Lincoln-Way Area Special Education Joint Agreement District 843

Parent-Student Handbook

2026-2027



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PIONEER GROVE EDUCATIONAL CENTER

The classes at Pioneer Grove Educational Center are designed to meet the unique needs of students from ages 3 to 22. We believe all students can learn. Our goal is to provide the appropriate supports, modifications, and adaptations to assist each student to reach his/her maximum potential in all areas of development: communication, cognition, physical, social, and emotional, daily living skills, and independence. We believe that parents/guardians are valuable partners, working with the school, to make a difference in the growth of each student.

The **Adapted Individualized Methods (AIM)** program is a full-day classroom for students who require a significantly structured and adaptive learning environment consisting of communication development through a visual approach, sensory integration, and an applied behavior analysis methodology. Students in these classes range from pre-school through 8th grade.

The **Multi-Needs** program is a full-day classroom for students who have significant cognitive, medical and/or physical needs which require intensive therapy and modifications to the curriculum to help each individual reach his or her maximum level of independence in all facets of life. Students in the multi-needs classes are supported by nursing services.

The **Self-Contained Individualized Life Skills Program (SCILS)** is designed for students who are typically on the autism spectrum and require a structured, adaptive, and visual learning environment, with specific emphasis on natural environment learning and generalization of skills. There is an emphasis on functional academics, pre-vocational training and community experiences based on individual Transition Plans.

School Hours:
Monday through Friday - 8:30 a.m. to 2:15 p.m.

Office Hours and Phone Number:
Monday through Friday - 7:30 a.m. to 4:00 p.m. Phone: (815)806-4685

Absences:
To report your child absent from school, please call the Pioneer Grove office at (815)806-4685 **by 7:00 a.m.** on the day of the absence. You can leave a message at any time, 24 hours a day, 7 days a week, if you know in advance. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

SOCIAL EMOTIONAL LEARNING FOUNDATIONS (SELF) PROGRAM and STRUCTURED TEACHING & LEARNING ROOM (STLR) PROGRAM

The Social Emotional Learning Foundations (**SELF**) program is a full day program for kindergarten through eighth grades located in general education buildings in Mokena District 159: Mokena Elementary School, Mokena Intermediate School, and Mokena Junior High. This program is designed to meet the needs of students who exhibit social-emotional and behavioral characteristics that interfere significantly with their ability to progress in the general education classroom/curriculum. Students are provided with intensive social work, behavior intervention, speech and languages services, occupational therapy, and classroom aide support, as needed. Teachers implement the general education curriculum; however, it is individualized based on the student's current levels of performance and academic achievement. SELF provides an intense behavior management system within each classroom. This system is comprised of levels which afford the students opportunities for reintegration into the general educational environment. Students may be provided with inclusive experiences with general education students in the areas of fine arts, physical education, and other areas as provided by specific buildings, as the IEP Team determines. Students may also be included in non-academic settings such as lunch, recess, field trips, etc., as appropriate.

The Structured Teaching and Learning Room (STLR) is a self-contained program located in age-appropriate general education buildings within the Lincoln-Way Area Special Education Cooperative. The STLR program is designed to provide intense instructional support focused on communication, social skills, sensory needs and positive behavior to students in a small, structured learning environment. There is an emphasis on the use of visuals, concrete language, reinforcement and routine. Students in STLR are supported by social work, speech and language services, occupational therapy and a classroom aide. The STLR program provides intensive academic instruction, as well as emotional and behavioral support. Students in STLR utilize a variety of curriculum resources that may be alternated or modified to best meet each of their individualized needs. STLR students participate in the general education setting for fine arts, physical education, as well as in non-academic settings such as lunch, recess, field trips, etc., as appropriate.

Absences:

To report your child absent from school, please call the Mokena Elementary School office at (708)342-4850 or Mokena Junior High (708)342-4870 **by 7:00 a.m.** on the day of the absence. Please leave a message that includes your name, the name of your child and the reason for the absence or tardiness. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Administrator Office Hours and Phone Number:
Monday through Friday - 7:30 a.m. to 4:00 p.m. Phone: (708)342-4806

Mokena Elementary School Hours:
Monday through Friday - 8:30 a.m. to 2:45 p.m.

Mokena Junior High Hours:
Monday through Friday – 7:50 a.m. to 2:15 p.m.

GENERAL INFORMATION

Governing Board policies serve as instruments to guide and provide structure to the decision-making process affecting all aspects of the Lincoln-Way Area Special Education Joint Agreement District 843 ("Cooperative"). Governing Board policies are designed to reflect the culture, character, and values of the local community while meeting State and Federal law requirements. In the interests of harmony, efficiency, uniformity of interpretations, coordination of effort, and in fairness to all concerned, the Governing Board makes the policy manual available to all who are affected by its policies. All policies are available on the Cooperative's website at https://www.lwase843.org/page/policies-handbook. This handbook is a summary of important Governing Board policies. This Handbook is not a comprehensive statement of school procedures. This Handbook may be amended during the school year without notice. To access the calendar and Handbook in a language other than English, please contact Judy Boyens.

Admission (New Students)

The Cooperative's Policy 7:60 regarding admission to Cooperative programs follows:

Member Districts

Students who are residents of member districts may participate in the programs available through the Cooperative at the expense of the member district. The member district and the Cooperative will collaborate to determine whether a Cooperative program is appropriate for the student's educational needs, and if so, will schedule a meeting to intake the student and review the student's Individualized Education Program.

Non-Member Districts

Students who are residents of non-member districts may participate in the programs available through the Cooperative, at the Director's discretion, upon application by the non-member district. The Director shall develop and enter into a Placement Contract with the non-member district which describes the program and services provided to the student of the non-member district, the terms and conditions of the student's participation, and the tuition to be paid by the non-member district for the student's program and services.

Prior to admission to the program, parent(s)/guardian(s) are asked to submit the following:

1. Verification of residency by a Cooperative member district, which includes:
    - 114 Manhattan
    - 157C Frankfort
    - 159 Mokena
    - 161 Summit Hill
    - 210 Lincoln-Way High School
2. Medical Report (if applicable)
3. Dental Report (if applicable)

Registration

All students attending Cooperative level programs must register in their resident school district and pay resident district fees. The districts are following this procedure so your child will continue to feel a part of that district, even though your child may be receiving service from staff of the Lincoln-Way Area Special Education District 843, or in an out-of-cooperative placement. In addition, the Cooperative requires registration to attend our programs and to receive Cooperative transportation services. This registration is completed through an online student information system. Parents will be emailed a link to complete the registration process. If paper registration forms are needed, please contact your child's Principal or program Administrator.

Payment and Waiver of School Fees

You will be informed by your resident school district of any fees at the time of registration each year, or upon enrollment in the resident district. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent/guardian to pay fees or certain charges. Students whose parent/guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment. Please contact your resident district for additional information regarding fees and fee waivers.

Information regarding the Governing Board's policy regarding school fees can be found in Board Policy 4:140, *Waiver of Student Fees.*

Free and Reduced Lunch Program

Parents/guardians are requested to complete the necessary application forms at the resident district if children in the household are eligible for free school meals. Upon notification from parent/guardian, the Cooperative will request that the completed forms be provided to the appropriate building principal or program administrator in order to accommodate the student's needs.

Homeless Students

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the *McKinney-Vento Homeless Assistance Act* and the *Education for Homeless Children Act*. Students and families experiencing homelessness or housing insecurity should contact the district school where the student attended when permanently housed or in which the student was last enrolled for assistance, or their current district of residence.

Withdrawals/Relocation

Parent(s)/guardian(s) must notify the school and resident district as soon as they know that they are moving from their current address. If your child is utilizing Cooperative transportation, please also make them aware by calling (815)485-7611.

Education of Children with Disabilities (See Policy 6:120)
The Cooperative provides a free appropriate public education in the least restrictive environment to all children with disabilities enrolled in the Cooperative, as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

A copy of the State Board of Education's "Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities" is available on the Cooperative's website, at the end of this Handbook, or can be obtained by making a request to your child's the Cooperative manager.

