



NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

PARENT AND STUDENT HANDBOOK

2023-2024 SCHOOL YEAR

Revised August 1, 2023

WELCOME TO THE 2023-2024 SCHOOL YEAR!

Dear Parents and Students,

Welcome to the new school year! This school year, your child will have many opportunities to grow and develop as individuals. They will build positive relationships, learn new academic skills, build daily living skills and pre-vocational/employment skills and develop confidence and self-esteem. The program that your child will be attending is designed for students whose needs have not been successfully met in a traditional classroom environment. The staff in your child's program have a commitment to provide a positive learning experience which promotes a cooperative instructional partnership among family school and community. The following information should help you get acquainted with your child's NDSEC program, policies and procedures.

Sincerely,
The NDSEC Program Staff

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Psychologists, Social Workers, Speech-Language Therapists,			
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Teacher, School Nurses, Itinerant Vision and Hearing			
Services, Assistive Technology Consultation, Intervention			
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Locations and Contact Information

Academic Life Skills Program (ALSP)

DuJardin Primary/Intermediate Schools

166 S. Euclid
Bloomington, IL 60108
630-671-5208 (Primary)
630-671-5206 (Intermediate)
Program Administrator
Amy Ramsay

Fenton High School

1000 West Green Street
Bensenville, IL 60106
630-860-6297
Program Administrator
Nicole Melquist

Lake Park East High School

600 South Medinah Road
Roselle, IL 60172
630-529-2623
Program Administrator
Nicole Melquist

Lake Park West High School

500 W. Bryn Mawr
Roselle, IL 60172
630-295-5310
Program Administrator
Nicole Melquist

Lincoln Academy

320 N. Lincoln
Roselle, IL 60172
630-529-4050
Program Administrator
Colleen Clifford, Principal

Peacock Middle School

301 East North Avenue
Itasca, IL 60143
630-773-0335
Program Administrator
Ryan Kozin

Transition Program (TLC)

6 S. Addison Street
Bensenville, IL 60106
630-980-3949
Program Administrator
Nicole Melquist

Westfield Middle School

149 Fairfield Way
Bloomington, IL 60108
630-671-5369
Program Administrator
Amy Ramsay

Raymond Benson Primary School

301 E. Washington St.
Itasca, IL 60143
630-773-0554
Program Administrator
Amy Ramsay

Early Childhood – Special Education

Early Childhood Education Center

543 Wood Dale Road
Wood Dale, Illinois 60191
630-694-1174
Program Administrator
Kelly Gould

Language and Social Skills Opportunities Program (LASSO)

Roselle Middle School

500 S. Park
Roselle, Illinois 60172
630-529-1600
Program Administrator
James Zinni

Spring Hills School

560 S. Pinewood
Roselle, Illinois 60172
630-529-1883
Program Administrator
James Zinni

Tioga School

212 W. Memorial
Bensenville, IL 60106
630-766-2605
Program Administrator
James Zinni

Social Support Program (SSP)

Lincoln Academy
320 North Lincoln Street
Roselle, IL 60172
630-529-4050
Program Administrator
Colleen Clifford, Principal

Peacock Middle School
301 East North Avenue
Itasca, IL 60143
630-773-0335
Program Administrator
Shalagh O'Neill

Spring Hills School
560 S. Pinecroft
Roselle, IL 60172
630-529-1883
Program Administrator
Shalagh O'Neill

Tioga School
212 W. Memorial
Bensenville, IL 60106
630-766-2605
Program Administrator
Shalagh O'Neill

Program Administrator Information

Kelly Gould
Amy Ramsay
Ryan Kozin
Shalagh O'Neill
James Zinni

**North DuPage Special Education
Cooperative**
132 E. Pine Avenue
Roselle, IL 60172
630-894-0490
Fax 630-894-0643

Colleen Clifford
Lincoln Academy
320 N. Lincoln Street
Roselle, IL 60172
Phone 630-529-4050
Fax 630-860-7490

Nicole Melquist
Transition Learning Center
6 S. Addison Street
Bensenville, IL 60106
Phone 630-980-3949
Fax 630-860-7490

Central Administration and Operational Board Member Information

North DuPage Special Education Cooperative (NDSEC)
132 E. Pine Avenue
Roselle, IL 60172
Phone: 630-894-0490/Fax: 630-894-5960
www.ndsec.org

Central Administration

Todd Putnam
Executive Director
630-894-0490
tputnam@ndsec.org

Susan Zikuda
Assistant Director
630-894-0490
szikuda@ndsec.org

Julie Neenan
Director of Business and Operations
630-894-0490
jneenan@ndsec.org

Operational Board

Bensenville District #2	Dr. Katie McCluskey, Superintendent
Addison District #4	Dr. Nick Sutton, Superintendent
Wood Dale District #7	Dr. John Corbett, Superintendent & Vice Chairperson
Itasca District #10	Mr. Craig Benes, Superintendent & Chairperson
Medinah District #11	Dr. Susan Redell, Superintendent
Roselle District #12	Dr. Mary Henderson, Superintendent
Bloomington District #13	Dr. Jon Bartelt, Superintendent
Fenton High School District #100	Mr. James Ongtengco, Superintendent
Lake Park High School District #108	Dr. Michael Wojtowicz, Superintendent

Governing Board:

Bensenville District #2	Ms. Lori Parthimos (Mr. Robert Laudadio, Alternate)
Addison District #4	Mr. Dave Williams, Vice Chairperson (Mr. Serge Ruffolo, Alternate)
Wood Dale District #7	Ms. Marilyn Daniels, (Ms. Mary Fletcher-Gomez, Alternate)
Itasca District #10	Ms. Tina O'Neill (Mr. Marty Lundeen, Alternate)
Medinah District #11	Mr. Ian Nietzke (Ms. Destini Best, Alternate)
Roselle District #12	Ms. Sheryl Le Vine
Bloomington District #13	Mr. Marc Kapral (Ms. Linda Wojcicki, Alternate)
Fenton High School District #100	Mr. Leonel Figueroa, Chairperson (Mr. Reid Goodrich, Alternate)
Lake Park High School District #108	Mr. Joe Mangold

Important Information

TRANSPORTATION INFORMATION

All students receive transportation as defined in the student's Individualized Education Plan (IEP). Prior to the first day of attendance, the transportation company will contact the student's family with information about pick up and drop off times. The driver is only able to wait approximately three minutes for the student to exit their home before moving on to the next stop. Specific questions regarding pick up and drop off times should be directed to the transportation company. You can contact Sepran Transportation at **630-668-0088**.

EMERGENCY SCHOOL CLOSING

In the event of inclement weather conditions requiring an emergency school closing, information regarding school closings can be heard on the following television and radio stations:

WGN AM 720 * WBBM AM 780 * WFLD-TV Channel 32 * WGN-TV Channel 9

In addition, closings will be listed on the NDSEC website www.ndsec.org.

ATTENDANCE

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.

Attendance is a vital part of a successful educational experience. Student involvement in daily classroom activities is an essential part of that success. The school laws of the State of Illinois require regular school attendance. All non-attendance days, holidays, and early dismissal days are noted on the school calendar. Students are expected to attend school every day that school is in session, even if their home school is not in attendance. Students who attend both a NDSEC program and take classes at their home school are responsible for attending school at both locations (even if the calendars differ). These students need to be aware of differences in the NDSEC program calendar and their home school's calendar. These students will need to work closely with support staff to determine any discrepancies in the school calendar. Students will be considered unexcused if they miss the bus and are unable to have their parent or approved adult transport them to school. Students are required to ride their designated bus to and from school. If a student demonstrates a pattern of unsafe behaviors during transport (and after appropriate interventions have been attempted), the program administrator reserves the right to pursue other forms of transportation and/or subject the student to disciplinary action.

Transportation for students is according to their IEP. The transportation company will contact the school if a student has not been transported for several days. In response, a staff member will contact the student's parent/guardian to discuss transportation issues. The following transportation alternatives will be considered by program administration: parent/guardian transport, approved adult transport, or student walking to school. The student's parent/guardian is responsible for contacting the program administrator to discuss proposed alternatives to transportation. Program administration has the final approval of transportation alternatives. Changes in transportation will need to be addressed in the student's IEP.

VISION STATEMENT

NDSEC is committed to being a catalyst for educational best practices.

MISSION STATEMENT

NDSEC is devoted to the promotion of students' skills that will enable them to become life-long learners, confident and contributing members of an accepting society.

STUDENT PROGRAMS

NDSEC operates a variety of programs designed to address the needs of its students, maintaining a full continuum of placement options.

Academic Life Skills Program (ALSP)

The Academic Life Skills Program serves students who are eligible for special education and require an educational environment with intensive programming. The program provides individualized interventions to support students across academic, communication, motor, social, behavioral, daily living skills, and pre-vocational/employment domains. Our focus is on nurturing the growth of the whole child by fostering independence throughout the learning process.

