. Many students have a behavioral intervention plan incorporated into their IEP, which is monitored and reviewed frequently. Most of the classrooms have an overall behavior management system.
- Parent collaboration/participation is an integral component of this program through frequent communication.



## ***Educational Life Skills (ELS)***

Coordinator: Linda Koch, (331) 228-6007

[Linda.Koch@d303.org](mailto:Linda.Koch@d303.org)

Blackberry Creek Elementary School, District 302

1122 South Anderson Rd., Elburn, IL 60119

Teacher: Ms. Chris Boers, (331) 228-6176, Grades K-3

[Christine.Boers@d303.org](mailto:Christine.Boers@d303.org)

Teacher: Ms. Mackenzie Nissen, (331) 228-6179, Grades 3-4

[Mackenzie.Nissen@d303.org](mailto:Mackenzie.Nissen@d303.org)

John Stewart Elementary School, District 302

817 Prairie Valley Street, Elburn, IL 60119 (847) 365-8170

Teacher: Ms. Laura Clark, (331) 228- (voice mail)

[Laura.Clark@d303.org](mailto:Laura.Clark@d303.org)

Prairie Knolls Middle School, District 301, Grades 6-8

225 Nesler Rd., Elgin, IL 60124

Teacher: Ms. Leigh Ann Huntley, (331) 228-6180

[LeighAnn.Huntley@d303.org](mailto:LeighAnn.Huntley@d303.org)

Geneva High School, District 304, grades 9-12

227 N. 4<sup>th</sup> St., Geneva, IL 60134

Teacher: Ms. Josephine Wallace, (331) 228-6037

[Josephine.Wallace@d303.org](mailto:Josephine.Wallace@d303.org)

ELS is a cross categorical instructional program for students with intellectual disabilities and/or other disabilities with similar characteristics.

ELS classrooms offer a small, structured environment and are staffed on two student to one adult ratio, with an emphasis on functional academics and life skills, community living skills, and social and pragmatic language skills. Pre-vocational skills are taught beginning in middle school and continued through high school.

Key components of ELS include:

- Program emphasis is on the development of critical academic and life skills through a collaborative team based approach.
- Curriculum content is aligned with Illinois standards and general education curriculum as appropriate.
- The program provides intensive educational experiences for students learning and generalizes skills across a variety of settings.
- Students work towards individual goals and highly individualized instruction that will enable them to maximize their potentials.
- In high school, students work on learning pre-vocational skills in class, within the school and at pre-vocational training sites. A vocational specialist and job coaches assist students in pre-vocational training in the community.
- Integration opportunities with typically developing peers are available as indicated on the IEP to meet students' needs.
- Adapted Physical education classes are provided weekly for elementary programs and daily for middle and high school programs

## ***New Directions Program***

Mades Johnstone Center (MJC)  
1304 Ronzheimer Rd., St. Charles, IL 60174

Coordinator: Maura Burns, (331) 228-4858  
Administrative Assistant: Dominia York

[Maura.Burns@d303.org](mailto:Maura.Burns@d303.org)  
[Dominia.York@d303.org](mailto:Dominia.York@d303.org)

Mades Johnstone Center (MJC)  
1304 Ronzheimer Rd., St. Charles, IL 60174

### **(Staff phones are voice mail only)**

Teacher: (K-2) Ms. Cady Hanson, (331) 228-5500  
Teacher: (3-4) Ms. Joanne Warren, (331)228-5997  
Teacher: (4-5) Ms. Myra Stinson, (331) 228-6033  
Teacher: (6-7) Ms. Magen McCarthy, (331) 228-4858  
Teacher: (7-8) Mr. Jayson Via, (331) 228-2696  
Teacher: (9-12) Mr. Doug Mavity, (331) 228-2785  
Teacher: (9-12) Ms. Ginger Rohde, (331) 228-6027  
Teacher: (9-12) Mr. Michael Denslow, (331) 228-TBD  
Teacher: (Ph.Ed) Ms. Jeanne Schultz, (331) 228-6031  
Art & Music: Mr. Paul Scanlan (331) 228-6030  
Vocational Specialist: Kevin Molidor, (331) 228-2695  
Social Worker: Mr. Scott Carchedi, (331) 228-2783  
Social Worker: Ms. Marlene Ramsey (331) 228-5652  
School Nurse: Ann Aderman (331) 228-TBD

