

Livingston County Special Services
School Programs

Parent/Student
Handbook
2018-2019

Livingston County Special Services Unit

A Vision for the Schools of Livingston County

Education should be directed at all aspects of human development, emotional, social and intellectual so that each student will become the best citizen of which she or he is capable, with a motivation for life-long learning. We, as a community, are committed to providing a nurturing and healthy environment in which all students can learn.

A Mission for Livingston County Special Services Unit

1. The educational needs of all students are identified and addressed by providing a broad range of high quality services.
2. Utilize and expand the knowledge and skills of educators, parents, students and the community so that they work together to design, implement, evaluate and maintain effective educational programs.
3. Develop programs that promote healthy and nurturing environments that address the emotional, social and intellectual needs of students.

Goals of Livingston County Special Services Unit

1. All students will be educated in their home-school with appropriate supports to ensure success.
2. LCSSU staff will provide technical assistance and support in implementation of student assistance teams in every school.
3. Implementation of an assessment system that provides appropriate data for planning, implementing and evaluating effective educational programs.
4. LCSSU staff will develop a written plan to work together with the school districts to provide educational opportunities and support for parents and students.
5. Create partnerships within the community to help students reach their educational goals.

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The handbook is made available to all parents and students. An electronic version is available online at:

<http://www.lcssu.org/programs-services/livingston-county-academy-and-crossroads>

A hard copy is available upon request. For a hard copy of the handbook please contact the building Principal or school secretary at 815-844-5749.

The School Board governs the school programs, and is comprised of the member school districts' superintendents. Current Board members are:

- John Kilgore: Pontiac Township High School District #90 – President
- Dr. Richard Jancek: Dwight District #230 and #232
- Chris Maier: Saunemin Community Consolidated District #438
- Todd Bean: Rooks Creek Community Consolidated District #425
- Paula Crane: Prairie Central Community Unit District #8
- Jerry Farris: Flanagan-Cornell Unit #74,
- Mark Jontry: Regional Office of Education #17
- Geoff Schoonover: Cornell District #426
- Jeff Bryan: Tri-Point Community Unit School District #6J
- Ryan McGuckin: Woodland Community Unit School District #5
- Mark Hettmansberger: Odell Community Consolidated District #435

The School Board has hired the following administrative staff to oversee the school programs:

- Dr. Josh Olsen, Director
- Tina Butterbrodt, Assistant Director
- Larry Piwnicki, School Programs Principal
- Kim Hughes, Assistant Principal
- Beth Anderson, Assistant Principal/Transition Specialist
- Maria Deason, Vocational Coordinator

All of the LCSSU school programs are located within the District Office building at:

920 Custer Avenue
Pontiac, IL 61764

SAILS I & SAILS II

Strategies for Achieving Independent Lives for Students A program designed to build communication skills

Communication begins at birth when a baby cries from hunger or discomfort. Smiles help us know when babies are comfortable. Communication develops from those different cries and smiles, to simple gestures, cooing, babbling, “baby talk”, and then into understandable words.

We take this process for granted, but it is work for the young child to coordinate muscle movements, breathing patterns, voice control, and to understand the language structure being used by their families. Only when communication does not follow the regular pattern of development do we begin to think about the many aspects a child has to master in order to communicate their wants and needs. Children may withdraw from the world with frustration and fear and behaviors may develop because the child is not able to communicate.

Strategies for Achieving Independent Lives for Students (SAILS) is designed as a program to assist young students in developing and using communication systems. SAILS I is a preschool environment with up to 5 students per session. A full time teacher and paraprofessional work with students of the ages 3 -6 years. TEACCH, PECS, work systems, daily visual schedules, voice output devices, and parent support are all part of the program. Students have the opportunity to use specialized equipment in the “Sensory” room to meet their needs. SAILS II is a continuation of the program where a full time teacher and paraprofessional work with up to 6 students. It utilizes all of the same special techniques and equipment but focusing on refinement of communication skills. In addition, more academic skills and participation in the general curriculum are provided. Expanded opportunities for inclusive participation with same aged peers in one of LCSSU’s member school district buildings can be provided if appropriate for any student.

Both levels of the SAILS program work towards the goal of the students being served in their home school district programs. If a student in either level is ready to transition to their home school and the IEP team agrees this is most appropriate then a transition plan is designed and implemented. SAILS staff works closely with the receiving school to assure all supports are in place to assist in the student’s success.

Related services such as Physical Therapy, Occupational Therapy, and Speech/Language Therapy, etc. will be provided to each student as determined by the IEP team. A collaborative effort will be employed by the staff as these services will be offered individually, or in small groups, and either in the classroom or therapy room, as appropriate. Co-implementation of goals by all staff will assist each student in bridging skills, learned in one environment, to various other environments including the local community. The therapy room will allow the program to meet the student’s fine and gross motor skill needs. Specialized equipment and the use of “sensory breaks” are utilized in both levels of the SAILS program. Under the direction of the registered Occupational Therapist, the staff implements sensory diets, or techniques to meet the unique needs per student.

The student has been made eligible for special education services to meet instructional needs with goals focused on development or refinement of communication skills. Sensory integration needs may be great enough to interfere with learning also. It has been determined by the IEP team that goals cannot be met in the home school district's programs.

Student is between the ages of 3-6 years for SAILS I, or 6-9 years for SAILS II (*If the student is 6 years of age and continues to need a preschool environment to meet needs they will attend SAILS I. If a student is ready to move on to an academic environment they will attend SAILS II*)

A student's educational team may request enrollment of a student in the program by completing the green SAILS I / SAILS II folder. These folders are available from members of the Autism Team. A student data sheet, a copy of special education eligibility, previous interventions or programming tried, and a written request for enrollment by the local school district's Principal or Superintendent must be included in the green folder. The student's family must visit the SAILS I / SAILS II program before the student can be enrolled. Final decision on enrollment is done at the IEP meeting once all of the requirements have been met. A member of the Autism Team MUST be present at this placement meeting.

School Hours

SAILS I

Morning Session 8:15 – 11:15
Afternoon Session 11:15 – 2:15

SAILS II

Full Day Session 8:15 – 2:15

Attendance

Regular attendance is directly related to successful educational experiences. Illinois law requires that a child between the ages of seven and seventeen attend school. Any time that a student cannot attend school, a parent or guardian must call the school to report the absence. If a phone is not available, a written note the following day from a parent, guardian, or physician is acceptable.

Illness Procedures

Children with flu-like illness should remain home and away from others until at least 24 hours after they are free of fever (100 F [37.8 C] or greater when measured orally), or signs of a fever without the use of fever-reducing medications.