Characteristics of students typically referred to the Academic Life Skills Program:

- Students who function significantly below grade level across cognitive, academic, and daily living skills domains.
- Students who benefit from a functional academic curriculum as a means to reinforce and generalize traditional academic content.
- Students who require instruction in daily living skills, including community field trips to reinforce skills.
- Students who benefit from support to improve communication, including speech/language and assistive technologies, as appropriate.
- Students in need of support to develop fine motor and gross motor skills, as appropriate.

Program Model:

- Targeted instruction to develop academic and functional academic skills.
- Focus on functional skills development are embedded into daily instruction and activities to foster independence across daily living skills domains.
- Focus on language development and use that incorporates visual supports and communication systems, as appropriate.
- Attention to fine and gross motor development that incorporates sensory needs, as needed.
- Multidisciplinary team approach that includes a special education teacher, social worker, speech language pathologist, occupational therapist, physical therapist, school psychologist, certified school nurse, and other related service personnel, as required.

Early Childhood Special Education (ECSE)

The Early Childhood Program serves students who are eligible for special education and require an educational environment with intensive programming. Students three years old to five years old attend school for a half-day of instruction and learning activities. The program provides individualized interventions to support students across academic, communication, motor, social, behavioral, and daily living skills domains. Our focus is on nurturing the growth of the whole child by fostering independence and developing a curiosity for learning.

Characteristics of students typically referred to the Early Childhood Program:

- Students in need of pre-academic readiness skills.
- Students who require support with language and social skills.
- Students who benefit from support with behavior management and self-regulation.
- Students who require support with fine and gross motor skill development.
- Students in need of a more functional curriculum with opportunities to generalize across learning environments.

Program Model:

- Targeted instruction to develop pre-academic readiness skills. Includes Discrete Trial Training, as needed.
- Functional skills development and play/social skills are embedded into daily instruction and activities.
- Focus on language development and use that incorporates visual supports and communication systems, as appropriate.
- Attention to fine and gross motor development that incorporates sensory needs, as needed.
- Multidisciplinary team approach that includes a special education teacher, social worker, speech language pathologist, occupational therapist, physical therapist, school psychologist, certified school nurse, and other related service personnel, as required.

Language and Social Skills Opportunities Program (LASSO)

The LASSO Program serves students who are eligible for special education and require an educational environment with intensive programming. The program provides individualized interventions to support students across academic, communication, sensory, social/emotional, and motor domains. Our focus is on nurturing the growth of the whole child by fostering independence and building skills for successful transition into the general education setting.

Characteristics of students typically referred to the LASSO Program:

- Students with core academic skills at grade level or approaching grade level expectations.
- Students with sensory needs that impact the ability to actively participate in the learning environment.
- Students who have frequent occurrences of emotional and/or behavioral dysregulation.
- Students who require support with language and social skills.
- Students in need of assistance with school routines, including schedules and transitions.

Program Model:

- Targeted instruction and intervention strategies to build upon existing skill sets across core academic domains.
- A classroom learning environment that is organized, predictable, and includes visual supports (e.g., picture schedule, cue cards, regulation cues, and social stories).
- Sensory needs are proactively managed by providing appropriate breaks, activities, and equipment, as needed.
- Focus on language development and use that incorporates visual supports and communication systems, as appropriate.
- Multidisciplinary team approach that includes a special education teacher, social worker, speech language pathologist, occupational therapist, physical therapist, school psychologist, certified school nurse, and other related service personnel, as required.

Social Support Program (SSP)

The Social Support Program serves students who are eligible for special education and require an educational environment with intensive programming. The program provides individualized interventions to support emotional regulation, executive functioning, and academic growth. Student success is supported through a positive behavioral reinforcement system, direct social/emotional instruction, various levels of general education integration, and collaboration with family and outside service providers. Our focus is on nurturing the growth of the whole child by fostering independence and building skills for successful transition into the general education setting.

Characteristics of students typically referred to the NDSEC Social Support Program:

- Students in need of additional support across academic and social-emotional domains.
- Students who have frequent occurrences of emotional and/or behavioral dysregulation.
- Students who benefit from a less stimulating, more structured instructional environment with consistent behavioral expectations.
- Students in need of assistance with transitions, organization, and navigating social relationships.

Program Model:

- Targeted instruction and intervention strategies to support growth across core academic domains, including accommodations and modifications, as appropriate.
- Focus on social and emotional learning, including the consistent reinforcement of social problem-solving strategies.
- Structured behavior management/intervention system with clearly defined expectations and accompanying positive reinforcement strategies.
- Multidisciplinary team of special education teacher, social worker, speech and language therapist, occupational therapist, school psychologist and other related service personnel as required.

Lincoln Academy

Lincoln Academy houses two different programs within the school:

Social Support Program

Lincoln Academy Therapeutic Day School is a public day school that serves students who are eligible for special education and require a more restrictive educational environment with intensive programming. The program provides a high level of therapeutic support and interventions to support academic growth, emotional-behavioral regulation, and making positive choices that are consistent with personal goals. Student success is supported through a positive behavioral reinforcement system, direct social/emotional instruction, and collaboration with family and outside service providers. Our focus is on nurturing the growth of the whole child by fostering independence and building skills for successful transition into the general education setting.

Characteristics of students typically referred to Lincoln Academy:

- Students in need of intensive support across academic and social-emotional domains.
- Students who have frequent occurrences of emotional and/or behavioral dysregulation.
- Students who benefit from therapeutic support to manage feelings of frustration and distractibility.
- Students who require social skills instruction to address impulse control and peer conflict.
- Students in need of a therapeutic environment to support underlying mental health needs (e.g., anxiety, depression) and/or environment factors (e.g., substance abuse, trauma, violence).

Program Model:

- Targeted instruction and intervention strategies to support growth across core academic domains, including accommodations and modifications, as appropriate.
- Focus on social and emotional learning, including the consistent reinforcement of social problem-solving strategies.
- Structured behavior management/intervention system with clearly defined expectations and accompanying positive reinforcement strategies.
- Therapeutic support, including crisis response and stabilization, provided in a timely and responsive manner
- Partnerships with community resources, including collaboration with existing service providers.

Academic Life Skills Programs

The Academic Life Skills Program serve students who are eligible for special education and require an educational environment with intensive programming. The program provides individualized interventions to support students across academic, communication, motor, social, behavioral, daily living skills, and pre-vocational/employment domains. Our focus is on nurturing the growth of the whole child by fostering independence throughout the learning process.

Characteristics of students typically referred to the Academic Life Skills Program:

- Students who function significantly below grade level across cognitive, academic, and daily living skills domains.
- Students who benefit from a functional academic curriculum as a means to reinforce and generalize traditional academic content.
- Students who require instruction in daily living skills, including community field trips to reinforce skills.
- Students who benefit from support to improve communication, including speech/language and assistive technologies, as appropriate.
- Students in need of support to develop fine motor and gross motor skills, as appropriate.

Program Model:

- Targeted instruction to develop academic and functional academic skills.
- Focus on functional skills development are embedded into daily instruction and activities to foster independence across daily living skills domains.
- Focus on language development and use that incorporates visual supports and communication systems, as appropriate.
- Attention to fine and gross motor development that incorporates sensory needs, as needed.
- Multidisciplinary team approach that includes a special education teacher, social worker, speech language pathologist, occupational therapist, physical therapist, school psychologist, certified school nurse, and other related service personnel, as required.

EDUCATION OF CHILDREN WITH DISABILITIES

It is the intent of NDSEC to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term “children with disabilities” means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (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.

For further information, please contact the special education administrator in your home district and/or your NDSEC program coordinator.

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal 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.

GENERAL INFORMATION

REFERRAL AND ENROLLMENT PROCESS

Students are referred to a NDSEC operated classroom/program from the special education team at their home school. Prior to enrollment, parents and students are encouraged to visit the school to meet the staff and learn more about the program. A NDSEC representative will make every effort to attend the Individualized Education Plan (IEP) meeting at the student's home school.

Students and parents are required to complete the NDSEC Program Enrollment Packet before the student's first day of attendance. The enrollment packet includes emergency information and permission forms. The enrollment packet is given to parents prior to initial placement and is sent home to returning students each year in August. Students are required to register each year at their home school. When registering at their home school, students may receive a student ID and other important district information.

EMERGENCY INFORMATION

It is important that parent/guardian complete the emergency information form included in the NDSEC Program Enrollment Packet. Parents are to notify the school of any changes in address, phone number, e-mail address or emergency numbers that occur during the year.

EMERGENCY PROCEDURES/EVACUATIONS

Decisions concerning an emergency situation will be made by the building administrator, the NDSEC Executive Director or their designee. Parents/guardians will be notified of the need to implement an emergency procedure/evacuation.