[Cady.Hanson@d303.org](mailto:Cady.Hanson@d303.org)  
[Joanne.Carrington-Warren@d303.org](mailto:Joanne.Carrington-Warren@d303.org)  
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[Magen.McCarthy@d303.org](mailto:Magen.McCarthy@d303.org)  
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[Doug.Mavity@d303.org](mailto:Doug.Mavity@d303.org)  
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[Paul.Scanlan@d303.org](mailto:Paul.Scanlan@d303.org)  
[Kevin.Molidor@d303.org](mailto:Kevin.Molidor@d303.org)  
[Scott.Carchedi@d303.org](mailto:Scott.Carchedi@d303.org)  
[Marlene.Ramsey@d303.org](mailto:Marlene.Ramsey@d303.org)  
[Ann.Aderman@d303.org](mailto:Ann.Aderman@d303.org)

The New Directions program is designed to work with students whose primary needs are emotional or behavioral in nature, and whose needs cannot be successfully met in a traditional public school setting. The program serves students in grades K-12.

The classrooms are small, structured settings that focus on differentiated academic instruction. In addition, the staff employs a variety of positive behavior interventions, including consistent feedback on behavior, social skills instruction aligned with the Illinois Social Emotional Learning Standards, specialized learning strategies, and vocational instruction and support. Intervention techniques aim to help students develop self-management skills, effective decision-making, problem-solving strategies, and improved interpersonal skills. Students are taught self-regulatory strategies to monitor their ability to stay on task, complete work, focus on instruction, and interact well with teachers and peers.

The physical structure of the school is smaller to allow for greater individualization of instruction and increased opportunities to learn and practice positive coping strategies throughout the entire day. The classes generally have 10-12 students, with a 3:1 staff to student ratio in the high school programs and a 2:1 staff to student ratio in the elementary/middle school program. Students spend up to 100% of their

day in this specialized program, with the goal of a gradual transition back to their home school or graduation, depending on the student's needs and IEP goals.

Related services may be integrated into the classroom activities with direct and/or consultative services provided, as appropriate. A full-time social worker assists students with problem-solving, crises intervention and social skills development. Information is also provided to families about community resources available such as mental health services, substance rehabilitation, and vocational or post-secondary educational options.

The New Directions Program includes the following key components:

- Academic instruction aligned with the Illinois Common Core Standards and IEPs,
- Positive behavior interventions and supports,
- Participation in local and state assessments with appropriate accommodations,
- Functional behavior assessments and behavior intervention plans,
- Transition planning which includes cooperating with community colleges and other community agencies,
- Vocational education and support with the opportunity to earn additional credits,
- Group and individual social skills education and counseling,
- Therapeutic support for students' emotional well-being
- Structured environment with immediate constructive feedback,
- Accelerated credit recovery, and
- Community service activities.

## ***Transition Programs***

The S.A.I.L. transition program is a community-based, life-skills program for students ages 18-22. The goal of the program is to prepare students for the transition from public education to adult living at age 22. The program uses supported real-life experiences to facilitate the development of independent adult skills. As appropriate, students practice their independent skills in community settings. Program components include daily living skills, personal social and social language skills, vocational training, money management, consumer foods, communication skills, community and career exploration, recreation and leisure, and volunteerism.

S.A.I.L. is based at three sites: the Mid-Valley Shelby Transition Center, Elgin Community College, and Waubonsee College.

S.A.I.L (Students Attaining Independent Living)  
Coordinator: Mr. Tim Stoudt, (331) 228-6034

[Timothy.Stoudt@d303.org](mailto:Timothy.Stoudt@d303.org)

Shelby Building  
210 South 5<sup>th</sup> Street, St. Charles, IL 60174  
Teacher: Ms. Jill Wilder, (630) 845-4357

[Jill.Wilder@d303.org](mailto:Jill.Wilder@d303.org)

Elgin Community College  
1700 Spartan Dr., Elgin, IL 60123  
Teacher: Ms. Judy Donner, (630) 849-7863  
Teacher: Ms. Terri Edwards, (630) 450-4361

[Judith.Donner@d303.org](mailto:Judith.Donner@d303.org)  
[Terri.Edwards@d303.org](mailto:Terri.Edwards@d303.org)

Waubonsee Community College  
Rte 47 at Waubonsee Dr., Sugar Grove, IL 60554  
Teacher: Ms. Anne Waters, (630) 200-4070  
Teacher: Ms. Gina Banks, (630) 849-7868