If staff identifies flu like symptoms, or your child begins to run a fever, you will be contacted to come pick your child up.

Prearranged Absences

Any time that a parent/guardian knows in advance that their child will be absent from school due to family vacations (those unable to be scheduled to another time) or other unavoidable circumstances not considered excused, the parent/guardian must contact the Program Supervisor to request

considerations for a prearranged absence. The staff is willing to assist the parent in designing a schedule for the child while gone, if notified well in advance of the absence.

Procedure for Leaving School Early

A parent or guardian may make a request in writing, by phone, or in person in order for a student to leave school early. This should be taken care of in advance whenever possible. This allows the staff to build into the student's schedule the planned change. The adult picking up the student needs to come to the school office and sign the student out. Staff will then bring the child to the parent. Parents are not allowed beyond the front desk during school hours without a staff escort.

Arrival and Dismissal Procedures

Parents are to sign-in their child at the front desk. Staff will escort the child to the classroom. Parents are not allowed into the classroom areas without a staff escort.

Withdrawal from School

Parents must notify the school office as soon as it is determined that a student will no longer be attending the SAILS I / SAILS II program. Student records will be forwarded as soon as written permission for their release is received.

Emergency Information

Parents will be notified if a student becomes ill or has an accident at school. A parent will be asked to come for the student. If it is not possible to contact the parent, the person designated on the registration form will be called. It is imperative that this information be accurate. Parents should notify the school at any time during the year if there are any changes in addresses, phone numbers, or names of emergency persons or physicians, or if there is a change in their place of employment.

Field Trips

Field trips may be planned throughout the year as part of the educational program. Parents will be notified by the classroom teacher or group sponsor about time, special clothing needs, sack lunches, etc. Permission forms must be signed to allow student to participate. (See forms section)

Parent-Teacher Conferences

The SAILS I / SAILS II program will set aside parent-teacher conference day(s). Parents and/or teachers may arrange conferences as needed. Parents should contact their child's teacher to arrange an appointment. Parents who have a concern should talk with the teacher first and then administration, if necessary.

Visitors to Program

All visitors shall check in with the Secretary in the front office. If a parent wishes to confer with a teacher, an appointment must be made. Should the parent want to visit to observe their child or the

program, arrangements must be made with the teacher in advance. The SAILS I / SAILS II program encourages parents to visit to see how the child functions with their communication system.

Continued Enrollment and Transition

Students continued enrollment in the SAILS I / SAILS II program will be determined by their needs at the annual IEP meeting. When the child reaches 7 years of age, the decision of placement outside the SAILS I / SAILS II program will be discussed. The student may stay in the program until the end of the school year but must have a change of placement at that time.

At any time during a school year, if the staff of the SAILS I / SAILS II program feels the student is using a communication system efficiently and is ready to begin a transition back to their home school or a less intensive program, an IEP will be called. Parents and staff of the home school will be invited to assist in the planning of this transition.

Livingston County Academy & Livingston County Crossroads

Therapeutic Day Schools Programs Designed to Build Positive Social and Emotional Skills

The Academy and Crossroads Schools serve students in grades K – 12 from eleven member districts in Livingston County. Students are referred to us as a result of behavioral and emotional needs beyond that which the home-school can provide. Every student attending our school programs has an Individualized Education Plan. The Academy school program is designed for students in grades K - 5. The Crossroads school program is designed for students in grades 6 - 12.

Home-schools are required to follow a Referral Procedure to ensure that they have done everything possible to program for the student. Keeping the student within his or her home-school is the primary objective. This is considered the Least Restrictive Environment (LRE). Unfortunately, schools have limited resources. Therefore, they are sometimes unable to provide the services and supports necessary to allow a student to be educated within his or her home-school. In these circumstances, the school will make a referral to the Crossroads or Academy program. Within our school programs we are able to provide a level of, and a combination of services that meets the needs of every student referred. The services and supports that Academy and Crossroads offers include;

- Small class sizes;
- A highly structured environment;
- Group and individual counseling services;
- Individualized instruction (presented at their level in multimodal forms of instruction);
- Individualized adaptations and modifications to the instruction;
- Regular and consistent positive feedback;
- Social skills instruction;

- Role playing of positive life skills;
- Problem-solving skills training;
- Transitional and vocational services;
- Participation and involvement in community experiences; and,
- Integrated family services

These services, along with a caring and nurturing staff, provide a non-threatening environment in which the students can learn and experience a positive school experience. The goal of the Academy and Crossroads is for every student to learn the skills and strategies

they will need to facilitate integration back into their home-school or out into the work world where they will be satisfied and productive members of the community.

Related services such as counseling, transportation, physical therapy, occupational therapy, and speech & language therapy will be provided to each student as determined by the IEP team. A collaborative effort will be employed by the staff as these services will be offered individually, or in small groups, and either in the classroom or therapy room, as appropriate. Co-implementation of goals by all staff will assist each student in bridging skills, learned in one environment, to various other environments including the local community.

Enrollment Criteria

A student's educational team may request enrollment of a student into the program through the IEP process. There has to be a documented history of academic, social, or behavior difficulties; as well as, documented interventions that have either not been successful, or require resources beyond what the home-school can provide. A student data sheet, a copy of special education eligibility, previous interventions or programming tried, and a written request for enrollment by the local school district's Principal or Superintendent must be submitted to the LCSSU Assistant Director. The student and parent/guardian must visit the school program before the student can be enrolled. Final decision on enrollment is done at the IEP meeting once all of the requirements have been met.

School Hours

Attendance Days	Monday – Friday
Arrival	8:15 am
Breakfast	8:15 – 8:30
Lunch	11:30 – 12:00
Dismissal	2:15 pm

Withdrawal from School

Parents or guardians should notify the school office as soon as it is determined that a student will no longer be attending school. Student records will be forwarded as soon as written permission for their release is received.

Emergency Information

Parents/guardians should notify the school at any time during the year if there are any changes in addresses, phone numbers, or names of emergency persons or physicians, or if there is a change in their place of employment. It is important that the school has an emergency phone number so that in the event of an emergency or student illness, parents may be contacted. If it is not possible to contact the parent/guardian, the person designated on the registration form will be called. It is important that this information be accurate in order to allow for regular communication with the parent/guardian. Any parent/guardian needing assistance with establishing or maintaining a working phone or other living resources may contact the school social worker for assistance.