VISITORS/SECURITY

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to 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. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

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 Illinois' Compassionate Use of Medical Cannabis Act and Cooperative 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 Cooperative employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other Cooperative policies or regulations, or a directive from an authorized security officer or Cooperative employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the Cooperative or a school function.

SCHOOL VISITATION RIGHTS

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

ATTENDANCE AND ABSENCE PROCEDURE

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.

Refer to your resident district parent-student handbook for certain exceptions to the attendance requirement.

Parents/guardians have a major responsibility for seeing that their students attend school on a regular basis. On the day of a student absence, a parent/guardian is required to notify school officials as early as possible. School telephone lines are equipped with voicemail for calls received before or after school hours. When leaving a

voicemail message concerning your child's absence, please state your name, the child's name, the date of the absence, reason for absence, and a contact number where you can be reached if further clarification is needed. If a student is absent and a call to the school is not received by 10:00 am, verification of the absence will be made by school personnel who will contact the parent/guardian to verify the student's absence and circumstances.

If the parent/guardian does not call in their child's absence by the end of the school day of absence the student will be considered unexcused, and unexcused absence procedures will be followed. In instances of chronic absences, the school may place a student on a Student Attendance Contract and may request a physician's statement to certify the absences. Chronic unexcused absences may be referred to the County Truancy Office.

Absences from school are classified as excused or unexcused. If a student is absent without valid cause, the absence will be considered unexcused and the student will be considered truant.

Student Absences

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS¹, or attend a civic event,² or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a student will be excused for up to 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 Board of Education, 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.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

¹ Applies to grades 6-12 only.

² Beginning 1-1-23, any student from a public middle school or high school, subject to guidelines established by ISBE, shall be permitted by a school board one school day-long excused absence per school year for the student to engage in a civic event. The school board may require that the student provide reasonable advance notice and require that the student provide appropriate documentation of participation in the civic event. "Civic event" means an event sponsored by a non-profit organization or governmental entity that is open to the public. "Civic event" includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. The State Board of Education may adopt rules to further define "civic event".

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 at [phone number] before 8:00 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 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 School and District use 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.²

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.³

RESPONSE TO TARDY

Students arriving late to school will receive an unexcused tardy. Family car trouble, personal and/or family errands, failure to awaken or be awakened, missing the bus, or a family member assuming responsibility for a late arrival to school will be considered an unexcused tardy. A student who has an unexcused tardy will receive a program specific interventions. Parents/guardians should keep in mind that an excused tardy can only be issued by the principal. For example, if students riding the school bus arrive late due to inclement weather, the student's tardy will be considered excused.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

² Insert other diagnostic procedures used by the School or District.

³ Insert additional supportive services used by the School or District.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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

For information on home or hospital instruction, contact your program administrator.

SCHOOL OPERATIONS DURING A PANDEMIC OR OTHER HEALTH EMERGENCY

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and the Cooperative 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 or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and the Cooperative to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and NDSEC. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and NDSEC in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and NDSEC will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.

8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10. In accordance with NDSEC or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
12. Please do not hesitate to contact school or NDSEC officials if you have any concerns regarding your child's education, health or safety.

HEALTH SERVICES/MEDICATION POLICY

Student Medication

Taking medication during school hours or during school-related activities is prohibited 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 by completing a "School Medication Authorization Form."

No school or NDSEC employee is allowed to 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 is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

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 NDSEC 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.

Administration of Medical Cannabis

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure 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.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or 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 medication(s).

Emergency Aid to Students

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

Notification of Undesignated Epinephrine Auto-Injectors

The Cooperative stocks undesignated epinephrine auto-injectors (UEA) at Lincoln Academy and the Transition Learning Center (TLC) in case of emergency. Administration of UEAs by trained staff shall occur when there is a good faith belief that a student is having an anaphylactic reaction, whether such reactions are known to the parent or not. The Cooperative and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer a UEA to any student when these individuals in good faith professionally believe that the student is having an anaphylactic reaction. In the event of an anaphylactic emergency, trained staff will administer the epinephrine auto-injector, call 9-1-1, call the student's family/guardian, and monitor the student for the need of a second dose prior to when emergency responders arrive. No one, including without limitation parents/guardians of students, should rely on the Cooperative for the availability of an epinephrine auto-injector as availability is not guaranteed.

HEALTH SERVICES/COMMUNICABLE DISEASES

Students should be kept home from school when they are ill. Symptoms include:

- Fever – above 100
- Sores on the skin with pus or liquid drainage
- Unexplained rash or blisters
- Diarrhea – more than 3 stools in 24 hours
- Vomiting – more than 2 or more times in 24 hours
- Cough that disturbs normal activity
- Unexplained shortness of breath
- Wheezing
- Chills
- Unexplained stiff back or neck
- Abdominal cramps or pain

Students who have symptoms of communicable diseases will be excluded from school. Parents should keep their child home from school until they do not have symptoms or present a statement from a licensed healthcare

provider that the child is not contagious and may return to school. If you have any questions or concerns, please contact the school nurse.

Head Lice

The school will observe the following procedures regarding head lice.

1. Parents are required to notify the school nurse if they suspect their child has head lice.
2. Infested students will be sent home following notification of the parent or guardian.
3. The school will provide written instructions to parent or guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent or guardian brings the student to school to be checked by the school nurse or building principal and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school to be checked for head lice.

PREVENTION OF ANAPHYLAXIS

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

STUDENTS WITH FOOD ALLERGIES

State law requires the Cooperative to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules.

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the program administrator.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your student can access his or her education as effectively as students without disabilities.

Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. The Cooperative may also be able to appropriately meet a student's needs through other means.

CARE OF STUDENTS WITH DIABETES

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated NDSEC representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the program administrator.

EXTENDED SCHOOL YEAR

The North DuPage Special Education Cooperative offers an extended school program for students whose IEP team determines that a lapse in their education will cause excessive regression in learning and will require extensive recoupment time. These recommendations are determined at the students' annual review.

STUDENT RECORDS

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 or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1.
 1. **The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
 2. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.¹**

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
 3. **The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
 4. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person

serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school. Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.²

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**
9. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

¹This section is only applicable to high schools. The board, by policy, may allow scores received on college entrance examinations to be included on a student's academic transcript, if a request is made in writing by an eligible student or student's parent/guardian. If your district has a board policy on point, include this language in your handbook procedure.

²This section is only applicable to high schools.

STUDENT PRIVACY PROTECTIONS

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 District's educational 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 by Third Parties

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/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district 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.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

Surveys Requesting Personal Information

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) 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/guardian 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 survey. The school will not penalize any student whose parent/guardian exercised this option.

Instructional Material

A student's parent/guardian 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.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may 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/guardian 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

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

The school expects to administer the following surveys that request personal student information on the following approximate dates:⁴

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school 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 the Ill. 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 the 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

⁴ Insert surveys that will be administered that request student personal information along with the approximate dates the School expects to administer the surveys.

- 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

PESTICIDE APPLICATION NOTICE

The Cooperative maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the program administrator.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

SEX OFFENDER AND VIOLENT OFFENDER COMMUNITY NOTIFICATION LAWS

State law requires schools to notify parent(s)/guardian(s) during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

- 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

ACADEMIC INFORMATION

CURRICULUM AND GRADES

The academic curriculum of NDSEC programs is aligned with state standards and is designed to meet district requirements for advancement and graduation. Students participate in core classes including Language Arts, Reading, Math, Science, Social Studies, Health and Physical Education. Students also have the opportunity to participate in various electives or exploratory/encore classes. Teaching methods and materials are selected to meet the various achievement levels and learning styles of students. The curriculum is also reinforced and supplemented using technology, field trips, and service learning projects.

Satisfactory completion of courses in NDSEC programs, including vocational credit, transfer into full credit on the student's official high school transcript. Formal report cards are issued to parents and sent to the student's home district at the end of each quarter. A student's final grade represents an assessment of all work completed in the class in addition to participation, attendance, med and tests.

Refer to NDSEC Board policy 6:60 for more information on curriculum content.

Complaints About Curriculum, Instructional Materials, and Programs

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy. Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Refer to NDSCE Board policy 6:260 and 6:1260-AP-E for more information on filing a complaint.

GRADING POLICY

Students attending NDSEC programs in member district locations will follow the grading policies of that school/district.

Lincoln Academy Grading Policy:

The final grade is the total points earned converted into a percentage and reported on the standard grading scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), and F (59% or lower).

All work will be graded using the following criteria:

- All assigned class work is due by the end of the class period or by the date indicated by the teacher
- Student's absences and/or late work may account for a reduction in grade.
- Students are required to meet eligibility criteria for participation in NDSEC extra-curricular activities.