[Anne.Waters@d303.org](mailto:Anne.Waters@d303.org)  
[Gina.Banks@d303.org](mailto:Gina.Banks@d303.org)

Vocational Specialist: Ms. Kimberley Payne, (630)849-3323  
Vocational Specialist: Ms. Nicole Claeson, (630) 450-5998  
Social Worker: Ms. Reesa Kizior (331) 431-2145  
Vocational Specialist: Ms. Karen Belich,

[Kimberley.Payne@d303.org](mailto:Kimberley.Payne@d303.org)  
[Nicole.Claeson@d303.org](mailto:Nicole.Claeson@d303.org)  
[Reesa.Kizior@d303.org](mailto:Reesa.Kizior@d303.org)  
[Karen.Belich@d303.org](mailto:Karen.Belich@d303.org)

## **Twelve Plus Transition Program**

Coordinator: Linda Koch, (331) 228-6007

[Linda.Koch@d303.org](mailto:Linda.Koch@d303.org)

Teacher: Ms. Amy Gately, (630) 849-7865

[Amy.Gately@d303.org](mailto:Amy.Gately@d303.org)

Teacher: Ms. Meg Bingham, (331) 452-6696

[Meg.Bingham@d303.org](mailto:Meg.Bingham@d303.org)

Social Worker: Ms. Nicole Allen, (331) 228-5810

[Nicole.Allen@d303.org](mailto:Nicole.Allen@d303.org)

The goal of the 12+ Transition Program is to prepare students for the transition from high school to adult living. Typical students served by this program are between the ages of 18 and 21, have completed high school with a diploma and their IEP reflects a need for further support through public education. This may include acclimating student to a college campus, facilitating support through the college disability service office, providing vocational services and/or social/emotional supports. Certified staff members provide support through scheduled meetings with the student or groups of students.

### **12+ Schedules**

Student schedules are individualized to meet their specific needs. 12+ students set appointments with staff at mutually agreed upon locations for case management, social work and/or vocational services. A typical week for a student might include going to college classes, 1-2 days of work – training, scheduled meetings with staff and/or attending groups.

### **12+ Components**

#### **Case Management**

- Planning & Time Management
- Access to Student Services @ Community Colleges
- Coaching & Problem-Solving

#### **Social**

- Self-Determination & Self-Advocacy
- Relationship Skills
- Employment Skills
- Activities – social events, volunteering

#### **Vocational**

- Career Exploration
- Trial work experiences
- Facilitation with Adult Agencies
- Job Coaching

### **12+ Locations**

The 12+ Transition Program is a community based program, depending on each student's needs and where the student lives in regards to their community college home district. Staff meet students at the follow public facilities which may include; Waubensee Community College, Elgin Community College, Public Libraries, and Fox Valley Christian Church.

## Safe Schools Program

Principal: Maura Burns, (331) 228-4858  
Administrative Assistant: Dominia York

[Maura.Burns@d303.org](mailto:Maura.Burns@d303.org)  
[Dominia.York@d303.org](mailto:Dominia.York@d303.org)

Mades Johnstone Center (MJC)  
1304 Ronzheimer Rd., St. Charles, IL 60174  
Teacher: Mr. Steve Haugen, (331) 228-5991

[Stephen.Haugen@d303.org](mailto:Stephen.Haugen@d303.org)

Mid-Valley Safe Schools Program is funded by a grant from the Illinois Board of Education and the Kane County Regional Office of Education as an alternative educational program that accommodates general education and special education students who have been considered for expulsion at their district school.

Safe Schools is NOT a special education program. It is an inclusive program that may include students with disabilities who are able to complete grade-level academic work with assistance. Students with disabilities are provided all services indicated on their IEP's by appropriately certified professionals.

Safe Schools is a "learning lab" in which students work independently on computer based programs, video courses, and textbook coursework aligned to meet state standards. Students may also participate in volunteer community service projects as part of the program.

Students earn P.E. credit by participating in Physical Education classes at Mades-Johnstone Center. Mid-Valley support services are available to Safe Schools students seeking employment opportunities in the community, if appropriate.

Participants earn credit and re-entry to their district school and/or a high school diploma upon completion of the program. Diplomas are issued from the home high school.