Eligibility for Special Education and Related Services
Special education and related services shall be available to eligible children with disabilities from the age of three (3) through the age of twenty-one (21). If an eligible student's 22nd birthday occurs during the school year, he or she will remain eligible for special education services through the end of the school year.

Unless otherwise determined by a student's Individualized Educational Program/Plan (IEP) team, the student who has successfully completed a high school program shall be granted a diploma by the student's resident district and all eligibility for a free appropriate public education is terminated. The parent/guardian and the student shall participate in the decision about whether the student should receive a regular high school diploma prior to age twenty-two (22) or continue to receive special education, related services, and/or transition services.

Parents or guardians of children with disabilities whose native language is not English should contact their home district's director of special education regarding interpreter services for IEP meetings and translation of IEP documents.

Students with disabilities who do not qualify for an IEP under the *Individuals with Disabilities Education Act* may qualify for services under Section 504 of the *Rehabilitation Act of 1973* if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Conferences
Scheduled parent/guardian conferences will be held at least once a year. Please consult your child's school calendar for those dates. These conferences provide an opportunity for mutual planning, exchange of information, evaluation of student progress, and setting goals for future action. Because conferences are held with all parent(s)/guardian(s) and time is limited, your cooperation is appreciated in keeping to the scheduled appointment time.

Additional conferences can be held at the request of the parent(s)/guardian(s) or teacher. To arrange a conference, please contact your child's teacher or the program supervisor.

Classroom or Student Observations

Parent(s)/guardian(s) wishing to visit or arranging for a designated representative to visit their child's class should call the program supervisor or building principal to set up an appointment. Prior to visiting a school, school building, or school facility, the parent/guardian and visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. Please be clear as to whether you want to visit just the special education classroom, or if applicable, the regular education classroom(s) your child may also attend. The program administrator will coordinate the visit(s) with the classroom teacher and, if applicable, the building principal for a visit to any regular classes. Observations are generally limited to one class period, or 40 minutes, whichever is longer, per quarter unless longer or additional observations are determined necessary by the student's IEP team.

Field Trips

Periodically, field trips are planned by the teacher to provide educational and learning experiences for the children. Permissions slips will be sent home for all outside school activities. Each child must have a signed permission slip to participate in the activity. All permission slips and notes must be returned by the specified date on the permission slip.

School Visitation Rights Act

Pursuant to the School Visitation Rights Act, parent/guardians are notified that an employer must grant an employee leave of up to 8 hours during any school year, no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during nonwork hours; however, no leave may be taken unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee must provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours' notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.

Accommodating Individuals with Disabilities (See Policy 8:70)

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify Judy Boyens at 815-485-4605 if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting, including parent conferences, school programs, and Governing Board meetings.

ATTENDANCE

Student Attendance (See Policy 7:70)
Regular attendance at school is an essential part of the educational program for each student. Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

Student Absences
The parent/guardian of a student must authorize all absences from school and notify the school in advance or at the time of the student's absence. There are two types of absences: excused and unexcused. Excused absences include: illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Governing Board, voting, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Principal or Administrator. Up to five cumulative days of absence due to mental or behavioral health, without a medical note, will also be considered excused, although students may be referred to appropriate school support personnel after the second such absence. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal or program supervisor. Students absent for a valid reason may make up missed homework and classwork assignments in a reasonable timeframe.

Additionally, a student will be excused for up to five (5) days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Governing Board, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school before 7:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall

result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the Illinois State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The Cooperative uses the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include parent conferences, student counseling, family counseling, and information about existing community services.

SAFETY AND SERVICES

Fire, Disaster, and Law Enforcement Drills (See Policy 4:170)

The Cooperative conducts programs in a manner to promote the safety of students, staff, and visitors to the Cooperative and Cooperative events. The Cooperative develops and implements safety, fire and disaster drills practiced routinely during the year. These same procedures will be followed in the event of a fire, tornado, storm, school lockdown, or civil defense alert. Every school building has a crisis response plan that is developed through cooperation with local police and fire agencies. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills may not be preceded by a warning to the students.

CPR & Automatic External Defibrillator Training (See Policy 4:170)

State law requires the Illinois High School Association (IHSA) to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. You are encouraged to view the video, which will take less than 15 minutes of your time, at: https://www.ihsa.org/health-safety/cpr-training .

Suicide and Depression Awareness and Prevention (See Policy 7:290)

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 Cooperative.

The Cooperative maintains student and parent resources on suicide and depression awareness and prevention. A copy of the Cooperative's policy is posted on the website. Additional Resources and Information can also be obtained through communication with one of the District's Social Workers.

In addition, the following resources can always be contacted:

- 988 Suicide and Crisis Lifeline
- Crisis Text Line (Text 741741)
- Safe2Help (844-4-SAFEIL) (Text 72332) (Email: HELP@Safe2HelpIL.com)

Guidance & Counseling

The Cooperative provides a guidance and counseling program for students. The Cooperative's counselors are available to those students who require additional assistance. Under Illinois law. any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been

obtained, counseling services provided to a student under the age of 17 are generally limited to not more than eight 90-minute sessions.

Student Pick-up

To ensure the safety of our students, the following procedures should be used for the pick-up of a student by the parent or guardian.

1. When parent(s)/guardian(s) come to pick up students early, they will need to register in the office upon entering the school.
2. Parent(s)/Guardian(s) picking up students at the end of the day must also register in the school office.
3. A student will not be released to anyone except the parent(s)/guardian(s) unless we have a note or telephone call from the parent(s)/guardian(s) stating who has permission to take their child. That person must also register in the office upon entering the school.
4. Parent(s)/Guardian(s) must notify transportation that you are picking up your child.

Student Insurance

Please contact your resident school district for information regarding student insurance offered.

Exemption from PE (See Policy 7:260)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

State law prohibits the Governing Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the Cooperative.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Director or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Administrator or Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Administrator or Principal will evaluate requests on a case-by-case basis.

The Director or designee shall maintain records showing that the criteria set forth in Board Policy 7:260 were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule

Abused and Neglected Child Reporting (See Policy 5:90)

State law requires all Cooperative employees who suspect or receive knowledge that a child may be abused or neglected, or for a student aged 18 through 21 an abused or neglected individual with a disability, immediately report or cause a report to be made to the Department of Children and Family Services (DCFS). According to the Illinois *Abused and Neglected Child Reporting Act* ("ANCRA"), those required to report cases of suspected neglect or abuse include all school personnel (teachers, administrators, nurses, social workers, psychologists, paraprofessionals, related service providers, transportation staff, and office staff). The terms "abused child" and "neglected child" are defined in ANCRA.

DCFS has the sole power to investigate reported child abuse or neglect. This power may be delegated to law enforcement agencies. DCFS may investigate in a school by interviewing children, taking photographs, and physically examining the child. Depending on the age and sex of the child, investigation will involve a joint examination of the child with one of the school personnel or taking the child to a doctor for examination.

If you have any questions regarding reporting procedures, feel free to contact one of the Cooperative social workers. Please note that the name(s) of the reporter(s) are kept confidential by the Cooperative.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations (See Policy 5:90 and Policy 4:165)

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the Cooperative's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include, but are not limited to, the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends

- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

Cooperative employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

A person commits the criminal act of grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, "child" means a person under 17 years of age.

Sexual misconduct in schools is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by a Cooperative employee or agent with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of sexual misconduct include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason

- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

Cooperative employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the building principal, program administrator, a school counselor, or another trusted adult employee of the School or Cooperative.

Additional Resources include:
National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Sexual Abuse Response and Prevention Resource Guide

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at https://www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf or you may request a copy of this guide by contacting the school's office.

Sexual Abuse Counseling and Resources

Each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse, along with Cooperative and community-based options for victims of sexual abuse to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the Cooperative, if any.