Building Entrance

SAILS I, Academy and Crossroads are located within the main building of Livingston County Special Services Unit at 920 Custer Avenue, Pontiac, IL. The main entrance is located on the North side of the building. Upon arrival, visitors use the speaker to announce their arrival. The LCSSU receptionist will unlock the door for you. Once in the building, please wait until a staff member is available to meet with you. These procedures are in place in order to provide for a safe educational environment for the students and staff.

All visitors are required to sign-in at the front receptionist desk. If parents want to confer with a teacher, an appointment must be made. Contact with the program Principal must be made prior to any desired visit. All visitors must be escorted by school staff while in the building.

Continued Enrollment and Transition

Students continued enrollment in the school programs will be determined by their needs at the annual IEP meeting.

At any time during a school year, if the staff of the school program feels a student is ready to begin a transition back to their home-school, requires a less intensive program, or requires services beyond those available through our school programs, an IEP meeting will be called. Parents and staff of the home-school will be invited to assist in the planning of this transition.

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1.0 General School Information

1.1 Emergency School Closings

In cases of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings will also be posted on the LCSSU website at www.lcssu.org School closings for any reason will be announced as soon as possible. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information.

Champaign	T.V. Station WCIA	Channel 3
Peoria	T.V. Station WHOI	Channel 4
Peoria	T.V. Station WEEK	Channel 5
Peoria	Radio Station WMBD	93.3 FM
Dwight	Radio Station WLDC	98.9 FM
Pontiac	Radio Station WTRX	93.7 FM
Bloomington	Radio Station WBNQ	1230 AM
Bloomington	Radio Station WBWN	104.5 FM

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, students will be released from school as their transportation arrives.

1.2 Attendance

Illinois law requires that whoever has custody or control of any child between seven and seventeen years of age (unless the child has already graduated from high school) shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session. 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.

There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

1.3 Student Absences

There are two types of absences: excused and unexcused. Excused absences include: illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the control of the student, circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, attending military honors funeral to play TAPS, or other reason as approved by the Principal. 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 be 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. All other absences are considered unexcused. Excessive absenteeism hinders a student's academic progression so regular attendance is highly encouraged. Pre-arranged excused absences should be approved by the Principal. Students may also be excused from school for up to 5 days for parental military obligations. By doing this, the school may provide the student with the work that he or she would otherwise miss out on. For excessive or extended absences, the school may require documentation explaining the reason for the student's absence. An unexcused absence may impact the student's progression in both academics and on the behavioral level system.

In the event of any absence, the student's parent/guardian is required to call the school at 815-844-5749.

An excused absence should be called in before 8:30 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 or guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent or guardian, the reason for an absence will be kept confidential.

Any student who is absent more than three consecutive days for medical reasons will be required to provide a physician's verification of the illness. Failure to provide documentation may result in student absences being recorded as unexcused.

Please be advised that a student's transportation may be interrupted following an extended absence. In the event of extended consecutive absences, the parent/guardian should contact the home-school district's Transportation Director to verify that the transportation has not been interrupted.

1.4 Truancy

A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to \$1,500.00. Students who are habitually truant will be reported to the Regional Office of Education, who may notify the State's Attorney for juvenile court action.

1.5 Release Time for Religious Instruction/Observance

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up all missed work, including homework and tests, for equivalent academic credit.

1.6 Make-Up Work

All students will be permitted to make up any missed work - including homework and tests. Please contact the classroom teacher or program Principal to request any missed work.

1.7 Homework

Homework is not generally assigned through 8th grade. The students are given ample time during the day to complete any assigned work. In the event a parent wishes their child to receive homework they should contact the program Principal. The time requirements and the frequency of homework will vary depending on a student's ability and grade level.

At the high school level, the practice of homework will begin in an effort to prepare them for the expectations of the home-school.

Students preparing to transition back to their home-school will be provided with homework at all levels.

1.8 Grading & Promotion

School report cards and IEP goal progress are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, goal acquisition and as part of the student's annual

Individualized Education Plan. A student will not be promoted based upon age or any other social reason not related to the student's IEP.

1.9 Guidance & Counseling

The school provides a guidance and counseling program for students. The school's social workers and school psychologists are available to those students who require additional assistance.

The guidance program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. As part of a student's Individualized Education Plan, a transition plan must be developed for every student at the age of 14 ½. High school juniors and seniors have the opportunity to receive college and career-oriented information.

Psychologists/Social Workers may also be utilized to help the staff counsel students and assist in developing behavior modification plans for students as needed. This professional staff also helps develop annual reviews and review information required in 3-year re-evaluations.

1.10 Attendance at Home-School Functions

Attendance at school-sponsored functions at the home-school is a privilege. Students must be on Level 3 before this privilege will be considered. Any student interested in attending home-school activities should contact the Principal. The Principal will then contact the home-school. Permission from the home-school administration must be provided before the student will be allowed to attend.

All school rules, including the serving school and the home-school's discipline code and dress code are in effect during school-sponsored events. In particular, students shall not:

1. Use, possess, distribute, purchase, or sell tobacco materials;
2. Use, possess, distribute, purchase, or sell of any nicotine delivery device;
3. Use, possess, distribute, purchase, or sell alcoholic beverages;
4. Use, possess, buy, sell, barter, or distribute any illegal substance or paraphernalia;
5. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a "look alike" weapon;
6. Vandalize or steal;
7. Haze or harass in any manner other students;
8. Behave in a manner that is detrimental to the good of the school; or
9. Be insubordinate or disrespectful toward administrators, teachers and staff.

Students who violate the schools' discipline code will be subject to disciplinary actions, required to leave the premises, and/or possible prosecution. In any event, the student's parent/guardian will be contacted immediately to discuss the situation and to explain disciplinary actions decided upon. The school may also impose other discipline as outlined in the serving school's discipline code. In addition, the student may be restricted from attending any future school-sponsored events.

1.11 Teacher Qualifications

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

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

If you would like to receive any of this information, please contact the Principal.

1.12 Standardized Testing

Students and parents/guardians should be aware that students in grades 3 – 8 will take the PARCC Assessment Tests during the spring of 2017. In addition, the SAT test will be made available to take to all 11th graders. Certain students may qualify for the Illinois Alternate Assessment. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can help their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize to students the importance of good performance on standardized testing;
5. Teach students the importance of honesty and ethics during the performance of these and other tests;
6. Encourage students to relax on testing day.

1.13 Visitors

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 location they are visiting. Approved visitors must be escorted throughout the building by LCSSU staff at all times.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct themselves in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

1.14 School Volunteers

For school-wide volunteer opportunities, please contact the program Principal. All approved school volunteers are required to check in and out at the main office.