HOMEWORK

Homework is an individual and Cooperative matter between student, teacher, and parent. Homework will take a variety of forms. Homework assignments are made on the basis of individual class/pupil needs at the discretion of the teacher. Homework may be assigned to encourage a student to work independently, to enrich school learning activities, and/or provide practice of skills and use of course work previously taught or studied. Homework should be planned to develop good study habits and assignments should be of reasonable time duration.

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will not be allowed to make up missed work.

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENTS [K-8]

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.

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30¹.

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 Practices Act, prevents his or her participation in the physical education course.

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

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; and
2. The student's class schedule.

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENTS (HS)

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.

A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for the reasons stated below.

1. Enrollment in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.¹

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 Practices Act, prevents his or her participation in the physical education course.

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

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:²

1.
 1. The time of year when the student's participation ceases;
 2. The student's class schedule; and
 3. The student's future or planned additional participation in activities qualifying for substitutions for physical education, as outlined above or in Handbook Procedure 10.30.³

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30¹.

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 Practices Act, prevents his or her participation in the physical education course.

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

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:²

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

STANDARDIZED TESTS

Participation in State Achievement Testing, such as Illinois Assessment of Readiness (IAR) or Illinois Alternate Assessment/Dynamic Learning Maps (DLM), is determined at each student's IEP meeting. Accommodations needed for testing are also discussed at the meeting.

SEX EDUCATION INSTRUCTION

Students will not be required to take or participate in any class or course in comprehensive sex education if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents who wish to request an examination of instructional materials and/or request a class attendance waiver should go to the NDSEC website (www.ndsec.org) and download the **Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes (Form 6:60E)** from the NDSEC Board Policy manual. They should then submit the completed form to the program administrator.

INDIVIDUALIZED EDUCATION PLAN

An Individualized Education Plan (IEP) meeting is scheduled with parent/guardian and school staff annually. A Functional Analysis and Behavior Intervention Plan may be developed if appropriate. This plan is included in the student's IEP. Parents/guardians or staff can also request an IEP meeting at any time to discuss progress on goals or any changes to the IEP.

WRITTEN MATERIALS FOR ELIGIBILITY/IEP MEETINGS

Beginning July 1, 2021, no later than 3 school days before an eligibility and/or IEP meeting (or as soon as possible if an IEP meeting is scheduled within 3 school days with the written consent of the parent/guardian), provide parents/guardians with copies of "all written material that will be considered by the [IEP] team at the meeting." [105 ILCS 5-14/8.02f\(b\)](#)

RELATED SERVICE LOGS

For a child with an individualized education program (IEP), the Cooperative must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at any other time upon request.

PROGRESS MONITORING

The student's classroom teacher serves as the student's case manager. The teacher can answer questions and address any concerns about the student's program and their progress at school. The teacher also reviews IEP goal progress each quarter/trimester, completes the student's progress reports and report cards, and helps ensure that the student's educational needs are being addressed at school.

VOCATIONAL SUPPORT

Students may participate in classes that focus on vocational skill building. Students 16 years and older are encouraged to look for part time employment in their community. Students may also receive assistance in locating a job or internship at a local work site. Staff will work closely with the student (14 years and older) and the student's parent/guardian to develop a Transition Plan. The plan is monitored by the student's case manager. Post-secondary planning activities may include:

- Career interest surveys
- Post high school goal setting
- Visits to Community/Local/Technical Colleges
- Assistance with completing college applications
- Connecting students to adult service organizations
- Resume writing

ACCEPTABLE USE OF THE COOPERATIVE'S ELECTRONIC NETWORKS

All use of the Cooperative's *electronic networks* shall be consistent with the Cooperative's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

The term *electronic networks* includes all of the Cooperative's technology resources, including, but not limited to:

1. The Cooperative's local-area and wide-area networks, including wireless networks (Wi-Fi), Cooperative-provided Wi-Fi hotspots, and any Cooperative servers or other networking infrastructure;

2. Access to the Internet or other online resources via the Cooperative's networking infrastructure or to any Cooperative-issued online account from any computer or device, regardless of location;
3. Cooperative -owned and Cooperative -issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use - Access to the Cooperative's electronic networks must be: (a) for the purpose of education or research, and be consistent with the Cooperative's educational objectives, or (b) for legitimate business use.

Privileges - Use of the Cooperative's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

- a. Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
- b. Using the electronic networks to engage in conduct prohibited by board policy;
- c. Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
- d. Unauthorized use of personal removable media devices (such as flash or thumb drives);
- e. Downloading of copyrighted material for other than personal use;
- f. Using the electronic networks for private financial or commercial gain;
- g. Wastefully using resources, such as file space;
- h. Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
- i. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video;
- j. Using another user's account or password;
- k. Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
- l. Posting or sending material authored or created by another without his/her consent;
- m. Posting or sending anonymous messages;
- n. Creating or forwarding chain letters, spam, or other unsolicited messages;
- o. Using the electronic networks for commercial or private advertising;
- p. Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
- q. Misrepresenting the user's identity or the identity of others; and
- r. Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that the Cooperative's electronic networks are not private. People who operate Cooperative technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the networks in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the electronic networks to be private property.

No Warranties - The Cooperative makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Cooperative will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Cooperative specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the Cooperative's electronic networks, the user agrees to indemnify the Cooperative for any losses, costs, or damages, including reasonable attorney fees, incurred by the Cooperative relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The Cooperative assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and Cooperative policy prohibit the re-publishing of text or graphics found on the Internet or on Cooperative websites or file servers/cloud storage without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

- b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The Cooperative's email system, and its constituent software, hardware, and data files, are owned and controlled by the Cooperative. The Cooperative provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

- a. The Cooperative reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the Cooperative's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the Cooperative. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the Cooperative. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the Cooperative's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures. Staff members will supervise students while students are using Cooperative Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each Cooperative computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

Student and Parent(s)/Guardian(s) need to annually sign this *Authorization for Internet Access* while enrolled in NDSEC programs.

EQUAL OPPORTUNITY AND SEX EQUITY

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religion, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

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 or parent/guardian with a sex equity or equal opportunity concern should contact: Todd Putnam, Assistant Director, at 630-894-0490.

EXTRA-CURRICULAR ACTIVITIES AT RESIDENT DISTRICT OR SERVING DISTRICT

Students who are in good standing with their home or serving school, are encouraged to participate in sports, clubs, and other activities at their home school. Students and parents should refer to their home or serving school calendar to stay informed about special events. If a student is participating in an after-school activity at his or her home or serving school, transportation will be arranged to take the student to the home or serving school after dismissal at the end of the school day. It is the student's/family's responsibility to arrange transportation home following extra-curricular activities. In order to participate in extra-curricular or off-campus activities, students must have a signed permission slip as well as meet behavioral and academic criteria.

CO-CURRICULAR ACTIVITIES (Lincoln Academy)

Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the Cooperative's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code. For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the Cooperative's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

FIELD TRIPS

The Board encourages field trips when the experiences are an integral part of the school curriculum and contribute to the desired educational goals of the Cooperative. Student activities involving travel shall be authorized by the Executive Director or designee. The Executive Director or designee shall analyze the following factors to determine whether to approve a field trip:

1. All field trips shall be adequately supervised by staff members.
2. Parental permission must be obtained in writing when a field trip is planned.
3. Field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the Operational Board.
4. Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the Cooperative will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by Cooperative staff members, shall not be represented as or construed to be sponsored by the Cooperative or school. The Cooperative does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

RELATED SERVICE INFORMATION

The following student support services may be provided by the Cooperative:

Psychologists

School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School psychologists understand school systems, effective teaching and successful learning through specialized assessment of individual student's needs. Psychologists provide support to students and faculty throughout the educational process. Today's children face more challenges than ever before. School psychologists can provide solutions for tomorrow's problems through thoughtful and positive actions today.

Social Workers

School Social Workers are a vital part of the educational team, working together with educational administrators, teachers, counsellors, psychologists, nurses, speech and language pathologists and other staff. Their unique graduate level training in social work enables them to understand and interpret the student's response to school, home, and community environments. School social workers identify social and developmental factors that influence a student's opportunity to benefit from the general instructional program within the school.

Speech-Language Therapists

Speech-Language Pathologists are professionals educated in the study of human communication development. Through evaluation of the speech, language, cognitive-communication, and swallowing skills of students, the speech-language pathologist determines what communication or associated problems exist and the best way to treat them. Speech-Language Pathologists collaborate with members of the trans-disciplinary team to support increased communicative competencies of students in school, home, and community settings.

Occupational Therapists

The occupational therapist is a trained and licensed health care professional who can make a complete evaluation of the impact of the disease on the activities of an individual at school and in work situations. The therapist also considers the individual's interests and recreational activities when completing their assessment in order to facilitate an improvement in the student's participation across all life domains.