Requesting Support Services for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence ("Article 26A Students") to succeed in school are important Cooperative goals. To facilitate the full participation of Article 26A Students, the Cooperative provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

An Article 26A Student and/or their parent/guardian may request services by contacting the Cooperative's Article 26A resource person, Ami Porte-Lewis at aplewis@lwase843.org.

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal,

Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Employee Code of Professional and Appropriate Conduct (See Board Policy 5:120)
All Cooperative employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others.

Professional and Appropriate Conduct
Professional and appropriate employee conduct are important Governing Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the Cooperative's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for Cooperative employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Governing Board's goal of professional and appropriate conduct.

The Director or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the Cooperative's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the Code of Ethics for Illinois Educators, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following Cooperative-established guidelines for specific situations, including but not limited to:
    a. Transporting a student;
    b. Taking or possessing a photo or video of a student; and

c. Meeting with a student or contacting a student outside the employee's professional role.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Governing Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
   a. Violates expectations and guidelines for employee-student boundaries.
   b. Sexually harasses a student.
   c. Willfully or negligently fails to follow reporting requirements of the *Abused and Neglected Child Reporting Act* (325 ILCS 5/), *Title IX of the Education Amendments of 1972* (20 U.S.C. §1681 et seq.), or the *Elementary and Secondary Education Act* (20 U.S.C. § 7926).
   d. Engages in grooming as defined in 720 ILCS 5/11-25.
   e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
      i. A sexual or romantic invitation.
      ii. Dating or soliciting a date.
      iii. Engaging in sexualized or romantic dialog.
      iv. Making sexually suggestive comments that are directed toward or with a student.
      v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
      vi. A sexual, indecent, romantic, or erotic contact with the student.

Visitors (See Policy 8:30)

Anyone visiting the building must enter the school office, including parents and siblings. Visitors must sign in/out in the office, identifying their name, the date and time of arrival, and the classroom or location they are visiting, and obtain and wear a visitor badge. Visitors MUST show a picture ID before entering the building. Teachers and other employees may request any person entering a Cooperative building or program for school purposes and activities to identify himself and the purpose of his entry. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Approved visitors must take a tag identifying themselves as a guest and place the tag on their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Visitors are expected to abide by all school rules during their time on school property.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local, or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and District policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including rollerblading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Any person who engages in prohibited conduct may be ejected from or denied admission to school property in accordance with State law. The person may also be subject to being denied admission to school athletic or extracurricular events for up to one calendar year.

No visitor to the Cooperative's schools may audio or video record any meeting concerning a student, including, but not limited to an Individualized Education Program (IEP) meeting, Section 504 meeting, parent-teacher conference, or any other meeting with an administrator or other school personnel. If, in order to understand or participate in the meeting, a visitor requires an interpreter,

or requires an accommodation due to a disability, the visitor should notify the Cooperative's Director, at least 24 hours before the meeting is scheduled to occur, that an interpreter or accommodation is necessary for the visitor to meaningfully participate in the meeting. Audio recording of a meeting may be allowed if the visitor demonstrates that recording is needed as an accommodation for a documented disability and that no other accommodation is sufficient. If audio recording a meeting is permitted as an accommodation, the Cooperative will also make an audio recording of the meeting.

Integrated Pest Management Notification (See Policy 4:160)

The Cooperative complies with the Structural Pest Control Act through the active involvement in an Integrated Pest Management Program. As part of this program the Cooperative relies to the greatest extent possible on non-toxic, biological, cultural, and mechanical pest management practices as well as the use of natural pest control agents. Chemical and airborne pesticides will be used only when necessary, and as a last resort, with a preference given for products that are the least harmful to human health and the environment. Such chemical and airborne applications will be made only after normal business hours or on weekends to minimize the exposure to any individuals who normally access our buildings. As part of this program, any individual wishing to be placed on a notification list can contact the Administrative Offices at (815)806-4600, ask for the Administrative Assistant, and let her know you would like to be put on the IPM Notification list for airborne spraying. By providing your name, address, phone number, and the school district buildings you would like to be notified about, the Administration will attempt to contact you 48 hours in advance whenever possible, and no less than 24 hours in advance when necessary, of any scheduled airborne or chemical applications being undertaken, or as soon as possible in the event any emergency spraying applications are needed. If you have any questions or need additional information, please contact the Director at (815)806-4600.

Asbestos (See Policy 4:160)

In October 1986 the U.S. Congress enacted the *Under the Asbestos Hazard Emergency Response Act* (AHERA). Under AHERA and State law, the Cooperative has developed an asbestos management plan that address asbestos hazards in school buildings and implements response actions in a timely manner. This plan contains information on inspections, re-inspections, response actions and post-response action activities, including periodic re-inspections and surveillance activities that are planned or are in progress.

The asbestos management plan is available for review in the Cooperative's office. The plan may be reviewed during normal school hours. There will be a reasonable charge should you require a copy of the plan. If you have any questions or need additional information, please contact the Director at (815)806-4600.

Teacher Qualifications (See Policy 5:190)

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through iv
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

If you would like to receive any of this information, please contact the building principal or program administrator with your request.

Information Regarding Sex Offenders (See Policy 4:175)

Convicted Child Sex Offenders on School Property

State law prohibits a convicted child sex offender from being present on school property or loitering within 500 feet of school property when children under the age of 18 are present, unless the offender:

1. Is a parent/guardian of a student attending the school and the parent/guardian is:
    a. Attending a conference at the school with school personnel to discuss the progress of his or her student academically or socially;
    b. Participating in student review conferences in which evaluations and placement decisions may be made with respect to his or her student regarding special education services; or
    c. Attending conferences to discuss other students' issues concerning his or her student such as retention and promotion and notifies the building principal of his or her presence at the school.
2. Has permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or the Board President shall provide the details of the offender's upcoming visit to the building principal.

Anytime that a convicted child sex offender is present on school property for any reason – including the reasons above – he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

Violent Offender and Sex Offender Community Notification

State law required that all parents receive information regarding sex offenders and violent offenders against youth from their district of residence. Information about sex offenders and violent offenders against youth can also be accessed as follows:

- Illinois Sex Offender Registry, www.isp.state.il.us/sor/
- Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/
- Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

Student Fundraising Activities (See Policy 7:235)

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless they have the written permission of the school associate principal, principal, or the superintendent of schools. Any fundraising activities must adhere to Governing Board policy.

Student Support Services (See Policy 7:250)

The Cooperative may provide the following services to students attending its programs:

1. Health services supervised by a qualified school nurse.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all the Cooperatives, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s).
3. The services of a school social worker.
4. Guidance and school counseling services.

For questions about these services, please contact Ami Porte-Lewis at aplewis@lwase843.org .

Priority of Urgency of Need for Services (PUNS)

Pursuant to State law and Board Policy 5:100, at least one designated employee at each school has received training regarding the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for the PUNS database. For more information, please contact the following individuals:

- Pioneer Grove Contact, Kim Crafton, Social Worker, kcrafton@lwase843.org
- SELF/STLR Contact (Mokena Elementary), Amy Panfil, Social Worker, apanfil@lwase843.org
- SELF Contact (Mokena Jr. High), Anna Pienta, Social Worker, apienta@lwase843.org

English Learners (See Policy 6:160)

The Cooperative will coordinate with the student's district of residence to offer opportunities for English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. Parents/guardians of students with English Learner needs will receive notice of their child's placement in, and information about, English Learner programs.

Complaints About Curriculum, Instructional Materials, and Programs (See Policies 6:60 and 6:260

Exhibit - Requests to Examine Materials and Statutory Opt-outs [1]

Date _____

Class and Time _____

Teacher _____

Request to Examine 105 ILCS 5/27-215 (*Family Life*) and/or 105 ILCS 5/27-1015 (*National Sex Ed Standards (NSES)*) Materials [2]

A sample of the District's instructional materials and course outline for family life instructional materials are available from the classroom teacher for your inspection. If you are requesting to examine this material, please check the box below and return it to your child's classroom teacher within five calendar days.