Rights & Responsibilities

2.1 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, religious beliefs, physical or mental disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, 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: Dr. Josh Olsen, Director
Livingston County Special Services Unit
815-844-7115

2.2 Education of Children with Disabilities

It is the intent of the district 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. 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.

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.

Exemption From PE Requirement [3-HS]

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

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

A student requiring adapted physical education will receive that service in accordance with the student’s Individualized Education Program.

2.3 English Language Learners

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child’s placement in, and information about, the English Language Learners programs.

For questions related to this program or to express input in the school’s English Language Learners program, contact Tina Butterbrodt, Assistant Director, LCSSU at 815-844-7115.

2.4 Requests to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

2.6 Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

For more information regarding assistance and support for homeless families, contact the program Principal.

Grading, Promotion, Graduation

3.1 Grading Scale

The primary and secondary school programs use the following grading scale to determine daily, quarterly, and semester grades:

- A** – 90 - 100%
- B** – 80 - 89%
- C** – 70 - 79%
- D** – 60 - 69%
- F** – 59% - below

3.2 High School Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all State mandated graduation requirements listed below.
2. Completing all District graduation requirements that are in addition to State graduation requirements.
3. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
4. Participating in the State assessment required for graduation.

State Mandated Graduation Requirements

1. Four years of language arts.
2. Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
3. Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content.
4. Two years of science.
5. Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government. Within the two years of social studies requirement, one semester of civics is required for graduation beginning with the freshman class of 2016-17.
6. One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
7. One semester of health education.
8. Daily physical education classes.
9. A course covering American patriotism and the principles of representative

government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag.

10. Nine weeks of consumer education.

The above requirements do not apply students with disabilities whose course of study is determined by an Individualized Education Program or students who are exempted from participation in certain courses in accordance with State law.

The Crossroads Academy does not issue high school diplomas. Crossroads Academy is considered the serving school for a student's education in lieu of a placement in the home-school. Graduating seniors are also encouraged to participate in all home-school graduation activities and ceremonies.

3.3 Physical Education

All students must participate in daily Physical Education classes or present a physician's excuse for non-attendance in physical education. If it is necessary that a student be excused from participation in class for more than one day, the student must bring a written statement from a parent/guardian and present it to the teacher. All medical excuses from physical education for more than one day are only accepted with receipt of a physician's statement stating the specific reason and the length of time the student will be unable to participate.

As part of the social skills aspect of our programming, an important part of the physical education curriculum is teaching the skills needed to participate in team sports. This may be accomplished by students participating in team building activities that focus on turn taking, rule compliance, and conflict resolution.

3.4 (1) Exemption from PE (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.

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).

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.

3.4 (2) Exemption from Physical Education 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.

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.

* The agreement or determination is made a part of the individualized education program.

3.5 Credit for Alternative Courses and Programs, and Course Substitutions and Course Substitutions and Accelerated Placement

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College courses offering dual credit courses at both the college and high school level.
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Education Program (Tech Prep).
7. Credit earned in a Vocational Academy.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. Proficiency Credit Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

1 Remove any programs that the school district does not offer. If a district does not grant credit for any of the listed activities, substitute the following alternative for all text in the entire section: "The District does not grant graduation credit for learning experiences that an enrolled student does not complete through the District."

2 High schools are required to inform all 11th and 12th grade students of dual enrollment and dual credit opportunities at public community colleges for qualified students. This information may be placed in the student handbook or another location.

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

Substitutions for Required Courses

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

3.6 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or advanced 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. 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 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: Nurse Kym McKinley.

3.7 Early Graduation

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate.

The student and a parent should schedule an Individualized Education Plan meeting by contacting the classroom teacher or the program Principal. The final decision for early graduation will be made during the student's meeting.

3.8 Certificate of High School Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school.

Another form of certification of high school completion includes a state issued certificate. This is most generally issued to those students who have not met the required coursework established by the home-school; yet, have met the state requirements.

3.9 Driver's Education

Driver's Education must be taken at the student's home-school. Arrangements for the driving

portion can be arranged through the IEP with the student, parent/guardian, serving school and home district.

3.10 Vocational Training

Students may be eligible to participate in the work/study program through LCSSU. Upon completing the prerequisites, a student may be considered for employment either on-campus or in the community. The student must work a minimum of 10-12 hours per week to receive credit for the job. He or she will also receive 200 minutes per week in related classroom instruction. Credits will be separate for both the job and the classroom and will correlate to the credits given for the same at the student's home-school. Work/study is considered a privilege and the students are expected to demonstrate their greatest personal responsibility in this program. Any determination will be made by the IEP team.

3.11 Curriculum

The curriculum is aligned with the State of Illinois Learning Standards and the National Common Core Standards. A copy of these standards is available for review upon request. Please contact the building administration for a copy.

3.12 Social Emotional Skills Instruction

Each day the students and staff are involved in social skills training. Topics discussed/role-played include anger management, self-esteem building, dealing with stress, effects of alcohol and other drugs, relationships, and many other social scenarios. Social service agencies may provide programs as well. Participation in discussions and assignment completion are factors in receiving a pass/fail grade for credit toward graduation.

3.13 Academic and Social/Emotional data collection

Federal and State educational initiatives have promoted models for accountability and school improvement centered on the use of evidence-based problem-solving practices. The Multi Tiered Systems of Support (MTSS) model is designed to ensure ALL students have access to effective instruction. In Illinois, schools are accountable not only for instruction in core academic skills but also for social-emotional learning (SEL) of students. Thus MTSS requires systems for addressing academic, social-emotional, and behavioral concerns.

Academic and social/emotional difficulties can make it very challenging for students to learn and perform well in school. By promoting academic, social and emotional well-being in our students, we can help reduce barriers to learning and make sure that students are performing to the best of their ability. Livingston County School Programs will be screening students for academic, social/emotional and behavioral concerns as part of the comprehensive, preventative approach to address student needs early, before the concerns get more severe.

We will use the information that we collect to identify students who might benefit from additional supports. Academic data collection will involve your child completing short, grade-level passages in either reading or math. Teachers will use this information to guide instruction and track student academic growth.

The social/emotional data will be collected that will involve your child completing a brief questionnaire (6-12) or your child's teacher completing a questionnaire about your child (K-5) that asks about signs of stress, sadness, worry, anger, loneliness, irritability, motivation, and attention difficulties. If the questionnaire ratings suggest that your child could benefit from extra instruction, one of our school-based clinicians (school psychologist or social worker) will contact you. In some cases, staff will meet with your child one-on-one to gather more information and to determine what types of supports might be most helpful. Staff will then contact parents to explain any additional services recommended.