Physical Therapists

Physical therapists are trained to assess the motor development of children. They have the expertise to determine the appropriate treatment for physical limitations or functional impairments. They may choose exercise, improvement of underlying sensory processing problems, use of therapeutic modalities or development of compensatory strategies. Their goals may include improving a child's functional skills, and preventing or limiting the effects of a disability in a variety of developmental areas.

Physical Therapists collaborate with members of the trans-disciplinary team to support increased movement competencies of students in school, home, and community settings.

Vocational Teacher

Vocational teachers use their training and skills to team with students, educators, and parents to identify a student's interests and abilities, engage students in career education and career development activities, and develop individual education plans. The vocational teacher assists in organizing sets of activities for a student, designed within an out-come oriented process, which promotes movement from school to post-school activities, including vocational training, integrated employment, or continuing education.

School Nurses

School nurses strengthen and facilitate the educational process by improving and protecting the health status of children and by identification and assistance in the removal of health-related barriers to learning. The major focus of school health services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is especially prepared and uniquely qualified in preventive health, health assessment, and referral procedures.

Itinerant Vision and Hearing Services

Certified vision and hearing teachers provide necessary accommodations in order for students to access their educational environment and materials. Services may include individual instruction in the use of specialized equipment to compensate for hearing or vision loss, integrated instruction in the classroom, and consultation with appropriate staff.

Orientation and mobility services are available to students with visual impairments who require specialized training in order to travel in the school, home, and community environments.

Assistive Technology Consultation

Assistive technology consultation refers to a system of supports that are selected and designed to minimize the impact of an individual's disability on their participation in instruction within the school setting. Emphasis is placed on supporting building-based teams in the selection of targeted supports. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. Students who are identified with specific learning disabilities often perform more independently with access to modified writing tools or visual supports that improve productivity with text in the classroom.

Intervention Strategies Team

IST provides support to educators, students, and families across member districts and NDSEC programs. Primary responsibilities include supporting problem-solving teams through staff development and providing recommendations to support the academic, social, emotional, sensory, and behavioral needs of individual student referrals. IST provides consultative support and direct service support, as needed (e.g., FBAs/BIPs, data collection, report writing, coaching, etc.). IST also offers member districts a wide range of professional development opportunities. Popular topics include Essentials for Supporting Students with Autism Spectrum Disorder, PBIS, and Understanding and Managing Student Behavior.

SOCIAL SKILLS AND CHARACTER DEVELOPMENT

PRO-SOCIAL DEVELOPMENT

The social skills program throughout NDSEC programs is based on research-based curriculum. Social skills are taught and reinforced throughout the curriculum, as well as by way of routine interpersonal interactions. Specific skills are developed through modeling, promoting each student's individual strengths, use of a motivational incentive/level system, intensive counseling services, and the opportunity for students to practice new skills in a safe and trusting environment.

Lincoln Academy identifies student progress through the use of a level system with increasing privileges and responsibilities. The model has three levels: Daily, Progress, and Merit. Students are encouraged to work towards level advancement by consistently demonstrating the following: appropriate social interaction skills toward adults and peers; emotional and anger management coping skills/strategies; problem solving skills; academic achievement; and proactive goal setting abilities. As the student advances through the level system, they earn more privileges at school, as well as increased opportunities for integration at their home school. Students use a point/token economy system to purchase incentives, privileges/activities, and consumable reinforcers. (Boys and Girls Town Model, Boystown, Nebraska)

BEHAVIOR AND DISCIPLINE INFORMATION

BEHAVIOR EXPECTATIONS

It is expected that each student will comply with the established school regulations. The right of one person to attend school must not place in jeopardy the opportunity of others to benefit from school. Students are prohibited from engaging in conduct which in any way:

- disrupts the educational process
- infringes upon the rights of others.

General behavioral expectations for students are listed in the following areas:

ADULT RELATIONS

Communicate respectfully with staff
Follow instructions promptly
Accept feedback & make efforts to improve
Welcome visitors
Volunteer to help

PEER RELATIONS

Communicate respectfully with peers
Work Cooperatively with peers
Compliment and support others
Use problem-solving skills to resolve conflicts
Report negative behavior

SCHOOL RULES

Show respect for school materials and property
Attend school regularly and on-time
Show self-respect by proper dress & hygiene
Use appropriate language

CLASSROOM BEHAVIORS

Consistently follow classroom rules
Contribute positively to class
Conscientiously approach assignments
Earn grades of "C" or better

Staff reinforce the demonstration of these positive behaviors in a number of ways, such as verbally praising the student, issuing the student points, and offering the student increased privileges and independence in the classroom. When students engage in inappropriate behaviors that do not meet these expectations, staff will

verbally redirect the student and suggest an alternative behavior. If inappropriate behaviors continue, the student will be issued one or more point penalties on their point sheet. An on-going behavior or a behavior that is disruptive to the class may result in a referral for intervention, which involves having the student leave the classroom to process the behavior issue with support staff and develop a plan for improving behavior.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 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.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

BEHAVIOR POLICY AND INTERVENTIONS

The goals and objectives of Policy 7:190 (Student Behavior) 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 causes 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.

Prohibited Student Conduct

NDSEC's administration is authorized to discipline students in collaboration with the administration of the student's resident school district for gross disobedience or misconduct, including but not limited to:

Prohibited Student Conduct

Students may be disciplined for gross disobedience or misconduct, including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
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. "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.
 - g. 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.
 - h. 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 a tablet or powdered form.

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.
6. 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 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..

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
10. 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.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
12. Engaging in teen dating violence.
13. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. 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.
16. Being absent without a recognized excuse.
17. Being involved with any public school fraternity, sorority, or secret society.
18. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
20. 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.
21. 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.
22. Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

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.

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.

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.

When and Where Conduct Rules Apply

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. 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;
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; or
5. During periods of remote learning.

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.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
8. Community service.
9. Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
10. Suspension of bus riding privileges.
11. Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student’s behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint 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 imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited

Corporal Punishment

Corporal punishment is illegal and will not be used. 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.

Weapons Prohibition

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:

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, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.

(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 may be modified by the superintendent, and the superintendent’s determination may be modified by the board on a case-by-case basis.

Gang & Gang Activity Prohibited

“Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of NDSEC policies, (5) or incite other students to act with physical violence upon any other person.

Re-Engagement of Returning Students

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

Required Notices

A school staff member shall immediately notify the Building Principal and Program Administrator 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. Upon receiving such a report, the Building Principal, Program Administrator or designee shall immediately notify the local law enforcement agency, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. *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.

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 Executive Director, Assistant Director, or Program Administrator in collaboration with administration from the student’s resident school district 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 10 consecutive school days, provided the appropriate procedures are followed.

HAZING PROHIBITED

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to disciplinary actions as determined in coordination with the administration of the student’s resident school district.

TRANSPORTATION BEHAVIOR AND SAFETY

Special education transportation is determined at the student's IEP meeting. Students are scheduled to be picked up and dropped off at the approved site. Parents must, at the beginning of the school year, contact the school in order for that pick up and drop off address to be changed to a different location. Students are not permitted to ride a bus other than the bus to which they are assigned.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the program administrator.

Parents will be informed of any and all inappropriate student behavior on a bus. Parents are encouraged to discuss bus safety and appropriate behavior with their children before the beginning of the school year and regularly during the year.

In the interest of the student's safety and in compliance with State law, students are expected to observe the following rules:

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school 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.

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

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding school transportation issues, contact the program administrator.

SCHOOL POLICIES AND PROCEDURES

STUDENT DRESS CODE

Our student dress code is designed to accomplish several goals:

- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size

Dress Code

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, chest, and navel are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1 above:

- A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans or the equivalent must be worn around the hip/waist** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND**
- **Shoes AND**
- **Protective or supportive clothing** when needed to maintain a safe learning environment in classes (i.e. PE, cooking, science labs).

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

3. Students May Wear, as long as these items do not violate Section 1 above:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
 - Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
 - Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
 - Pajamas
 - Ripped jeans, as long as underwear and buttocks are not exposed.

- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible **waistbands** on undergarments that do not expose the entire undergarment or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students **Cannot Wear**:

- Violent language or images.
- Images or language depicting/suggesting gangs, drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity).
 - Bullet proof vest, body armor, tactical gear, or similar.
 - Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
 - Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
 - Swimsuits
 - Accessories that could be considered dangerous or could be used as a weapon.
 - Any item that obscures the face or ears (except as a religious observance).
 - Coats designed for outdoors when indoors (for example a winter coat or raincoat)
 - Any items that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
 - Any item that reasonably leads school authorities to forecast substantial disruption of school operations or that invades the rights of others.

5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

In accordance with Illinois School Code, Lincoln Academy 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.