## **Substitute Handbook**

### **Disclaimer**

This substitute Handbook is for your use as a source of information about Mid-Valley Special Education Cooperative and your substitute role. Nothing in this handbook creates or is intended to create a contract of employment, either expressed or implied, nor do the handbook provisions establish an employment relationship where one would not exist. You are an at-will employee of Mid-Valley and your relationship with Mid-Valley may be terminated by you or Mid-Valley at any time, with or without cause.

Please note that you are subject to the policies of Mid-Valley. Some, but not all, of those policies are summarized in this Handbook. In the event that a policy and/or applicable law conflicts with a provision in the handbook, the policy and/or law shall control. You will find a complete set of policies on the Mid-Valley website ([mvse.org/Aboutus/Board](http://mvse.org/Aboutus/Board)).

Mid-Valley does not guarantee specific benefits or terms of employment. Policies, the provisions of this Handbook, Mid-Valley benefits and Mid-Valley procedures may be changed or revoked at any time, without notice to you and without your consent.

### **Equal Employment Opportunity and Minority Recruitment**

Mid-Valley shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status or unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic or sexual violence, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

### **How to Become a Substitute for Mid-Valley**

#### **Complete and submit the online application:**

**For Substitute Teacher:** [mvse.org/aboutus/HR/Employment/](http://mvse.org/aboutus/HR/Employment/) "Kane County Human Res. Consort".

**For Substitute TA:** [mvse.org/aboutus/HR/EMP/](http://mvse.org/aboutus/HR/EMP/) "Applitrack". ***If you are selected to serve as a substitute at Mid-Valley***, we will send you information and forms as needed.

1. Complete all paperwork and turn into Human Resources at Mid-Valley.
2. Once all the required paperwork and documentation has been submitted and reviewed you will be entered into our automated substitute procurement system called AESOP and can begin substituting for Mid-Valley upon receiving the welcome letter containing your substitute ID and PIN numbers.

## **Requirements to Be a Substitute for Mid-Valley**

In addition to the completed application, the following forms and documents **MUST** be on file in Human Resources for all substitutes, whether certified teacher or support staff (such as teacher assistant, secretary, and nurse):

- Employment Eligibility Verification (Form I-9)
- Copy of document to establish identity, such as a Driver's License
- Copy of document that establishes employment eligibility, such as a Social Security card or current passport
- Federal W-4 Tax Forms
- State W-4 Tax Forms
- Completion of Certificate of Physical Fitness and Immunity from Communicable Disease
- Written evidence of negative tuberculosis results from chest x-ray, or skin test given within the last 90 days
- Three (3) letters of reference
- Acknowledgement of Mandated Reporter Status
- Illinois Department of Employment Security New Hire Reporting Form
- Consent for Fingerprinting-Based Background Check results from Kane ROE
- Valid and registered PEL (Professional Educator License) or Substitute License (SUB)
- Valid and registered ELS (Educator License with Stipulations) Endorsed as a Paraprofessional Educator

The following are additional forms and documents that **MUST** be on file in Human Resources to substitute in a certified teacher position:

- Originals of all transcripts
- Statement Concerning Your Employment in a Job Not covered By Social Security
- Teachers' Retirement System (TRS) Member Information and Beneficiary Designation

An optional form for direct Electronic Direct Deposit is also available.

## **Licensure**

Persons interested in employment as a Substitute Teacher should first contact the Kane County Regional Office of Education (ROE) at 28 N. 1st Street in Geneva (630-232-5955) for instructions regarding licensure. Any applicant with any college degree may apply for a Substitute Teacher License (SUB) through the Kane County ROE. An applicant with a Substitute Teacher License (SUB) can substitute for a Professional Educator Licensed Teacher (PEL) or a Paraprofessional Educator Licensed with Stipulations (ELS). A substitute teacher with a Substitute Teacher License (SUB) may teach in place of a Professional Educator Licensed (PEL) Teacher for a period not to exceed 90 paid school days, in any one school district, in any one school year. Any applicant without a college degree must apply for an Educator License with Stipulations (ELS) Endorsed as a Paraprofessional Educator in order to substitute as a teacher assistant.



## Procedure for Contacting and Assigning Substitutes

Once you have all completed documentation on file with Human Resources, you will be given access to our automated substitute procurement system. Mid-Valley uses Frontline's Automated Education Substitute Operator or AESOP, as it will be referred to from this point forward, to secure substitutes. It utilizes both the telephone and the Internet to fill vacancies.