The scope and sequence of instructional materials for NSES is posted on the District's Internet website, along with the name and contact information, including an email address, of staff members who can respond to your inquiries.[3] You may request to see NSES instructional materials in person by checking the box below.

☐ I request to examine the instructional materials and course outline for Family Life classes.

☐ I request to examine, in person, the instructional materials to be used for NSES.

Parent/Guardian Opt-outs [4]

No student is required to take or participate in the following classes or courses, and no penalty exists for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following request and return it to your child's classroom teacher within five school days.

I request that the District opt-out my child for class attendance about:

(Check the box(es) that apply to your opt-out)

☐ Family life (emotional, psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence) (105 ILCS 5/27-215(a)(2))

☐ AIDS, including in grades 6 through 12, its prevention, transmission and spread (105 ILCS 5/27-215(a)(3))

☐ *NSES* (See 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)*) (105 ILCS 5/27-1015)

☐ Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10 (105 ILCS 5/27-1045)

☐ CPR, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization (105 ILCS 5/27-215(d) and 5/27-250)

☐ How to use an AED (105 ILCS 5/27-215(d) and 5/27-250)

_____

Student (please print)

_____

Parent/Guardian (please print)

_____ _____

Parent/Guardian Signature Date

Standardized Testing

The Cooperative coordinates all testing requirements with the district of residence of students served by the Cooperative.

HEALTH AND MEDICAL

Administration of Medication at School

Children under a doctor's care and needing to take prescribed medicine during the school day will receive that medication as follows in the Cooperative's Board Policy 7:270.

Administering Medicines to Students (See Policy 7:270)

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the Cooperative's procedures on dispensing medication.

No Cooperative employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* (*SMA Form*) is submitted by the student's parent/guardian. Forms can be obtained on-line at www.lwase843.org. The physician must note the need for the drug during the school day, the reason for its use, the benefits and side effects, and an emergency phone number where they can be reached. The medication must be in the original labeled container dispensed by the physician or pharmacy. Medication must be hand-delivered to school by an adult. Medication is administered as deemed necessary in order for the student to remain in school and

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1 Schools are not required to notify parents/guardians of their rights as explained in this form. Modify this form to match the district's curriculum. Students may not be required to take or participate in classes or courses listed under the subhead below, **Opt-outs**. For the district to maintain trust with its community, it is a best practice to keep and modify this exhibit.

105 ILCS 5/27-13.2, repealed by P.A. 104-391, formerly required districts to give parents/guardians of students in grades K-8 prior written notice of sexual abuse prevention instruction and the opportunity to opt their children out of such instruction upon written objection. **Note:** It is IASB's understanding that this provision was repealed in error by P.A. 104-391; however, as of the publication of **PRESS** Issue 120 (Oct. 2025), it is unclear if or when this error will be remedied. Consult with the board attorney if the district wants to continue to provide notice and an opportunity for parents/guardians to opt their children out of this instruction.

2 Schools are required to afford individuals, including parents/guardians, an opportunity to examine the instructional materials but are not required to provide a means for parents/guardians to request to examine the instructional material. This subhead may be deleted.

3 105 ILCS 5/27-1015(e), renumbered by P.A. 104-391. Delete this sentence if the district does not have an Internet website. See also f/n 4 of sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

4 Schools are not required to provide a means for parents/guardians to request excusal and opt-out; this subhead and the following check boxes may be omitted. If kept, ensure that the check boxes match the curriculums offered in the district.

only if the above requirements are met. The Cooperative retains the discretion to reject requests for the administration of medication.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for Policy 7:270 and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

At the end of the school year or the end of the treatment regime, the student's parent or guardian will be responsible for removing from the school any unused medication. If the parent or guardian does not pick up the medication at the end of the school year, the school nurse will dispose of the medication and document that is was discarded.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. Self-carry and/or self-administration of an epinephrine injector requires written authorization from the student's physician, physician assistant, or advanced practice registered nurse. Self-carry and/or self-administration of asthma medication requires written authorization from the student's parent/guardian. An Emergency Action Plan will be developed for each self-administering student.

Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. *All* of the following items are required for self-administration pursuant to a qualifying plan: (i) written permission from the student's parent/guardian; (ii) written authorization from the student's physician, physician assistant, or advanced practice registered nurse; and (iii) the prescription for the medication including the name of the medication, the prescribed dosage, and the time or times at which or the circumstances under which the medication is to be administered.

The Cooperative shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the Cooperative and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-

administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Undesignated Medications

The Cooperative maintains standing protocols for the following undesignated prescription medications for emergency use: epinephrine injectors and opioid antagonists. No one, including without limitation, parents/guardians of students, should rely on the Cooperative for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

The Cooperative and its employees and agents shall incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epinephrine injector, an opioid antagonist, or glucagon regardless of whether authorization was given by the student's parents/guardians or by the student's physician, physician assistant, or advanced practice registered nurse. A student's parents/guardians must indemnify and hold harmless the Cooperative and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration of asthma medication, an epinephrine injector, an opioid antagonist, or glucagon regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

Cooperative Supply of Undesignated Oxygen Tanks

In schools where the Cooperative maintains special educational facilities, and the Cooperative will maintain a supply of undesignated oxygen tanks in the name of the Cooperative and provide or administer them as necessary. The supply shall be maintained in accordance with manufacturer instructions and local fire department rules.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
    a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
    b. Copies of the registry identification cards are provided to the Cooperative;

c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and

d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.

2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the Cooperative or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The Cooperative may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Emergency Aid to Students

Nothing in Governing Board policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Illness or Injury at School

If your child is not feeling well, it may be best to keep him/her home to prevent the spread of a possible illness. When your child is ill with any symptoms of a communicable disease, (e.g., cough, cold, fever, rash, diarrhea, lethargy, or vomiting), please do not send your child to school. Students may not return to school until they have been fever free (temperature below 100.3) for 24 hours without fever reducing medication prior to returning to school. A prolonged illness may require a physician's statement for re-admittance into the program. If you expect a long illness, hospitalization and/or surgery, please alert the school nurse.

If your child should become ill at school, the school will contact you or the emergency number provided by you to the school. For injury at school, immediate first aid, if needed, is given and the parent is notified. If the school is unable to notify the parent and the injury is severe, emergency services will be contacted.

The parent is expected to arrange for the student's transportation home if the student leaves school before the end of the regular school day due to illness, injury, or other need.

Communicable and Chronic Infectious Disease (See Policy 7:280)

Parents are requested to notify the school nurse if they suspect or are aware that their child has a communicable disease. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian. The school may require the parent or guardian to provide a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease prior to return to school.

Conjunctivitis: All children with tearing, irritation, and/or redness of one or both eyes, will be sent home until a physician deems that a child is non-contagious or has been medicated for a minimum of 24 hours.

Fever: The most common cause of fever in children is infection. Children with fevers above 100.3° should be kept at home for at least 24 hours after they are fever-free (without fever-reducing medicine).

Head Lice: Our head lice management procedure is obtained from the recommendations of the Will County Health Department. A child who is identified to have the presence of live lice in their hair will be sent home for treatment. The child may return to school the following day but must be brought to school by the parent and be checked by the school nurse for the presence of lice. The child may return to the classroom if no live lice are found. The presence of nits (eggs) does not necessarily indicate an active infestation of lice and therefore children may remain in school with the presence of nits in their hair.

Rash: Rashes will be evaluated on an individual basis. Rashes can be caused by many things including allergies, viruses, various skin conditions, bacterial illnesses, and sometimes unknown causes. If the cause of the rash is not easily determined, the school may require a physician's note stating the diagnosis before the child can return to school. This is required by the health department as some serious illnesses are accompanied by a rash and need to be reported to the health department.

Vomiting or Diarrhea: All bodily fluids are considered contagious. Children are to stay home for 24 hours <u>after</u> the last episode.