If you **DO NOT** want your child to participate in the Social/Emotional screening, please inform the school in writing. If you do not contact the LCSP with this information by September 10 of each school year, the school will assume that your child is eligible to participate.

If you have questions or would like to look at the screening artifacts, please contact Larry Piwnicki Principal, Shelli Mushro, School Social Worker or Emily Morrow, School Psychologist at 815-844-7115.

4.0 School Procedures

4.1 School Breakfast & Lunch Program

Payment for the breakfast/lunch programs must be paid in advance. Students may also bring a sack lunch if they prefer. Students do not have access to a microwave or conventional ovens and therefore will be unable to heat their food. Sack lunches are to be given to homeroom teacher upon arrival. They will be stored in a refrigerator until lunches are dispersed.

Please note:

- Students are not allowed to trade or share their food with any other students.
- Students are not allowed to bring in fast food items of any type.
- Caffeinated soft drinks or energy drinks are not allowed.

Lunch count is turned in at 9 a.m. Students arriving to school after 9 a.m. will need to notify the school prior to 9 a.m. or no lunch will be ordered for them. In those instances, students will be provided a peanut butter and jelly sandwich, fruit, and milk. The standard lunch price

will apply. The cost for breakfast and lunch are:

Breakfast: \$1.65 (increased \$.05)* Lunch: \$3.15 (increased \$.15)*

** Prices are subject to change.*

Free or reduced price meals are available for qualifying students. For an application, contact the school secretary at 815-844-5749.

4.2 Invitations & Gifts

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed from home. The office is unable to release addresses and phone numbers of students.

4.3 Treats and Snacks

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

4.4 Animals on School Property

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability.

4.4 Video & Audio Monitoring Systems

A video and/or audio monitoring system may be in use on school busses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

4.5 Fines, Fees, and Charges

The LCSSU school programs do not require any additional fees. A charge or fine may be assessed to any student for lost or damaged books, locks, materials, supplies, technology, equipment and/or property.

The school establishes fees and charges to fund certain school activities. Some students may be unable to pay these fees. Students will not be denied educational services or academic credit due to the inability of their parent or guardian to pay fees or certain charges. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment. Applications for fee waivers may be submitted by a parent or guardian of a student who has been assessed a fee. As student is eligible for a fee waiver if at least one of the following prerequisites is met:

1. The student currently lives in a household that meets the free lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act;
- or 2. The student or the student's family is currently receiving aid under Article IV of the Illinois Public Aid Code (Aid to Families of Dependent Children).

4.6 School Supplies

Parent/Guardian will be notified at the time of registration or at the beginning of the school year of any needed school supplies.

4.7 Parking

Students are not allowed to drive to school. In the event a student wants to drive, he or she must make a request to the program Principal. The parents will be notified of the request and permission must be granted by the parents. If permission is granted by the parents and the program Principal, the student will be provided with a copy of the driving privileges guideline. The student will be expected to follow the guidelines at all times. In the event the student does not comply with the guidelines, he or she may lose the driving privilege immediately.

4.8 Safety Drill Procedures and Conduct

Safety drills will occur at times throughout the school year. 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 two (2) severe weather (shelter-in-place) drills, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills may not be preceded by a warning to the students.

4.9 Emergency Crisis Plan

An Emergency Crisis Plan has been developed with the assistance of the Pontiac Police Department and all staff are trained in the emergency procedures. The plan is reviewed annually with the local emergency providers. This plan is available for review upon your request and by scheduling an appointment with the Principal.

4.10 Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

Students may be prohibited from attending field trips for any of the following reasons:

1. Failure to receive appropriate permission from parent/guardian or teacher;
2. Failure to complete appropriate coursework;
3. Behavioral or safety concerns;
4. Denial of permission from program Principal; or
5. Other reasons as determined by the school administration.

4.11 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. Letters verifying participation in this program are available from the school office upon request.

4.12 Healthy Work Environments

All Livingston County School Programs are in compliance with environmental standards as established by current state law. Written requests to review the most recent environmental study of the facility will be honored within five (5) work days with photocopies of the management plan at reasonable costs.

4.13 Asbestos

It has been determined by the Illinois Department of Public Health and the Federal Environment Protection Agency that asbestos is a potential health hazard. As required, our buildings were inspected for asbestos. The AHERA law requires that a visual surveillance of asbestos containing areas be conducted every six months, and a re-inspection conducted every three years. Any evidence of disturbance or change in condition will be documented in the Annual Asbestos Management Plan.

The Inspection/Management Plan is available for public view at the LCSSU central office library. It may be reviewed by making an appointment. To schedule an appointment please contact the program Principal.

4.14 Mandated Reporters

All school personnel, including teachers, drivers, paraprofessionals, related service personnel, and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services. For additional information, contact the program Principal.

All school staff are trained annually on the expectations and requirements of being a mandated reporter. The safety of all the students is our number one priority while they are in our care. Please contact the program Principal immediately if you have any questions or concerns pertaining to your child or any other child's safety.

4.15 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 school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. This information is available upon request by contacting the building Principal or the school secretary at 815-844-5749.

5.0 Transportation

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

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 building principal.

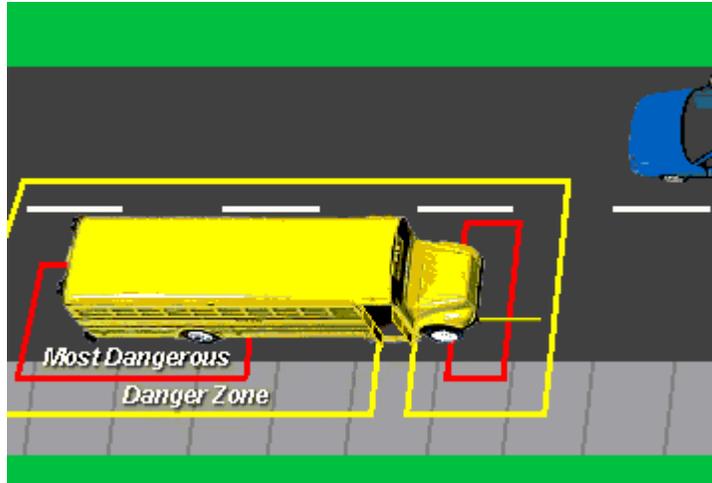
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating

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 district'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.