School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. This includes, but is not limited to:

- kneeling or bending over to check attire fit;
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;

- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
- accusing students of “distracting” other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. Any students participating in classes or activities at their home school must follow the institution's dress code policy.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Lincoln Academy Principal.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).

STUDENT SEARCHES AND SEIZURE OF PROPERTY

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School 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 building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students Searches

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

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 the Cooperative's policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school 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.

Seizure of Property

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

Lincoln Academy

To maintain order, safety, and security for all students in attendance, upon arrival to school Lincoln Academy students attending the Social Support Program are required to complete a safety search process performed by school staff, prior to attending class. This search may include a pat-down procedure of the student's clothing, search of the student's effects (briefcase, backpack, knapsack, purse, lunch, etc.), and may include an individual scan of the person through the use of a hand-held metal detector. Lincoln Academy administration reserves the right to ask the student to participate in an additional search if there is reasonable suspicion that the student is in possession of contraband. Lincoln Academy works in cooperation with the Roselle Police Department and the DuPage County Sheriff's Department in utilizing trained law enforcement dogs for periodic searches. School property shall remain under the control of school officials and may be subject to search at any time.

Students are allowed to bring personal electronics to school (i.e., MP3 player, cell phone, hand held game systems, etc.), but these items must be surrendered to staff during the daily search. These items will be kept in the office and returned to the student at the end of the school day. If a staff member discovers that a student has not surrendered personal electronic items during the daily search, the student will be referred to the program administrator at which time the student may lose the privilege of bringing the personal electronic items to school. Repeated infractions will result in administration confiscating the personal electronic item until the student's parent/guardian can come to the school to retrieve the item and meet with administration. If a student brings more than \$10 to school, staff will secure the additional money in the office. The money will be returned to the student at the end of the school day.

LEAVING SCHOOL PROPERTY WITHOUT PERMISSION

Once at school, on a bus bound for school, or returning home on the bus from school, students are not permitted to leave the school building/property or bus unless given permission from the program administrator. Leaving without permission will result in a program consequence and parent contact.

SCHOOL LUNCH

If available, students may participate in the lunch program available at their attending school. See attending school registration packet for more information.

Students who require free or reduced fee lunch should apply through their home school district. Students who qualify will receive a lunch at school, which meets or exceeds nutritional guidelines set by the federal government. Parents in need of assistance in applying for free or reduced fee lunch should contact their child's resident district.

CELL PHONES

Lincoln Academy

Students are allowed to bring cell phones to school as long as cell phone rules are followed. Students must turn in their phones to school staff upon arrival to school. The cell phone will be returned to the student at the end of the school day. If a student fails to comply, the cell phone will be kept in the office and may result in a point deduction. The parent or guardian will be notified and will need to come to school to pick up the phone.

STUDENT USE OF ELECTRONIC DEVICES

The use of electronic devices and other technology at school is a privilege, not a right. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod®, iPad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school and during the student's lunch period.

Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting).

The school and NDSEC are not responsible for the loss, theft or damage to any electronic device brought to school.

Students in violation of this procedure are subject to the following consequences:

1. First offense – The device will be confiscated by school personnel. A verbal warning will be assigned. The student will receive the device back at the end of the day in the school office.
2. Second offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office.
3. Third offense – The device will be confiscated. A detention will be assigned. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the next 10 school days. If the student is found in possession of the device during this 10-day period, the student will be prohibited from bringing the device to school for the remainder of the school year. The student will also face consequences for insubordination.
4. Fourth and subsequent offense – The device will be confiscated. The student will be assigned a detention and will be prohibited from bringing the device to school for the remainder of the school year. The student's parent/guardian will be notified and required to pick up the device in the school office. The student will also face consequences for insubordination.

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.

RESTRICTIONS ON PUBLICATIONS AND WRITTEN OR ELECTRONIC MATERIAL

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the Cooperative's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications and Web Sites Accessed or Distributed At School

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the Cooperative.

Accessing or distributing "at school" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Student-Created or Distributed Written or Electronic Material Including Blogs

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

SAFETY DRILL PROCEDURES AND SCHOOL EMERGENCY OPERATIONS PLAN

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. 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 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 will not be preceded by a warning to students.

bully

School Emergency Operations Plan

Student safety is the Cooperative's top priority. NDSEC has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the Cooperative is concerned with students' emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations Plan (EOP)

NDSEC has plans for all four phases of emergency and disaster management:

1. Prevention - the capabilities needed to avoid, deter, or stop an incident.
2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each school Emergency Operations Plan. In addition, the Cooperative has a Safety Coordinator and each school has a Safety Team. State law requires the Cooperative to annually review its plans.

Communications to Stakeholders

NDSEC will share emergency information via its website, information hotline, the media, and/or telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed. In the unlikely event an emergency response is needed at your child's school, staff members will be busy supervising students. We will attempt to provide information through NDSEC's information hotline, 630-894-0490 and/or website: www.ndsec.org.

If students are evacuated, students at Transition Learning Center will go to Village Hall in Bensenville, Illinois. Students at Lincoln Academy will be evacuated to Marion Park. You may pick up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home. **NDSEC classrooms located in district buildings will follow procedures for that building.**

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the NDSEC Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated. Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the NDSEC office or your child's principal. In the meantime, thank you for your cooperation and support.

Website Address: www.ndsec.org/Information Hotline Number: 630-894-0490

ACCESS TO CLASSROOMS AND PERSONNEL

Access to classrooms and personnel is permitted in limited situations by Section 105 ILCS 5/14-8.02(g-5), amended by P.A. 96-657. Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the child. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent/guardian or child is allowed access once per school quarter for up to one hour or one class period. A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the IEP team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child’s performance, the child’s current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child, including interviews of educational personnel, child observations, assessments, tests, or assessments of the child’s educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee’s school duties. The Building Principal, Program Coordinator or designee may limit interviews to personnel having information relevant to the child’s current educational services, program, or placement or to a proposed educational service, program, or placement.
6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
 - a. Inform the Building Principal, Program Coordinator or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling.

7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or child will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal, Program Coordinator or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal, Program Coordinator or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other NDSEC designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds. (North DuPage Special Education Cooperative 6:120-AP)

FREEDOM OF INFORMATION ACT (FOIA) NOTICE

Requests for information under the Freedom of Information Act are to be submitted to the FOIA Officer in writing via postal mail, fax, email, or in person at the address listed below. An FOIA request form is available at the address listed above. It may be used by a citizen making such a request; however, the use of the form is not required.

A response to the FOIA request will be provided to the requestor within five (5) business days from the day the office receives the request. Requests received by mail will be considered received on the business day the mail is received by the office. If a request is sent by email during business hours on a business day, it will be considered being received on that day. If the email is sent after business hours or on a non-business day, it will be considered received on the next business day. Saturdays, Sundays and legal holidays are not counted in the computation of the 5-day response period.

No fees shall be charged for the first 50 pages of black and white, letter or legal sized copies requested.

NDSEC FOIA Officers:

Todd Putnam
 Executive Director
 132 E. Pine Avenue
 Roselle, IL 60172
 630-894-0490
tputnam@ndsec.org

Susan Zikuda
 Assistant Director
 132 E. Pine Avenue
 Roselle, IL 60172
 630-894-0490
szikuda@ndsec.org

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

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, national origin, military status, unfavorable discharge status from the 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, or actual or potential marital or parental status, including pregnancy, 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.

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.

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.

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.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Non-Discrimination Coordinator

Susan Zikuda, Assistant Director
132 E. Pine Ave.
Roselle, IL 60172
630-894-0490
szikuda@ndsec.org

Complaint Managers

Susan Zikuda, Assistant Director
132 E. Pine Avenue
Roselle, Illinois 60172
630-894-0490
szikuda@ndsec.org

Julie Neenan, Director of Business and Operations
132 E. Pine Avenue
Roselle, Illinois 60172
630-894-0490
jneenan@ndsec.org

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Students and parents/guardians are also encouraged to read the following school district policies: *7:20, Harassment of Students Prohibited* and *7:180, Prevention of and Response to Bullying, Intimidation and Harassment*.³

Consistent with federal and State laws and rules governing student privacy rights, the school shall make diligent efforts to notify a parent or guardian within 24-hours after the school's administration is made aware of a student's involvement in an alleged bullying incident. The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notifications to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

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. Much of this information, including a copy of the Cooperative's policy, is posted on the NDSEC website. Information can also be obtained from the school office.

HARASSMENT AND TEEN DATING VIOLENCE PROHIBITED

Harassment Prohibited

No person, including a school or school district 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 identity⁵; 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; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District 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 school and district 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.