Diabetes Management

To effectively plan for and manage diabetes in the school setting, parents/guardians are asked to promptly notify the Principal or Supervisor of the program their child attends upon their child being diagnosed with diabetes. It is the responsibility of the student's parent/guardian to share the

health care provider's instructions concerning the student's diabetes management during the school day. A Diabetes Care Plan must include the treating health care provider's instructions concerning the student's diabetes management during the school day, including a copy of the signed prescription and the methods of insulin administration. A Diabetes Care Plan must be submitted to the school at the beginning of the school year; upon enrollment, as soon as practical following a student's diagnosis; or when a student's care needs change during the school year. Parents shall be responsible for informing the school in a timely manner of any changes to the diabetes care plan and their emergency contact numbers. After this notification, LWASE staff will work with the parent to implement the student's Diabetes Care Plan. A student who is authorized under their Diabetes Care Plan to self-manage his/her diabetes care shall be permitted, when specified by his/her physician, to do the following:

1. Check blood glucose when and wherever needed;
2. Administer insulin with the insulin delivery system used by the student;
3. Treat hypoglycemia and hyperglycemia and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity or event in accordance with the diabetes care plan; and
4. Possess on his or her person, at all times, the supplies and equipment necessary to monitor and treat diabetes, including, but not limited to glucometers, lancets, test strips, insulin, syringes, insulin pumps, infusion sets, alcohol swabs, a glucagon injection kit, glucose tablets, and food and drink.

Anaphylaxis Prevention, Response, and Management Program (See Policy 7:285)

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Governing Board policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the Cooperative to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the Cooperative reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Cooperative's *Anaphylaxis Prevention, Response, and Management Program* is developed and collectively implemented by local school officials, Cooperative staff, students and their families, and the community. Upon notification and confirmation of potentially life-threatening food allergies, the Cooperative will gather sufficient information from the food-allergic student, family, and qualified personnel as needed, to determine necessary accommodations. An individualized plan will be developed based on a variety of factors, including the student's food allergies, age, medical history, recommendations from doctors, and facilities in the school. For

information regarding the Cooperative's *Anaphylaxis Prevention, Response, and Management Program*, please go to www.lwase843.org.

Enrollment and Exclusion

Any child failing to meet the requirement of the health examination and immunizations as outlined by the Illinois *School Code* and Governing Board Policy 7:100, shall not be permitted to enroll and attend school until proof of health and immunization is provided by the parent(s)/guardian(s) to the resident district health office by October 15 of the current school year. New students who register after the first day of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations.

Required Health Examinations and Immunizations

Each student's resident district is responsible for ensuring that its students who are enrolled in the Cooperative's programs are in compliance with State law regarding health examinations and immunizations, dental examinations, and vision examinations. Proof of examinations must be submitted to the resident district. Please see Governing Board Policy 7:100, or the resident district's policy on required health examinations and immunizations for all State requirements.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required. All children enrolled in Kindergarten and/or school for the first time shall have an eye examination. This exam must be performed by a licensed physician or a licensed Optometrist. If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH. If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

School Operations During a Pandemic or Other Health Emergency (Policy 4:180)

Pandemic Preparedness

The Governing Board recognizes that the Cooperative will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety during a pandemic.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals, and because there is little or no pre-existing immunity against the new virus, it spreads sustainably.

To prepare the Cooperative community for a pandemic, the Director or designee shall: (1) learn and understand the roles that the federal, State, and local government function; (2) form a pandemic planning team consisting of appropriate Cooperative personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Director in consultation with and, if necessary, at the direction of the Governor, Ill Dept. of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.

During an emergency school closing, the Governing Board President and the Director may, to the extent the emergency situation allows, examine existing Governing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Governing Board for consideration any needed amendments or suspensions to address mandates that the Cooperative may not be able to accomplish or implement due to a pandemic.

Board Meeting Procedure; No Physical Presence of Quorum and Participation by Audio or Video

A disaster declaration related to a public health emergency may affect the Governing Board's ability to meet in person and generate a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Governing Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures

The Director shall consult with the Governing Board to determine the extent to which continued payment of salaries and benefits will be made to the Cooperative's employees, pursuant to Governing Board policies 3:40, *Superintendent*, 3.50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with: (1) applicable laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)
When the Governor declares a disaster due to public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the Cooperative to use *Remote Learning Days* or *Blended Remote Learning Days*, the Director shall approve and present to the Governing Board for adoption of a Remote and/or Blended Remote Learning Day Plan (Plan) that:

1. Recommends to the Governing Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of minimum curricular requirements specified in School Code that the Cooperative may not be able to provide due to the pandemic;
2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when needed and/or required by statute, regulation, or State guidance.

e-Learning Program
An e-Learning plan was adopted and is on file starting with the 2021-2022 school year. This plan was updated and approved through the 2026-2027 school year. This plan can be updated as necessary and will be shared as appropriate.

Home and Hospital Instruction (See Policy 6:150)
Home and hospital instruction consists of appropriate educational services which are provided by the home district to a student in his or her home or in a hospital in accordance with the special education rules as listed in the *23 Illinois Adm. Code 226*. A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school for a minimum of two or more consecutive weeks or ongoing intermittent absences totaling 10 or more school days, because of a medical condition (physical or mental), may be eligible for home/hospital instruction. For more information regarding home and hospital instruction, please contact the resident district or Ami Porte-Lewis at 815-806-4600.

NONDISCRIMINATION POLICIES

The Cooperative adheres to a policy against discrimination on the basis of color, race, nationality, religion, sex, sexual orientation, ancestry, age, marital status, physical or mental disability (including mental, psychological, or developmental disability including any autism spectrum disorders), immigration status, gender identity, order of protection status, military status, status of being homeless, or unfavorable discharge from military service.

Equal Educational Opportunities (See Policy 7:10)

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the Cooperative will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the Cooperative remains viewpoint neutral when granting access to school facilities under Governing Board policy 8:20, *Community Use of School Facilities*. Any student, parent, or guardian may file a discrimination grievance by using Governing Board policy 2:260, *Uniform Grievance Procedure, or in the case of discrimination on the basis of race, color, or national origin, Governing Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity and Sexual Harassment (See Policy 2:265)

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.
Any student may file a sex equity complaint by using Governing Board policy 2:260, *Uniform Grievance Procedure*.

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important Cooperative goal. The Cooperative does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations) concerning everyone in the Cooperative's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a Cooperative employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A Cooperative employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Cooperative's educational program or activity; Or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

The Cooperative affirms non-discrimination on the basis of sex in order to comply with the provisions of Title IX of the Education Amendments of 1972 to ensure that discrimination on the basis of sex not take place in any education program or activity except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this Cooperative. Board Policy 2:265, Title IX Sexual Harassment Grievance Procedure applies to the following:

All questions about the application of Title IX should be directed to Judy Boyens at jboyens@lwase843.org or 815-805-4605. Anyone wishing to report sex discrimination, including sexual harassment may also contact Judy Boyens.

Prevention of and Response to Bullying, Intimidation, and Harassment (See Policy 7:180)

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, 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.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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.

Bullying 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.

Cyberbullying 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, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying 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. Cyberbullying 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.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

<u>Bullying Prevention and Response Plan</u>

The Director or designee shall develop and maintain a bullying prevention and response plan that advances the Cooperative's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below

1. The Cooperative uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this Cooperative. However, nothing in the Cooperative's bullying prevention and response plan 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 U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Administrator, a Cooperative Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:
Dr. Judy Boyens
Lincoln-Way Area Special Education
601 Willow Street, Frankfort, IL 60423
(815) 806-4605

Complaint Manager:
Dr. Judy Boyens
Lincoln-Way Area Special Education
601 Willow Street, Frankfort, IL 60423
(815) 806-4605

Complaint Manager:
Ami Porte-Lewis
Lincoln-Way Area Special Education
601 Willow Street, Frankfort, IL 60423
aplewis@lwase843.org
815-806-4600

4. Consistent with federal and State laws and rules governing student privacy rights, the Director or designee shall promptly inform the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As

appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.