Substitutes are given no guarantee of a minimum number of assignments. ***If you accept a full day assignment, you are expected to report to the school office by the designated reporting time and remain on assignment until the end of the day unless special permission is given by the program supervisor.***

- You may search for available jobs 24 hours a day, 7 days a week by calling into the AESOP number 1-800-942-3767 or visiting [www.aesoponline.com](http://www.aesoponline.com) on the Internet.
- Mid-Valley has selected the following hours for AESOP to call substitutes: 5:30 - 10:00 pm and 5:30 – 10:00 am daily. Calls during morning hours may be extended to fulfill assignments for late morning and afternoons for an employee who must leave work unexpectedly. Please note morning calls will be for that day's absence ONLY!
- AESOP is programmed to show up as 1-800-942-3767 on phones with Caller ID.
- AESOP is voice-activated. When the systems calls you for an available assignment, it will not begin to read the job until you pick up the phone and make a sound (typically by saying "hello").
- If you use a 'telezapper' or some other device that blocks calls that were dialed by a computer, you will not receive calls from AESOP.
- You can use a cell phone with AESOP without difficulty.
- When the system calls you, it only asks for the PIN number. When you call into the system, it asks for both your ID number *and* your PIN number.
- No outbound calls are made on Friday night, all day Saturday, or Sunday morning.
- The system will make outbound calls up to two days in advance of the start of the absence.
- If you hang up on AESOP *prior* to entering your PIN, the call is 'aborted' and you will not be called for another job for an hour. If you hang up on AESOP *after* entering your PIN or after pressing the 3 key to reject that assignment, the call was 'rejected' and you will be called for the next job in 15 minutes. If there is no answer or the phone is busy, AESOP will call next in 20 minutes.
- Pressing the phone's star key at any time on the phone system will return you to the previous menu.
- Calls placed in the morning are ONLY for the current day's absences. The system will call in the evening for assignments occurring on one of the next two days.

**PLEASE NOTE:** An employee may cancel an absence up to 45 minutes before the start time posted on the AESOP assignment. AESOP will call your phone number and send an email (if added to your Personal Information on your AESOP home page) to notify you of any cancelled assignments. You will be asked to confirm the notice of cancellation. For your benefit, please call AESOP or go online to verify the assignment prior to reporting to work. If an emergency should arise, you can cancel an assignment up to 45 minutes prior to the school start time. If an emergency should arise within 45 minutes of the start

of school, you cannot use AESOP to cancel. Please call Mid-Valley at 331-228-4873 to report the cancellation.

### **Professional Responsibilities of the Substitute**

You are expected to arrive **promptly** at the time posted on the assignment. You must first report to the school's main office to check in and pick up a substitute staff id badge. You are expected to complete the work related to the teaching day. In the case of substitute teachers, this work includes, but is not limited to, the following:

- Carry out lesson plans left by the teacher or support personnel.
- Assume attendance taking responsibilities or other routine duties.
- Complete all reports normally required of the teacher or support personnel.
- Complete the regular assignments for the teacher or support personnel, including supervision assignments such as bus duty, hall duty, study hall, and lunchroom/recess duty.
- **Be ready and willing to work as needed with administration personnel during free periods. You may be asked to teach a class or engage in other type of work (supervision, etc.) during the regular teacher's free periods. You will not receive additional pay for working during a regular teacher's free period except as outlined under the Compensation and Benefits portion of this handbook.**
- In the case where no plans have been left by the teacher or support personnel, you are to check with another classroom or building employee for regular duties/plans. If other individuals working in the environment are not able to provide guidance, please check with administration.
- Staff is entitled to a 30 minute lunch if they are hired for a full day substitute position. Please check with the classroom staff as to the appropriate time to take that lunch.

All substitutes must:

- Not eat or drink in the classroom (a water bottle *may* be acceptable in some classrooms).
- Demonstrate flexibility, dedication, and ability to adjust in stressful situations.
- NEVER LEAVE STUDENTS UNATTENDED!
- Take care to learn about and act in accordance with student/staff food allergies or known medical conditions

If you have questions about any of the above or any other responsibilities, information may be obtained from a program supervisor or the Mid-Valley office.