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

1. 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.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. 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.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smartphones, and other electronic devices must be silenced on the bus unless a student uses headphones.
6. 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.
7. 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. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps 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.
10. 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.
11. Never run back to the bus, even if you dropped or forgot something.



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 building Principal at 815-844-5749.

5.1 Bus Conduct

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

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

6.0 Health Procedures

6.1 Immunization, Health, Eye and Dental Examinations

Required Health Examinations and Immunizations

Required Health Examinations and Immunizations All students are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to: 1. Entering kindergarten or the first grade; 2. Entering the sixth and ninth grades; and 3. Enrolling in an Illinois school for the first time, regardless of the student's grade. Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. Failure to comply with the above requirements by October 15 of the current school year 1 will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional..

Eye Examination

All students entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

All students entering kindergarten, second and sixth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student will be exempted from the above requirements for:

1. Medical grounds if the student's parent/guardian presents to the building principal a signed statement explaining the objection;
2. Religious grounds if the student's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification;
4. Eye examination requirement if the student's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the student's parent/guardian shows an undue burden or a lack of access to a dentist.

6.2 School Nurse

The School Nurse provides health care support for the students of the Livingston County school programs. In addition, a vital role will be to contribute health care expertise to the interdisciplinary team during the IEP process. The nurse also provides medical intervention and supervision, recordkeeping, medication administration, coordination of medical information, and health education and screenings.

The nurse is available for consultation on an appointment basis. To arrange for an appointment or to talk to the school nurse, call 815-844-7115 or 815-844-5749.

6.3 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 district 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.

6.3 Self-Administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district 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 or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district 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 auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school.

Livingston County Special Services-School Programs Student Medication Authorization Form

To be completed by the Parent/Guardian: *(One form per medication and a new form is needed every school year)*

Student's Name: _____ Date of Birth: _____ Grade: _____
Address: _____
Home Phone: _____ Emergency Phone Number: _____

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employee and agents, in my behalf, to administer or to attempt to administer to my child (or allow my child to self-administer pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine auto-injectors or opioid antagonist to my child when there is good faith belief that my child is having an anaphylactic reaction or opioid overdose, whether such reaction are known to me or not (105 ILCS 5/22-30, amended by P.A. 99-480). I acknowledge that it may be necessary for the administration of medication to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

Parent/Guardian Printed Name: _____
Parent/Guardian Signature: _____
Date: _____ Phone Number: _____
Address (if different than student's
above): _____

To be completed by the Student's Provider:

Medication: _____ Dosage: _____
Frequency: _____
Time(s) to be given at school: _____
Is it necessary for this medication to be administered during the school day? Yes ___ No ___
If authorization is for an inhaler or epi-pen. Does student have permission to self-carry? \
Yes ___ No ___
Diagnosis/Reason for Medication: _____
Desired Benefits of Medication: _____
Possible Side Effects of Medication: _____
Time interval for re-evaluation (if needed): _____
Other medications student is receiving: _____
Prescription Start Date: _____ Order Start Date: _____ Stop Date: _____
Provider's Signature: _____ Date: _____

Provider's Name (Print): _____
Provider's Phone Number: _____
Provider's Address: _____

Complete only if form is for asthma medication or epinephrine auto-injector

I authorize the School District and its employees and agents, to allow my child or ward to carry and self-administer his or his asthma inhaler and/or use his or her epinephrine auto-injector: (1) while in school, (2) while at a school sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector (105 ILCS 5/22-30).

Please initial below to indicate (a) receipt of this information, and (b) authorization for your child to carry and use his or her asthma medication or epinephrine auto-injector.

_____ Parent/Guardian Initials

6.4 Communicable Diseases

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

6.5 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.

Technology Use

7.1 Internet Use All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

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

1. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of software;
3. Downloading copyrighted material for other than personal use;
4. Using the network for private financial or commercial gain;
5. Wastefully using resources, such as file space;
6. Hacking or gaining unauthorized access to files, resources, or entities;
7. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
8. Using another user's account or password;
9. Posting material authored or created by another without his/her consent;
10. Posting anonymous messages;
11. Using the network for commercial or private advertising;
12. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
13. Using the network while access privileges are suspended or revoked.
14. Inappropriate communication with any other Academy or Crossroads student on any social media website.

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:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
4. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in any way that would disrupt its use by other users.
6. Consider all communications and information accessible via the network to be private property.

No Warranties

The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not 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 school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the school and district for any losses, costs, or damages, including reasonable attorney fees, incurred by the school or district relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or program Principal. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Any user identified as a security risk may be denied access to the network.

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 computer viruses.

Copyright Web Publishing Rules

Copyright law prohibits the republishing of text or graphics found on the Web without explicit written permission.

1. For each re-publication (on a Web site 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.
2. Students engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
3. 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 Web site displaying the material may not be considered a source of permission.

4. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Use of Electronic Mail

The E-mail system is owned and controlled by the school and district. E-mail is provided to aid students in fulfilling their duties and responsibilities, and as an education tool.

1. The school and district reserve 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 or staff member to an electronic mail account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the school district’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the school district. 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 school and district. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Any message received from an unknown sender via the Internet 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 authenticity and the nature of the file so transmitted.
5. Use of the electronic mail system constitutes consent to these regulations.

Facebook & Social Media Websites

Students will not be allowed to access Facebook or any other social media website while at school. Any items posted on these websites that causes a disruption to the school environment will be addressed by the administration and consequences at school may be given. Illinois School Law allows school administrators the option to ask any student who is posting unacceptable material online for their social media password. (Examples of unacceptable postings include bullying, intimidation, allegations, drug or gang references, etc.)

Access to Student Social Networking Passwords & Websites

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.

Guidelines for School-Sponsored Publications, Productions and Websites

School-sponsored publications, productions and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Except as provided below, a student journalist has the right to exercise freedom of speech and of the press in school-sponsored media, including the right to determine the news, opinion, feature, and advertising content of school-sponsored media.

Student journalists are prohibited from using school sponsored media in a way that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwanted invasion of privacy;
3. Violates Federal or State law, including the constitutional rights of third parties;
or
4. Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupt the orderly operations of the school.

All school-sponsored media shall comply with the ethics and rules of responsible journalism. Text that fits into numbers one through four above will not be tolerated and school officials and student media advisers may edit or delete such material.

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.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the school, school district or an expression of school board policy.

Non-School-Sponsored Publications/Websites

Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, 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;
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 must 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 school district.

Guidelines for Student Distribution of Non-School Publications

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a) Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b) Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
 - c) Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook;
 - d) Is reasonably viewed as promoting illegal drug use; or
 - e) Is primarily prepared by non-students and distributed in elementary and/or middle schools.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.