5. The Director or designee shall promptly investigate and address reports of bullying, by, among other things:
   a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
   b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
   c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
   d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Director or designee shall investigate whether a reported incident of bullying is within the permissible scope of the Cooperative's jurisdiction and shall require that the Cooperative provide the victim with information regarding services that are available within the Cooperative and community, such as counseling, support services, and other programs.

6. The Director or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the Cooperative's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) bullying, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The Cooperative's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Director or designee shall post this policy on the Cooperative's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel, (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Governing Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Director or designee shall assist the Governing Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification of areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the Cooperative already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:
        1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
        2) If no revisions are deemed necessary, a copy of the Governing Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary,
        3) A signed statement from the Governing Board President indicating that the Governing Board re-evaluated the policy and no changes to it were necessary.

    The Director or designee must post the information developed as a result of the policy evaluation on the Cooperative's website, or if a website is not available, the information must be provided to school administrators, Governing Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.
12. The Director or designee shall fully implement the Governing Board policies, including without limitation, the following:
    a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
    b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the *Education Amendments of 1972*.

c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
f. 6:235, *Access to Electronic Networks*. This policy states that the use of the Cooperative's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
j. 7:310, *Restrictions on Publications*: *Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Harassment of Students Prohibited (See Policy 7:20)

No person, including a Cooperative employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance, socioeconomic status; academic status; association with a person or group with one more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The Cooperative will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological

harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The Cooperative shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See policies 2:265, *Title IX Grievance Procedure, and 2:260, Uniform Grievance Procedure.*

A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex, stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

STUDENT CONDUCT

Students enrolled in Cooperative programs are expected to comply with the following student conduct rules and policies. In addition, students attending Cooperative programs that are housed in the Cooperative's member districts are also expected to act in accordance with the student conduct guidelines of the school and district in which the Cooperative program is located.

Student Appearance (See Policy 7:160)

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The Cooperative does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The Cooperative also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q). Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

DRESS CODE:

1. Students MUST wear (while following the basic principles outlined above):
    a. A shirt (with fabric in the front, back, and on the sides under the arms), AND
    b. Pants/jeans or the equivalent (for example, shorts, skirt, sweatpants, leggings, a dress), AND
    c. Shoes.
2. Students CANNOT wear:
    a. Violent language or images.
    b. Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity).
    c. Hate speech, profanity, pornography.
    d. Images or language that creates a hostile or intimidating environment.
    e. Swimsuits (except as required in class or athletic practice).
    f. Accessories that could be considered dangerous or could be used as a weapon.
    g. Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE).
    h. Hats, caps, hoods, sunglasses (except as pre-approved for medical reasons, athletic events, spirit days, etc.)

REGULATION OF SCHOOL DRESS:

1. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a substantial disruption of the educational environment or process will result from a student's dress or appearance.
2. This policy shall apply to the instructional day and all district and/or school sponsored events and activities.

3. Staff will use reasonable efforts to not address or discuss with a student a dress code violation in the presence of other students.
4. Any student whose attire does not meet the expectations and requirements of Board Policy may be asked to remedy the matter by covering, changing, or removing the noncomplying clothing, jewelry, or personal items where appropriate.

Student Behavior (See Policy 7:190)

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the cause of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and *Where* Conduct Rules Apply

1. A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to: On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
    a. Any illegal drug, controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).

b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using or possessing an electronic paging device. Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise

violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a Cooperative staff member's request to stop, present school identification or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
9. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Engaging in teen dating violence, as described in Governing Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
15. Being absent without a recognized excuse; State law, and Governing Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

17. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the Director or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

    For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Director or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

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 not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The Cooperative will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Governing Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Governing Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Governing Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the Cooperative and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These practices are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Illinois Administrative Code §§ 1.280, 1.285), and the Cooperative's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Director, and the Director's determination may be modified by the Governing Board on a the case-by-the case basis. The Director or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Director or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Director or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Director or designee shall immediately notify local law enforcement. The Director or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Director, Building Principal, or Administrator is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Governing Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

Student Handbook

The Director, with input from the parent teacher advisory committee, shall prepare disciplinary rules implementing the Cooperative's disciplinary policies. These disciplinary rules shall be presented annually to the Governing Board for its review and approval. A student handbook, including the Cooperative disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Teen Dating Violence Prohibited (See Policy 7:185)

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. The term teen dating violence occurs whenever a student who is 13-19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. Anyone with information about incidents of teen dating violence should report those incidents to any school staff member, administrator, the Nondiscrimination Coordinator, or a Complaint Manager.

Behavioral Interventions for Students with Disabilities (See Policy 7:230)

Section 1. Purpose

Behavioral interventions shall be used by teachers and administrators to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible.

While positive approaches alone will not always succeed in managing inappropriate behavior, the use of more restrictive behavior interventions should be considered to be temporary and approached with utmost caution.

Section 2. Development of Procedures

The Lincoln-Way Area Special Education Joint Agreement District 843 Director is authorized to develop procedures on the use of behavioral interventions for students with disabilities receiving special education and related services. The procedures will promote the use of positive behavioral interventions and include, but not be limited to, the following components:

a. procedures for the development of behavioral management plans for students with disabilities having significant behavioral and/or emotional needs and for such students requiring restrictive interventions,

b. procedures for the documentation of emergency use of restrictive interventions,

c. procedures for parent involvement,

d. procedures for training and professional development, and

e. provisions requiring consideration of a student's physical freedom, social interaction, and the right to placement in the LRE and confirming that behavioral intervention be administered in a manner that respects human dignity and personal privacy.

The Illinois State Board of Education document on the use of behavioral interventions for students with disabilities will be used as a guideline.

Section 3. Behavioral Intervention Committee

District 843 has established a committee on behavioral interventions for students with disabilities. The committee shall review ISBE's guidelines on the use of behavioral interventions and use them as a non-binding reference. This committee shall be involved in developing procedural guidelines for the implementation of behavioral interventions for students with disabilities and shall review and provide input to the procedures by the Lincoln-Way Area Special Education Joint Agreement District 843 Director.

The Cooperative's behavioral intervention policy and procedures will be provided to parents or guardians upon request; within 15 days after the policy has been amended or adopted; at a time the IEP is first implemented for the student; and at the annual IEP review.

Section 4. Behavioral Intervention Plans

A behavioral intervention plan shall be based on a functional behavior assessment and shall include positive behavioral intervention strategies, and supports to address the inappropriate behavior. A functional behavioral assessment shall be completed, if appropriate, in relationship to the development or modification of a student's behavioral intervention plan. A functional behavioral assessment is an assessment process for gathering information regarding a student's target behavior, its antecedents and consequences, controlling variables, the student's strengths, and the communicative and functional intent of the behavior, for use in developing behavioral interventions. The conduct of the functional behavioral assessment does not require parental informed written consent unless the IEP Team decides to conduct individualized assessments that go beyond the review of existing data and the administration of tests or other evaluations that are administered to all children.

Section 5. Use of Time Out, Isolated Time Out and Physical Restraint as Behavioral Interventions

District 843 has the authority to use reasonable force as needed to maintain the safety of students, school personnel, or other persons, or for the defense of property. There may be instances in which a student requires the use of time out, isolated time out and/or physical restraint as behavioral interventions to ensure the safety of the student or others.

The Cooperative will comply with comply with ISBE requirements regarding the use of isolated time out, time out, and physical restraint. Time out, isolated time out and physical restraint shall only be used when a student's behavior presents an imminent danger of serious physical harm to the student or others and less restrictive or intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm and when all other requirements described in the rules have been met. Time out, isolated time out and physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of serious physical harm to the student or others. The use of isolated time-out and physical restraint shall comply with the Illinois State Board of Education rules, Section 1.285. The Illinois State Board of Education rules are adopted as the Cooperative's written procedure to be followed by staff for the use of time out, isolated time out or physical restraint.