### **Professional Ethics**

We depend on the integrity of each substitute in preserving confidential information pertaining to students, parents, staff, and other school related matters. Please refrain from making adverse comments about the teacher or support staff and his/her procedures to the students. Avoid discussion of students, teachers, or procedures at other buildings or with anyone outside of the school community. Share any concern with a program supervisor or the Mid-Valley office.

## **Substitute Discipline**

In the absence of the regular teacher, the substitute teacher has the primary responsibility for discipline in the classroom. Should serious disciplinary issues occur, immediately obtain the assistance of a building administrator in maintaining discipline in the classroom. Please read and follow the classroom discipline plan. If no discipline plan is included in the substitute teacher plans, ask a fellow teacher and leave a note requesting this plan be included for future needs. Individuals who serve as substitutes in the Mid-Valley classrooms have the opportunity to be certified in Non-Violent Physical Crisis Intervention Techniques. Specifics about this training including dates and contact information can be found on the Mid-Valley website.

## **Emergency Procedures in the Building**

As a substitute teacher or teacher assistant, you should take a few minutes to become familiar with the building and the emergency procedures for the building. If the information cannot be located, please request it in the main office.

Instructions for fire and tornado drill exit procedures are posted near the door of the each room. If the class is away from the classroom when the fire alarm sounds, leave the building through the nearest exit and proceeds to a safe distance away from the building. Always take the class list with you.

## **Emergency School Closing Information**

Substitutes can obtain Mid-Valley school closing information during inclement weather by:

- Checking the Mid-Valley website.
- Checking on your AESOP home page (AESOP will automatically delete all previously assigned substitute jobs when the schools are closed).
- Checking the local radio and television stations.
- Because our programs are located amongst five districts and a variety of satellite locations, you may also find it helpful to check the individual district's website or website of Elgin or Waubensee Community College.

## **Student Safety**

You are responsible for ensuring the safety of the students under your charge. If a student appears to be ill or hurt, contact the main office. A nurse or health assistant is on duty at all times to attend to the student.

## **Appearance**

Professional appearance (business casual attire at a minimum) and neat grooming are expected of all substitutes. Inappropriate attire includes, but is not limited to, low cut pants (includes Capri pants,

shorts, and skirt), bare midriff shirts (shirts must cover torso), short shorts, exposed undergarment, and shirts with foul or inappropriate language and/or images.

### **Policy Regarding Use of Cigarettes, Alcohol or Illegal Drugs**

Mid-Valley policy states that smoking in buildings or on school property, including parking lots, is not permitted. Use of alcohol or illegal drugs on school property is also prohibited.

### **Cell Phone Usage**

Please do not make or receive cell phone calls during classroom instructional time. To insure that students will not be disrupted during class time, cell phones should be turned off.

### **Abuse and Neglected Child Reporting**

Any Mid-Valley substitute who suspects or receives information that a student may be an abused or neglected child must immediately report the case to the Illinois Department of Children and Family Services at 1-800-44-ABUSE. The substitute also must promptly notify the Director or program supervisor that a report has been made.

All Mid-Valley substitutes are required to sign an "Acknowledgement of Mandated Reporter Status" form provided by the Illinois Department of Children and Family Services.

### **Sexual and Other Unlawful Harassment**

Mid-Valley is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Mid-Valley will not tolerate any actions, words, jokes or comments based on a person's sex, race, color, national origin, age religion, disability, or sexual orientation, or any other legally protected characteristic.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange of sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures or displaying of sexual suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexual degrading works used to describe an individual, or suggestive or obscene letters, notes, or invitations.

- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment at work, report it immediately to your supervisor. If your supervisor is unavailable or you believe it would be inappropriate to discuss it with your supervisor, you should immediately contact the Director of Business and Human Resource Services or any other member of management. There will not be punishment or reprisal if you report sexual harassment or ask questions or raise concerns about it.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and the confidentiality of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Director of Business and Human Resources Services or any member or management so it can be investigated in a timely and confidential manner. Any employee who engages in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

### **Compensation and Benefits**

Substitute employees are paid a daily rate of \$90.00 (certified) , \$85.00 (TA) for a full day or \$45.00 for a half day serving in a teaching position or \$42.50 for a half day serving in a non-certified (TA-non-secretarial) position.

Substitute secretaries are paid \$11.23 per hour.

Substitute nurses (with nursing license) are paid \$20.46 per hour.