Teen Dating Violence Prohibited

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. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 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.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Non-Discrimination Coordinator

Susan Zikuda, Assistant Director
132 E. Pine Ave.
Roselle, IL 60172
630-894-0490
szikuda@ndsec.org

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Roselle, Illinois 60172
630-894-0490
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Julie Neenan, Director of Business and Operations
132 E. Pine Avenue
Roselle, Illinois 60172
630-894-0490
jneenan@ndsec.org

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE, GROOMING BEHAVIORS, AND BOUNDARY VIOLATIONS

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District'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 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

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

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee 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 grooming behaviors 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

School and District 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, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

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 www.isbe.net or you may request a copy of this guide by contacting the school’s office.

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)

TARGETED SCHOOL VIOLENCE PREVENTION AND THREAT ASSESSMENT EDUCATION

Targeted School violence Prevention Program

Student safety is our Cooperative’s top priority. To maximize safety, the Cooperative uses a threat assessment process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board policy 4:190, *Targeted School Violence Prevention Program*. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the Cooperative’s Comprehensive Safety and Security Plan.

The Cooperative wishes to create a climate that encourages sharing *any* information about a safety concern with a trusted adult who can help. **Sharing information about threats and safety concerns is everyone’s responsibility: students, parents/guardians, staff, and community members.** The question-and-answer section below is designed to help students, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

What Is a Threat?

A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated orally, visually, in writing, electronically, or in another way. Threats may be direct (“I’m going to beat you up” or “I’m going to blow this place up!”) or indirect (“Come and watch what I am going to do to her.”). A threat can be vague (“I’m going to hurt him.”) or implied (“You better watch out.”). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat *regardless* of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or “just kidding,” but sometimes a threat is very serious and/or criminal. **When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Principal or other responsible staff member.**

What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who

have committed targeted violence did not “just snap,” but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they *did* communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. Reporting *leakage* is key to preventing targeted school violence.

Who Is Required to Report Threats?

All Cooperative staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school’s Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What Can Staff and Parents/Guardians Do?

The TAT will provide guidance to students and staff regarding recognizing threatening or unusual behavior that may represent a threat to the community, school, or self. Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or “just kidding” statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

SCHOOL WELLNESS (Policy 6:50)

Student wellness, including good nutrition and physical activity, shall be promoted in the Cooperative’s educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Executive Director or designee will ensure each school building complies with this policy, the policy is available to the community on an annual basis, and that the community is informed about the progress of the policy’s implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students’ knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.

- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education (ISBE).

Nutrition Guidelines for Foods Available During the School Day

Students will be offered at designated schools and all schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans published jointly by the U.S. Departments of Health and Human Services and Agriculture (USDA). In addition, in order to promote student health and reduce childhood obesity, the Executive Director or designee shall restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods and comply with all ISBE rules.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law, unless the Executive Director or designee in a participating school has granted an *exempted fundraising day* (EFD). To request an EFD and learn more about the Cooperative’s related procedure(s), contact the Executive Director or designee. The Cooperative’s procedures are subject to change. The number of EFDs is set by ISBE rule.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Community Input

The Executive Director or designee will actively invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and community.

Recordkeeping

The Executive Director or designee shall retain records to document compliance with this policy.

General Personnel (Policy 5:120-AP2)

Exhibit – Expectations and Guidelines for Employee-Student Boundaries

105 ILCS 5/10-23.13, Erin’s Law, requires this exhibit’s discussion. Use this exhibit to structure local conversations around what the Cooperative will include for its examples of expectations and guidelines about professional boundaries in employee-student relationships. Finalization of this exhibit requires a conversation among Cooperative administrators and employees to customize it based upon the ages, grade levels, and developmental levels of the students served, as well as local conditions.

All Cooperative employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by the Cooperative for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted Cooperative employees. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

The Cooperative understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This document is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students.

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. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- **Emotional Boundaries** – both the employee’s own emotional state and self-regulation as well as students’ emotional states and developmental abilities to self-regulate.
- **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, *grey* areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues
- Employees experiencing adult relationship issues
- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The Markkula Center for Applied Ethics’ Framework for Ethical Decision-Making may help employees evaluate and address conduct that concerns them. See www.scu.edu/ethics/ethics-resources/ethical-decision-making/.

Guidelines for Specific Boundary Areas

Customize based upon the ages, grade levels, and developmental levels of the students served.

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to “hang out.” Favoring certain students by giving them special privileges.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.

Boundary Area	Inappropriate	Appropriate
	<p>Engaging in peer-like behavior with students.</p> <p>Discussing personal issues with students.</p>	
Relationship/Power	<p>Meeting with a student off-campus without parent/guardian knowledge and/or permission.</p> <p>Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside your professional role.</p> <p>Transporting a student in a school or private vehicle without administrative authorization.</p> <p>Giving gifts, money, or treats to individual students.</p> <p>Sending students on personal errands.</p> <p>Intervening in serious student problems instead of referring the student to an appropriately trained professional.</p> <p>A sexual or romantic invitation toward or from a student.</p> <p>Taking and using photos/videos of students for non-educational purposes.</p>	<p>Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services.</p> <p>Transporting a student in a school or private vehicle with administrative authorization.</p> <p>Taking and using photos/videos of students for educational purposes, with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.</p>
Communication	<p>Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting.</p> <p>Inviting students to your home.</p> <p>Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose.</p> <p>Privately messaging students by any means.</p> <p>Maintaining intense eye contact.</p> <p>Making comments about a student's physical attributes,</p>	<p>Limiting communication to what is necessary for educational and/or extracurricular activities.</p> <p>Using Cooperative-approved methods for communicating with students.</p>

Boundary Area	Inappropriate	Appropriate
	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.	
Physical	Full frontal hugs. Invading personal space. Massages, shoulder rubs, neck rubs, etc. Lingering touches or squeezes. Tickling. Having a student on your lap. Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student. Assisting a young student or a student with special needs with a toileting issue without obtaining parent/guardian permission.	Occasionally patting a student on the back, shoulder, or arm. Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily. Assisting a young student or a student with special needs with a toileting issue when parent/guardian permission has been granted.

ADDITIONAL INFORMATION AND POLICIES

This handbook may be amended during the year without notice. This handbook in the latest version is applicable to all students upon the implementation of any change. The administration will notify all parents and students in writing, where possible, of any changes to the handbook.

This handbook is a summary of the schools’ and programs’ rules and expectations, and is not a comprehensive statement of school/program procedures. The NDSEC Board’s comprehensive policy manual is available for public inspection on the Cooperative’s website - www.ndsec.org - under the Main Menu as *NDSEC Board Policy Manual* or at the administrative office located at:

NDSEC
 132 E Pine Avenue
 Roselle, Illinois 60172

If there are questions regarding the content of the Parent and Student Handbook, please contact the program administrator.

APPENDIX

NORTH DUPAGE SPECIAL EDUCATION COOPERATIVE

Todd Putnam
Executive Director

Notification of Undesignated Epinephrine at Lincoln Academy

Dear Parents and Guardians,

Lincoln Academy is pleased to inform you about the Emergency Epinephrine Act that enables our school to provide emergency assistance to students experiencing anaphylaxis during the school day or at any school sponsored activity.

With approximately 20-25 percent of epinephrine administrations in the school setting involving students or staff whose allergy was unknown at the time of the event, the availability of undesignated epinephrine auto-injectors – devices that are not prescribed to a particular student and that may be used in anaphylactic emergencies – is critical. Many students who may need epinephrine may have no known history of allergy to food, bee stings, latex and other allergens, and therefore would not have a prescription of their own.

Anaphylaxis is a severe allergic reaction most commonly caused by insect stings or bites, medication and eating certain foods (*i.e.*, nuts or fish). In the presence of these substances that the body deems harmful, the immune system becomes sensitive to it. As a result, the body typically responds with severe swelling of the lips, hives, and low blood pressure or trouble breathing. If a student experiencing anaphylaxis does not receive intervention in a timely manner, their symptoms can become life threatening.

To prevent a reaction from becoming life-threatening, we now have epinephrine auto-injectors stocked in our school in case of emergency.

In the event of an anaphylactic emergency, trained Lincoln Academy staff will take the following steps:

1. Administer the epinephrine auto-injection at the first sign of a known or suspected anaphylactic reaction.
2. Call 9-1-1.
3. Call the family/guardian of the student.
4. Monitor the student for the need of a second dose prior to when emergency responders arrive.

Please review the attached “NDSEC Supply of Undesignated Epinephrine Auto-Injectors” policy. Help us protect your student by signing and returning the attached release to Lincoln Academy. Hundreds of students have been saved by the Emergency Epinephrine Act and Lincoln Academy is grateful to offer this protection to its students. For any questions about this initiative, please contact Lincoln Academy at (630) 529-4050 and ask to speak to the school nurse.