Staff members shall inform their Program Supervisor whenever time out, isolated time out or physical restraint is used and the Program Supervisor shall maintain the documentation required according to Section 1.285. The Program Supervisor shall investigate and evaluate any incident that results in a serious injury as reported by the affected student, parent/guardian, staff member, or other individual. The Program Supervisor shall compile a description of alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4).

The Director shall annually review the use of isolated time out and physical restraint including:

1. The number of incidents involving the use of these interventions
2. The location and duration of each incident
3. Identification of the staff members who were involved
4. Any injuries or property damage that occurred; and
5. The timeliness of parental notification and administrative review.

Discipline of Students with Disabilities

The Cooperative shall comply with the Individuals With Disabilities Education Act, its implementing regulations, the Illinois School Code, and the Illinois State Board of Education's special education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Suspension (See Policy 7:200)

In-School Suspension

The Director or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. A student may be suspended for up to 10 school days for activities that constitute gross disobedience or misconduct.

Out-of-school suspensions require the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended;
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable;
3. An attempted phone call to the student's parent(s)/guardian(s);
4. A written notice of the suspension to the parent(s)/guardian(s) and the student (see Board Policy 7:200, *Suspension Procedures*, for information that must be included in notice);
5. A summary of the notice, including the reason for the suspension and the suspension length must be given to the Board by the Superintendent or designee; and
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. See Board Policy 7:200 for further information regarding suspension review.

A student serving out-of-school suspension is not allowed to be on school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while serving an out-of-school suspension.

A student serving an out-of-school suspension will have the opportunity to obtain homework, and upon the student's return, will have the opportunity to make up any quizzes, tests, special projects, or final exams given or due during the period of suspension, for full equivalent credit.

STUDENT RECORDS AND PRIVACY

The Cooperative has adopted and uses several policies and procedures regarding the maintenance of student records, student privacy, and parental access to information. Copies of these policies are available upon request, if not found below.

Related Service Logs

A parent or guardian may request to view or receive a copy of his or her child's related service logs at any time, and the Cooperative will provide those logs upon parent/guardian request. Related services for which logs must be kept include speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

Student Records (See Policy 7:340)

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

The Cooperative maintains only those student records necessary to provide special education and related services to a student during his/her school day. Temporary records are transferred to the students' home districts at the end of each school year. The temporary record may include one or more (but rarely all) of the following:

- social developmental studies;
- school psychological reports;
- disciplinary information;
- multidisciplinary conference reports;
- individualized education plans;
- information pertaining to release of records;
- other relevant information not required to be in the permanent record.

Resident districts are responsible for maintenance of the complete student temporary record. All information in any student record should reference authorship including job title and date of development. The temporary records kept by the Cooperative shall be returned to the appropriate, resident district from the Cooperative. However, this shall not include situations where the information is maintained anonymously for research or planning.

Except as otherwise provided by law, access to student records will be limited to parents/guardians, their authorized representatives, and/or the student. However, prior written consent of the parent/guardian and/or student is not required to disclose student information as follows:

1. To the Cooperative and resident district employees and school officials with legitimate educational and/or administrative interests. A school official is an Executive Board member; Governing Board member; a person or company with who the Cooperative has contracted as its agent to provide a service instead of using its own employees (e.g., attorney, auditor, insurance representative, medical consultant, therapist, independent evaluator, data analysis/reporting firm, cloud computing providers and/or providers of educational software or applications); or a student teacher, volunteer, or other person to whom the Cooperative has outsourced instructional services or functions. A Cooperative employee of official has a legitimate or administrative interest if he/she needs information in the student record(s) in order to fulfill his/her professional responsibilities.
2. To the official records custodian of a school district in which the student has enrolled or intends to enroll, upon request of the school district. This includes, but is not limited to, the disclosure of student records in connection with determining an appropriate placement for a student under the IDEA.
3. In connection with an emergency as provided by federal and State law.
4. In response to a court order.
5. To any person as specifically required by federal or State law.
6. To juvenile authorities when necessary for the discharge of their official duties upon their written request.

Under State and federal law, students and parents/guardians (or if the child is in the legal custody of the Department of Children and Family Services, the Department's Office of Education and Transition Services) are granted the right to inspect, copy, and challenge student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child.

Directory Information

Currently, the Cooperative does not create a student directory. In the event a student directory is created, parents/guardians will be provided the opportunity to opt out of the release of directory information for their child prior to any such release.

Student Record Challenges

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code 375.90. A request for a hearing should be submitted to the student's resident district.

Right to Review Records

Parents/guardians have the right to review and copy their child's school student records prior to any special education eligibility or individualized education program review meeting, subject to the requirements of applicable federal and State law. To request a review of your child's records prior to an IEP meeting, please contact your home district's special education director.

Complaints

Parents/guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Cooperative to comply with the requirements of FERPA. Such complaints may be sent to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave. S.W., Washington, D.C. 20202.

Use of Educational Technologies; Student Data Privacy and Security (See Policy 7:345)

Educational technologies used in the Cooperative shall further the objectives of the Cooperative's educational program, as set forth in Governing Board policy 6:10, *Educational Philosophy and Objectives*, align with the curriculum criteria in policy 6:40, *Curriculum Development*, and/or support efficient Cooperative operations. The Director shall ensure that the use of educational technologies in the Cooperative meets the above criteria.

The Cooperative and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or Cooperative operations.

Under Illinois' *Student Online Personal Protection Act*, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and cooperatives and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, the Cooperative may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology

vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the Cooperative

Security Standards

The Director or designee shall ensure the Cooperative implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the Cooperative receives notice from an operator of a breach or has determined a breach has occurred, the Director or designee shall also ensure that the Cooperative provides any breach notifications required by State law.

Student and Family Privacy Rights (See Policy 7:15)

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Cooperative's educational objectives as identified in policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a Cooperative official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the Cooperative) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by Governing Board policy.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for

the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.

5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

Parents will be provided with notice of survey participation in advance and with information on how to opt their child out of participation in such activity.

Transfer of Rights

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

Search and Seizure (See Policy 7:140)

In order to maintain order 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 authorities" includes school liaison police officers.

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 Director or their designee 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.

Students

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 Cooperative's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,

2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Director.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the Cooperative's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal/program administrator 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.

Notification Regarding Student Accounts or Profiles on Social Networking Websites (See Policy 7:140)

School officials may 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 the school's disciplinary rules or Cooperative policy. In the course of the investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

1. School officials may 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 the school's disciplinary rules or Governing Board policy. In the course of the investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. School officials may not request or require a student or his or 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.
2. School officials 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 allow school officials to make a factual determination.

TRANSPORTATION POLICIES AND PROCEDURES

The Cooperative is committed to transporting students SAFELY AND EFFICIENTLY. Below are the regulations which must be observed to ensure a quality transportation program.
The Cooperative Transportation Office is open from 6:00 a.m. to 4:30 p.m. Telephone messages can be left at any time at (815)485-7611.