Long-term substitute teachers are paid \$100.00 per full day. A long-term substitute teacher position is defined as substituting for the same teacher for more than ten (10) consecutive days. Long-term substitute teachers are assigned by each program supervisor for his/her respective program.

Definitions for full day and half day pay for substitutes are as follows:

- 4 hours or less = half day pay
- more than 4 hours = full day pay

If you report to a building as directed for a substitute assignment and upon arrival are directed to another assignment, you are expected to accept the new assignment.

If you arrive at a building and no substitute assignment is available due to building and/or scheduling error, please contact Mid-Valley at 331-228-4873. Every effort will be made to place you in another unfilled position. If no other acceptable position is found, you will be paid for no less than a half day of work.

Certified Substitute Teachers are required to participate in the Teacher's Retirement System (TRS).

Substitutes do not receive fringe benefits from Mid-Valley except for those require by law.

### **Pay Dates and Deadlines**

Mid-Valley paydays are the 15<sup>th</sup> and 30<sup>th</sup> of every month. If the 15<sup>th</sup> or 30<sup>th</sup> falls on a weekend or other day Mid-Valley is closed, checks will be issued on the prior workday. All work completed between the 1<sup>st</sup> and 15<sup>th</sup> for the month will be paid on the 30<sup>th</sup> (last payroll of the month). All work completed between the 16<sup>th</sup> and the last day of the month will be paid the on 15<sup>th</sup> (first payroll of the month). If you are eligible for direct deposit, your paycheck information will be posted in iVisions, our web portal. Otherwise, your paycheck will be mailed to your home.

Compare your schedule on your AESOP home page (go to View My Schedule and use the calendars to see all dates worked for the school year) with your paycheck information on the iVisions portal. Any inquires about pay can be addressed to our Payroll Assistant at 331-228-5964.

### **Change of Name or Address**

You should notify Mid-Valley of any changes to your address or phone number by contacting the Mid-Valley office this will ensure all paychecks and W-2 forms are correct. To change your name, you must bring in your new Social Security card to Mid-Valley at 1304 Ronzheimer Avenue in St. Charles, and show the new card to a Human Resources representative.

To change your phone number or e-mail address in AESOP, please log onto your AESOP home page and go to VIEW Personal Information.

### **Removal from the Substitute Roster**

Substitutes may be removed from the substitute roster at their request or based upon request(s) from program supervisors that substitutes not return to their respective programs following incidents of poor performance. The Human Resource Department makes final decisions and resolutions.

### **Mid-Valley School Buildings and Substitute Hours**

Substitutes are given no guarantee of a minimum number of assignments. If you accept a full day assignments, you are expected to report to the school office by the designated reporting time and remain on assignment until the end of the day unless permission is granted by the program supervisor.

Elementary Schools that are part of the Mid-Valley Cooperative include:

**Standard hours for substitutes are in bold**

- Anderson Elementary School (St. Charles) **8:30-3:15**
- Blackberry Creek Elementary School (Elburn) **8:35-3:35**
- Fabyan Elementary School (Geneva) **7:45-2:15 (EC) 7:45-2:30 (NP)**
- Fox Ridge Elementary School (St. Charles) **8:30-2:15**
- Harrison Street Elementary School (Geneva) **7:45-2:30**
- Makes-Johnstone Center (St. Charles) **7:45-2:35**
- Mill Creek Elementary School (Geneva) **7:30-2:30**
- Munhall Elementary School (St. Charles) **8:30-3:15**
- John Stewart Elementary School (Elburn) **8:35-3:35**

Middle Schools that are part of the Mid-Valley Cooperative include:

**Standard hours for substitutes are in bold**

- Geneva Middle School South (Geneva) **8:20-3:35**
- Makes-Johnstone Center (St. Charles) **7:45-2:35**
- Prairie Knolls Middle School (Elgin) **8:00-3:00**

High Schools that are part of the Mid-Valley Cooperative include:

**Standard hours for substitutes are in bold**

- Batavia High School (Batavia) **7:15-2:45**
- Geneva High School (Geneva) **7:30-3:00**
- Makes-Johnstone Center (St. Charles) **7:45-2:35**

Colleges that are part of the Mid-Valley Cooperative include:

**Standard hours for substitutes are in bold**

- Elgin Community College (Elgin) **8:15-2:45**
- Waubensee Community College (Sugar Grove) **8:15-2:45**
- Shelby Building, Transition Center (St. Charles) **7:45-2:15**