8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

Behavior, Positive Supports, and Discipline

8.1 General Building Conduct

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 or e-cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
 - 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.
 - 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.
 - i. 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." Upon entering the building, all students will be required to power-off and check-in all cellular phones, smartphones and other electronic devices. These will be locked up in a secure cabinet during the school day.
 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; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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 District and local law enforcement agencies.

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

Corporal Punishment

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:

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 district policies; or
5. 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.

8.2 School Dress Code / Student Appearance

Students are expected to wear clothing in a neat, clean, and well fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

1. Student dress may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.

2. Student dress may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
3. Hats, coats, bandanas, sweatbands, and sunglasses may not be worn in the building during the school day.
4. Hair styles, dress, and accessories are to be worn as to not cause a disruption to the learning environment.
5. Jewelry of any kind, including body piercings, may not be worn in the building. The exception to this will be based upon the level system.
6. Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin above the knee and/or undergarments may not be worn at school.
7. The length of shorts or skirts must be appropriate for the school environment.
8. Appropriate footwear must be worn at all times.
9. Student whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline, parental contact, or dismissal from school for that day.
10. Hoodies may be worn that meet the above requirements on a program by program basis after approval by the Principal. The specific manner in which they may be worn will be reviewed and reinforced throughout the school year. The wearing of hoodies is a privilege that may be removed from students on an individual basis.
11. If there is any doubt about dress and appearance, the program Principal will make the final decision.

8.3 General Rules/Expectations

The expectations of the LCSSU school programs are:

- Rule One: Safe Boundaries – All actions must maintain a safe environment.
- Rule Two: Speak with Respect – All words must be respectful and appropriate.
- Rule Three: Use Appropriate Social Competencies – Behave in a manner which is appropriate for being in public. Show manners.
- Rule Four: Use Self-Control at All Times – Behave in a way that allows program activities to continue smoothly.
- Rule Five: Positively Interact with Others – Interact positively with staff and peers.

These are the expectations of all students at all times throughout the school day. Staff teach, model and reinforce the appropriate behaviors continuously throughout the school day.

8.4 Individual Classroom Rules

In addition to the above expectations, each teacher will have individual classroom rules and expectations. All students are expected to abide the individual classroom teacher's rules.

8.5 Daily Check-In (Crossroads Program Only)

For the safety and supervision of students, to maintain discipline and order, a daily check-in will be used to determine a student's readiness for school and will include a visual search of the student and his/her belongings. A body scan using a hand-held metal detector and an evaluation of compliance with the school dress code will be conducted. Students in violation of any school policy will not be allowed into classrooms until compliance is met. Failure to comply may result in student being placed in Alternative Learning Placement for the day.

Each student is assigned a locker, which is considered school property. Students are to place all personal possessions into their locker upon arrival at school. Lockers are to remain locked at all times. Lockers may be searched if there is reasonable suspicion of a school prohibited item. 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 or a local law enforcement officer. Drug detecting dogs may also be used at random within the building.

8.6 Search and Seizure

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

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 district'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 school district 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.

Seizure of Property

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

8.7 Police Contact

The School Police Liaison Officer or the local law officials may be contacted in order to preserve the peace and safety of the staff and students. The program Principal may contact local law officials for any of the following reasons:

1. Suspected drug or alcohol use.
2. Suspicion of drugs or alcohol brought onto school grounds.
3. Suspicion or knowledge of a known felony having been committed by a student.
4. Threat or imminent danger of physical aggression to staff or students.
5. Property damage to school building or supplies.
6. Leaving school grounds without permission.
7. Refusal to leave a classroom or other part of building when directed to by the program Principal.

All efforts will be made to avoid contacting law officials. If applicable, students will be advised in advance before law officials are summonsed.

8.8 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 school goals.

Bullying on the basis of actual or perceived race, color, national origin, immigration status, 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 nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by 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 (bullying through the use of technology or any electronic communication) 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.

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.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the 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.

Complaint Manager:

- Larry Piwnicki, Principal
- 815-844-5749
- lpwnicki@lcssu.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.

8.9 Leaving the Building/Grounds without Permission

No student is to leave the school building/school grounds without staff permission. Students in violation will be given consequences based upon the behavioral level system. Local law enforcement may be notified immediately.

8.10 Leaving a Supervised Area without Permission

Students are to remain within assigned areas throughout the school day. Students in violation will be given consequences based upon the behavioral level system.

8.11 Sleeping in Class

Students are not allowed to sleep while in attendance. Any student with head down and/or eyes closed is considered sleeping. Students are expected to sit upright and remain academically engaged while attending classes. Students in violation will be given consequences based upon the behavioral level system. Excessive sleeping may warrant parent/guardian contact.

The school staff realizes that some students require medication that may interfere with the student's sleep cycles, or may cause drowsiness. If this is the case, please contact the program Principal. Provisions will be discussed and may be implemented based upon the student's IEP.

8.12 Lunch & Cafeteria Rules

Lunch Rules

Students may not leave campus during lunch, except with permission granted by the program Principal. During lunch, students are expected to follow all classroom rules. Students shall remain seated until lunch is distributed and shall remain seated until the lunch period ends. Once directed by school staff, students are expected to clean the area in which they were seated, dispose of any trash in the appropriate receptacle, and return to their assigned seat. In addition to the classroom rules, students are expected to abide by the following:

1. Students shall sit in their assigned seat.
2. Students will use appropriate tone and volume when talking.
3. Students shall return unwanted food or drink items to the classroom staff.
4. Students shall remain seated throughout the lunch period.
5. Students shall follow the instructions of the classroom staff at all times.
6. Students shall report spills and broken containers to classroom staff immediately.

8.13 Discipline of Students with Disabilities

The school will comply with the Individuals with Disabilities Education Act (IDEA) when disciplining students. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. 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 as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

8.14 Alternate Learning Placement

The Alternate Learning Placement is a learning environment secluded from the original classroom placement. Its purpose is to provide an in-school environment for students whose behavior has created a major disruption to the learning environment of others. This placement is generally used in lieu of an out-of-school suspension. However, it can also be used as a method for therapeutic purposes.

Expectations:

1. Student is expected to complete all assigned work.
2. Student is expected to abide by all the school rules.

Consequences:

1. Any student leaving the assigned area will be given additional consequences. Consequences to be at the discretion of the administration.
2. Any work not completed during the assigned Alternate Learning Placement may be given a zero in the grade book.
3. Failure to abide by the school rules will result in additional consequences. Consequences to be at teacher and/or administration discretion.