Special Service Bus Rules

1. Be sure your student is always ready and waiting for the scheduled pick up. The buses will be on a close schedule. All drivers will wait only three minutes at each stop. Your student should be coming out the door as the bus stops in front of the house. On the mornings when there is snow on the streets, students should be ready five minutes earlier.
2. All students will be transported to and from their home address. In individual circumstances, a student may be transported to and/or from an alternate location, such as transportation to a daycare location. All alternate pick-up/drop-off arrangements must be approved by both the resident district and the Supervisor of Transportation. Alternate pick-up/drop-off locations must located within the student's resident district's home school campus and the student must require transportation to the same alternate address on a daily basis. The Cooperative is unable to transport students to locations on alternate or inconsistent days.
3. If the parent(s)/guardian(s) or the student(s) does not respond to the arrival of the bus on three consecutive occasions, the Cooperative Transportation Supervisor is authorized to temporarily stop transportation. It is the parent(s)/guardian(s) responsibility to call Transportation (815)485-7611 to resume transportation.
4. When riding the bus, students are expected to adhere to all school conduct expectations and the Cooperative's School Bus Safety Rules. Expected conduct includes, but is not limited to:
    a. Enter and exit through the proper door.
    b. Keep seat belts buckled, where required.
    c. Refrain from loud and excessive talking.
    d. Remain in seat.
    e. Avoid eating and drinking on the bus.
5. Parent(s)/guardian(s) are responsible for securing and unsecuring their student in his/her booster seat, car seat, or safety vest. The bus driver will remain in his/her seat and may not assist.
6. Parent(s)/guardian(s) of elementary, middle school, and multi-needs students are responsible to make arrangements to receive students when the bus brings them home from school.
    a. A parent/guardian must be at home to receive the student(s) unless stipulated in the student's IEP.
    b. If no one is at the door to receive the student(s), he/she will be returned to the school where the student attends.
    c. The principal, who is most familiar with the student, will receive the student until the parent/guardian arrives to pick up their child.

7. Parents of students attending private placements are responsible for making arrangements to have a parent/guardian at home to receive the student(s), unless it is stipulated in the student's IEP.
    a. If no one is at the door to receive the student(s), he/she will be returned to the **District Office** of the student(s)' home school district.
    b. If this occurs, you are responsible to make arrangements to have your child picked up.
8. If there is a change of address and/or telephone number, notify the Cooperative Transportation office (815)485-7611, and the student's school immediately.

Bus Conduct (See Policy 7:220)
All students must follow the Governing Board's Bus Conduct policy in addition to the Cooperative's School Bus Safety Rules.

Minor Violations of Rules on the Bus
Students with three write-ups or bus referrals from the bus driver within a nine-week period may receive a one-day suspension from the bus on the third write-up. The nine-week period will begin from the date of the first write-up. Since the suspension is not from the program, parent(s)/guardian(s) will be responsible for providing transportation to and from school on the day(s) of the suspension.

Violations of the Rules of the Bus/School Bus Suspension
The Director, or any designee as permitted in the *School Code*, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

a. Prohibited student conduct as defined in Governing Board Policy, 7:190, Student Behavior.
b. Willful injury or threat of injury to a bus driver or to another rider.
c. Willful and/or repeated defacement of the bus.
d. Repeated use of profanity.
e. Repeated willful disobedience of a directive from a bus driver or other supervisor.
f. Such other behavior as the Director or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Governing Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The Cooperative's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

In all cases, determination of the seriousness of the violations and the length of a suspension for a major violation will be made by the student's school district of residence administration, the

Lincoln-Way Area Special Education Administration, and the Lincoln-Way Transportation Supervisor. Since suspension is only from bus service, parent(s)/guardian(s) will be responsible for transporting their student to and from school on the day(s) of the suspension. Failure of the student to be in school on a day when only bus service has been suspended constitutes an unexcused absence and will be dealt with as such.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Cancelation of Transportation

In the event of illness or other reasons for canceling transportation for the day, the parent(s)/guardian(s) are responsible to do the following:

1. Call the Cooperative transportation office (815)485-7611 by 6:00 a.m. to cancel the trip for each day your student is not riding.
2. Notify the student's school of the student's absence. The Transportation office will not notify your child's school of their absence.
3. When students are going to be absent for an extended period of time (one week or more), parent(s)/guardian(s) should call the Transportation office (815)485-7611 to temporarily stop transportation. It is the responsibility of the parent(s)/guardian(s) to again call the transportation office (815)485-7611 to resume transportation. Please notify the school of extended absences as well.
4. **IMPORTANT!!** In instances where a student becomes ill at school, the parent(s)/guardian(s) will be notified and asked to take their student home. In addition, please notify transportation as well at 815-485-7611. Bus service is not available for this purpose.

Emergency School Closing

Should weather conditions be severe, a decision will be made by as to whether the schools will operate without bus service or be closed altogether. A text and/or email will be sent to make you aware of the situation. In the absence of this, families and students should assume it is a regular school day. To check the status of any closings, you can also visit the Cooperative website at www.lwase843.org. If you receive no call, assume it is a school day. The Cooperative may implement an e-Learning day in lieu of an Emergency Day in which students participate in educational activities and the day is counted toward the official school calendar. If an e-Learning day is not possible, an Emergency Day will be added to the end of the school year.

Suspension of IEP Designated Transportation

The Cooperative is responsible for providing transportation to certain special education students in accordance with the service listed on that student's IEP. If, for some reason, other than the student's suspension for disciplinary reasons, it is not possible for the Cooperative to provide such transportation on a specific day basis, i.e., first and/or last day of the regular school year, schools operating on optional school holidays where the Cooperative is closed, or because of various scheduling and safety reasons, the following will occur:

1. The parent(s)/guardian(s) of the student will be notified of this situation in writing as far in advance of the day of occurrence as possible.
2. If the parent(s)/guardian(s) choose to transport their child to and from school on that day, they may request reimbursement for their mileage costs or other reasonable cost to the parent for transporting. Mileage cost will be equal to IRS allowable cost on the day of transportation.
3. The request for reimbursement must be made in writing to the resident school district's director of special education. Please call 815-485-7611 with any questions.
4. The request should include the actual mileage to and from the student's home and school, or if other transportation was provided, a receipt for the cost of the other transportation.

Whenever there are questions concerning the transportation service, please call the Lincoln-Way District 843 Transportation office (815)485-7611, or the Lincoln-Way Area Special Education Administration office (815)806-4600.

Electronic Recordings on School Buses (See Policy 7:220)

Electronic visual and audio recordings will be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

The digital video cameras allow for both visual and audio recordings to be made of the interior of the school bus. All recordings are held confidential and can only be viewed by school officials and law enforcement. Video cannot be viewed by parents or the general public to protect the confidentiality and privacy of other students.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Governing Board's discipline policy and shall reimburse the Cooperative for any necessary repairs or replacement.

ACCESS TO ELECTRONIC NETWORKS

Electronic networks are a part of the instructional program of the Cooperative and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. the Cooperative is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, The Cooperative will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the Cooperative's electronic networks shall: (1) be consistent with the curriculum adopted by the Cooperative as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum. The Cooperative's electronic network is part of the curriculum and not a public forum for general use.

Acceptable Use

All use of the Cooperative's electronic networks must be: (1) in support of education and/or research and in furtherance of the goals stated in Board Policy 6:235, Access to Electronic Networks, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the Cooperative's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the Cooperative's electronic networks. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each Cooperative computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

All use of the Internet shall be consistent with the Cooperative's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any**

user to follow the terms of this section and Board Policy 6:235, Access to Electronic Networks, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Authorization to Participate in the Bring Your Own Technology (BYOT) Program: Responsible Use and Conduct Agreement

This form accompanies policy 6:220, Bring Your Own Technology (BYOT); Responsible Use and Conduct. It must be signed before a student participates in a BYOT Program. Please submit this form to the Building Principal.

Dear Parents/Guardians:

Our District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic* Networks (Authorization) once while the student is enrolled in the District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* below and return it to your school.

Authorization for Access to the District's Electronic Networks Form

A parent/guardian must read and agree to the following before their child is granted unsupervised access:

All use of the electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of the District's Electronic Networks* with my child. I hereby

request that my child be allowed access to the District's electronic networks, including the Internet.

_____
Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

Students must also read and agree to the following before being granted unsupervised access:

I understand and will abide by the above *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

_____
Student Name (*please print*)

_____ _____
Student Signature Date

NOTICE OF PROCEDURAL SAFEGUARDS FOR PARENTS/GUARDIANS OF STUDENTS WITH DISABILITIES
(July 2026)

https://www.isbe.net/SPEDReqNotConForms/nc_proc_sfgrds_34-57j.pdf

ISBE Educational Rights and Responsibilities: Understanding Special Education in Illinois "The Parent Guide:

https://www.isbe.net/Documents/Parent-Guide-Special-Ed.pdf