NDSEC Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent of NDSEC or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of NDSEC and provide or administer them as necessary according to State law. Undesignated epinephrine auto-injector means an epinephrine auto-injector prescribed in the name of NDSEC or one of its schools.

A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to:

- (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or
- (2) Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply. No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

X

Parent/Guardian

Bullying Prevention and Intervention Tips for Families

Prevention

1. Increase Communication

Initiate discussion about your children's social and online lives on a regular basis. Ask specific questions that generate meaningful dialogue (e.g., instead of "How was school?," try "What is lunchtime like at your school—who do you sit with, what do you do and what do you talk about?"). Make sure that your demeanor communicates genuine interest and openness as opposed to the desire to control or invade privacy.

2. Monitor Behavior

Observe your children in different settings by volunteering at school, participating in extracurricular activities and being watchful during social gatherings. If you notice that your children are overly aggressive, vulnerable to peer pressure or exhibit other behavior that troubles you, talk to them about your concerns and redirect the behavior. Be vigilant about the warning signs associated with bullying behavior (e.g., social withdrawal, fear of attending school, avoidance of or preoccupation with technology) and trust your instinct to intervene if your children don't seem to be their usual selves.

3. Facilitate Positive Social Experiences

Help your children to choose friends and hobbies that make them feel good about themselves. If you notice that certain relationships or activities cause unhealthy conflict or bad feelings, talk about ways to improve things move away from the negative situation. Guide your children in finding friends and interests in varied settings so that they do not rely on only one place as their social outlet. Help your children to stay bonded to at least one close friend—feeling socially connected can help to mitigate the effects of bullying.

4. Promote Responsible Online Behavior

Talk with your children about ethical online behavior, including respect for privacy and the impact of denigrating others. Make sure that they understand how to protect their own privacy online (e.g., keep personal information, passwords and PINs confidential) and how to respond when targeted by negative online behavior (see Prevention Tip #6). Help your children to set healthy limits on the amount of time spent online and actively supervise online activities. If you use



filtering and monitoring software, be open about it and don't rely on these tools as a substitute for direct participation in their online lives.

5. Talk about Bullying

Make a point of explicitly bringing up bullying. Specifically define bullying, what it looks like and what to do when it occurs. Communicate your values and expectations regarding their social behavior on and offline, and help them to clarify their own values and ways to act on them in the face of peer pressure and aggression. Discuss and rehearse ways to respond to social cruelty, and make it is clear that your children can and should come to you for help when they witness or are involved in bullying situations.

6. Be a Role Model

Think about the messages your children receive when you make judgmental comments, gossip or behave aggressively toward friends, family members, drivers on the road or help staff in stores. Use technology responsibly and avoid forwarding mean or biased jokes and posts. Model what it means to be an ally and to stand up against prejudice and cruelty on and offline.

7. Be Involved at School

Advocate for policies, programs and practices that encourage positive social behavior and be vocal when adults/institutions fall short of their responsibility to protect children and maintain safe environments. Don't wait until your child is the target to get involved and speak up.

Bullying Prevention and Intervention Tips for Families

Intervention

1. Offer Support

If you learn that your child is being bullied, take a deep breath and listen openly and without judgment. Convey that you believe what your child is telling you and that the bullying is not her/his fault. Resist offering knee-jerk solutions, especially directives to retaliate or just ignore the situation. Rather than trying to solve the problem for your child, engage her/him in a thoughtful discussion about options for responding. Take some time to research and think things through together. Keep the lines of communication open and reassure your child that her/his safety and well-being are your top concerns.

2. Gather Information

Ask specific questions about the bullying incidents in a non-blaming way and document as many details as possible about who was involved, where/when/how often it took place, what form the bullying took and who may have witnessed the incidents. If the bullying took place electronically, print/save relevant screenshots, emails, texts, photos, etc., and instruct your child not to delete such evidence in the future. Tell your child not to engage with aggressors online.

3. Reach out to the School

Meet with the appropriate authority at your child's school and/or other institutions where the bullying is taking place. Recount the facts of the situation and share documentation and evidence. Convey that you want to work together to solve the problem rather than taking a confrontational tone. Ask for a concrete plan of action before leaving and check in regularly to ensure follow-through. If the problem continues, contact school authorities again (someone higher up in the chain of command if necessary). Be firm and persistent.

4. Contact Law Enforcement

If the bullying/cyberbullying involves possible criminal behavior—such as hate motivated violence, repeated harassment, stalking, or inappropriate sexual conduct—report the incident(s) to law enforcement. If the school is not taking action to protect your child from serious bullying, consider consulting an attorney to explore legal options.



5. Build Resilience

Work with your child to develop strategies and skills for responding to future bullying in ways that feel comfortable. Rehearse specific words and actions that can be used in response to bullying and identify safe people to go to for help. While learning self-defense often builds confidence, avoid the impulse to encourage physical retaliation, which usually escalates the problem and could lead to disciplinary repercussions for your child. Guide your child to get involved with new friends and interests that build their confidence and make them feel good about themselves. If emotional problems related to bullying persist, seek out a guidance counselor or mental health professional for extra assistance.

6. Keep Your Child Safe Online

Report serious instances of cyberbullying to Internet/cell phone service providers and the Web sites where the offensive comments/images were posted (e.g., Facebook, YouTube). Work with your child to change screen names, email addresses and passwords, if necessary, and learn how to use the blocking features on your child's technology. If cyberbullying is taking place via the school systems, notify the principal and school resource officer so that they can take the necessary security and disciplinary actions. Do not punish your child by limiting access to technology, but guide them to spend time in forums that are safe and positive.

EDUCATIONAL PROGRAMS ABOUT THE DANGERS OF UNDERAGE DRINKING

Your child's wellbeing in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for your child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to increases in risky behavior.

According to the National Institute of Health (NIH), in cases of alcohol-involved drivers, the rate of fatal crashes for drivers between 16 and 20 years old is more than twice that for drivers older than 20. The NIH and the Centers for Disease Control and Prevention indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory, and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. Cooperative policies prohibit alcohol use by students. Cooperative policies also prohibit your child from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

Zero Tolerance

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for 3 months to one year (625 ILCS 5/11-501.1(c)).

Consumption of Alcohol by Minor

Consumption of alcohol by a minor is a Class C misdemeanor. Minors convicted of alcohol possession in a public space face up to six months in jail and a \$500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least 3 months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence) (235 ILCS 5/10-1(e) and 625 ILCS 5/6-206(a)(43)).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program (235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a)).

Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine and/or jail for up to 1 year. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a class 4 felony, punishable by 1 to 3 years in prison and up to a \$25,000 fine (235 ILCS 5/6-16(a- 1)).

Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages totaling up to \$100,000. The action may be sought by someone who suffers personal injury,

loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol (235 ILCS 5/6-21).

Driving Under the Influence (DUI)

Driving while under the influence of alcohol is a Class A misdemeanor punishable by fine and/or jail for up to one year. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended (625 ILCS 5/11-501).

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken (625 ILCS 5/11-502).

In conclusion, our Cooperative encourages you to partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm
www.centurycouncil.org/underage-drinking/parents
www.samhsa.gov/underagedrinking/

DISRUPTIVE SOCIAL MEDIA APPS AND DANGERS

Staying on top of social media trends is important for parents/guardians. NDSEC wants you to know that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, and *Whisper* often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The Cooperative encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot not possible), of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

Resources about Social Media Apps and Protecting Your Child Online

www.common sense media.org/, discusses apps, movies, and more! Type in the app you want to learn more about, and this website will summarize it for you.

www.consumer.ftc.gov/topics/protecting-kids-online, contains resources for adults seeking to help children make safe and responsible online choices.

CPR AND AED VIDEO

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. The law also requires the Cooperative to notify staff members and parents/guardians about the video. You are encouraged to view this video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx.

Student/Parent Handbook Acknowledgement and Pledge

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook which contains the content of Board policy 7:190 (*Student Behavior*) and the *Student Conduct Code*. I have read these materials and understand all rules, responsibilities and expectations. I pledge to follow the *Student Behavior* policy, the *Student Conduct Code*, and all School and Cooperative/School District rules, policies and procedures and to help maintain a safe and positive school environment.

I understand that the Student/Parent Handbook and School District/Cooperative policies may be amended during the year and that such changes are available on the School District/Cooperative website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District/Cooperative rules, policies and procedures.

Student Signature

Date

Parent/Guardian Acknowledgement

I acknowledge receiving and/or being provided electronic access to the Student/Parent Handbook which contains the content of Board policy 7:190 (*Student Behavior*) and the *Student Conduct Code*. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student/Parent Handbook and School District/Cooperative policies may be amended during the year and that such changes are available on the School District/Cooperative website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District/Cooperative rules, policies and procedures.

Parent/Guardian Signature

Date