8.15 Motivational Grading (Crossroads Program Only)

The school believes that student effort is a critical aspect of a student's progress and success in school. In order to motivate students to display good classroom effort, an Effort Grade is utilized as part of a student's grades. In addition to the letter grade given to the completed work, students will also receive a numerical grade, (3-0), to reflect their effort on the completion of the required assignment and participation.

3 = Exceeds Expectations. The student remained on task and cooperated with the teacher at all times.

2 = Meets Expectations. The student completed the majority of the work and cooperated with the teacher the majority of the time.

1 = Did not meet expectations. The student completed less than the expected amount of work and participation.

0 = The student did not complete any work. The student was either not in the classroom or was disengaged from the instruction for the entire period.

The student's effort grade has an impact on their overall grade. The cumulative effort grade will be averaged and will affect the academic grade accordingly:

3.00 – 2.70 Effort grade raises the student's grade one letter.

2.69 – 1.70 Effort grade has no impact on letter grade. Grade stays the same.

1.69 – 0 Effort grade lowers the student's grade one letter.

8.16 Time-Away

Students with challenging behaviors are at times unwilling or unable to perform assigned tasks. At this point, they may intentionally engage in acting out behaviors in order to be removed from the classroom, or remain passively unengaged in learning activities, or engage in behaviors that interfere with the learning of other students. In these circumstances, the student is not under instructional control (following directions, attentive to teacher, sitting in chair, etc.), nor is he or she engaged in the learning process. Although it is impossible to force an unwilling student to do an assignment, it is unacceptable to have students engaging in acting-out behaviors in order to escape a task. Therefore, a procedure called Time-Away may be warranted as a teaching tool to increase the student's ability to cope with task demands.

Time-Away is a procedure in which the student exercises the option to leave a learning task which has become aversive to him or her. The student moves to a location in the classroom designated for this purpose and remains there until he or she is ready to cope with the

demands of the learning environment. When ready, the student returns to the assigned location by his or her own initiation, not by the teacher signaling a return.

By utilizing this procedure, the student learns positive methods of escaping unwanted tasks. Staff will work with the student in trying to identify why the task was seen as aversive by the student, and in developing additional positive means of handling these types of situations. Any abuse of the Time-Away procedure will be addressed on an individual basis with the student.

8.17 Policy on Physical Restraints

The school staff is committed to maintaining safety and supervision of all students. For that reason, it may become necessary for the staff to take steps to prevent a student from physically hurting him/herself, or someone else. The staff have been trained, and are updated regularly in the methods of Non-violent Physical Restraint based upon the Conflict Prevention Institute's (CPI) guidelines of physical restraint and transporting should an incident occur.

The following parameters govern all staff interventions with students:

1. The proactive, preventive philosophy and techniques of CPI will be employed. Materials explaining this philosophy and recommended techniques are available for inspection by notifying the program Principal.
2. The preferred intervention for a student engaged in a problem behavior will always be verbal, gestural, or through prompting replacement behaviors rather than through physical restraint.
3. Restraints will never be used for task refusal behaviors or any other behavior that does not require interventions of a last resort to prevent imminent danger to self or others.
4. Only the staff trained and certified in CPI (<http://www.crisisprevention.com>) will use a physical restraint hold on a student when imminent danger is present.
5. Staff not directly involved in the physical restraint will assist in managing and monitoring the other students, obtaining additional support if needed, and perform other supportive duties as assigned by the person in charge of the intervention at that time.
6. Law Enforcement will be contacted if the staff does not believe they can de-escalate the student in a reasonable amount of time, or if imminent danger to self or others persists after an initial brief physical intervention.
7. An incident or emergency intervention report will be written and parental verbal or electronic notification will occur within 24 hours. An IEP team meeting may be scheduled to either; 1) alter any existing behavior plan, or 2) discuss the need for a functional behavioral assessment prior to developing a new or replacement positive behavior intervention plan.

8.18 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, immigration status, 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 (bullying through the use of technology or any electronic communication) 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;
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.

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. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, 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.

Complaint Managers: (One Male and One Female)

Name Dr. Josh Olsen, Director

Name Mrs. Tina Butterbodt, Assistant Director

Address 920 Custer Avenue

Address 920 Custer Avenue

Phone # (815) 844-7115

Phone # (815) 844-7115

Email address: jolsen@lcssu.org

Email address: tbutterbrodt@lcssu.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.

Privacy Rights

9.1 Student Privacy Protections

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.

Selling or Marketing Students' Personal Information Is Prohibited

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.

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.

9.2 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 that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

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. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access.

2. 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. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. 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.
3. These rights are denied to any person against whom an order of protection has been entered concerning the student.
4. The right to request removal from the student's academic transcript one or more scores received on college entrance examinations.¹
5. A parent/guardian or eligible student may ask the District to remove certain scores of college entrance exams from their student's academic transcript. Students often take college entrance examinations multiple times in order to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in academic transcripts having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to post secondary institutions to which the student applies. To request the removal of scores on college entrance examinations, the parent/guardian or eligible student must submit a written request 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 removed.
6. 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.
7. 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.

8. 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.
9. 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 person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); 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.
10. 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.
11. 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.
12. 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; 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.
13. The right to a copy of any school student record proposed to be destroyed or deleted.
14. 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

15. The right to prohibit the release of directory information.
16. 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.

1. 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
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.
3. 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.

4. 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.

10.1 Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the program Principal.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the Principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

10.2 Erin's Law

On February, 14, 2011, Governor Pat Quinn signed Public Act 96-1524. The Act created the "Erin's Law Task Force".

Based upon the Task Force's findings, the following recommendations are being implemented within the LCSSU school programs:

- Adopt and implement a policy addressing sexual abuse of children that may include age-appropriate curriculum from students in pre-k through 5th grade;

- Training of school personnel on child sexual abuse; education information to parents or guardians provided in the school handbook on the warning signs of a child being abused, along with any needed assistance, referral, or resource information;
- Available counseling and resources for students affected by sexual abuse; and
- Emotional and educational support for a child of abuse to continue to be successful in school.

10.3 Sex Offender & Violent Offender Community Notification Laws

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth.

- You may find the Illinois Sex Offender Registry on the Illinois State Police's website at: <http://www.isp.state.il.us/sor>
- You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at:
<http://www.isp.state.il.us/cmvo>

10.4 Transfer to Another School

If a student is a victim of a violent crime that occurred on school grounds during regular school hours or during a school-sponsored event, the parent/guardian may request a transfer to another public school within the district.