



MONARCH
A C A D E M Y

Family Handbook
2025-2026

Roy DeShane Elementary School
475 Chippewa Trail
630.882.4548

Dr. Mary Furbush
Executive Director

MONARCH TEAM

Principal	Natalie Heinrich
Primary Classroom Teacher	Kristin Rix
Intermediate Classroom Teacher	Rachel Conley
Speech Pathologist	Reilee Flanagan
Occupational Therapist	Kyle Costello
Social Worker	Becca Miller
Physical Therapist	Jacque Cameli
BCaBA	Kim Alston
RBT	Wendy Barickman
Instructional Coach	Stacey Schram
Assistive Technology	Kim Kearney
RBT Primary Classroom	Christine LePore
RBT Primary Classroom	Jocelyn Melendez
RBT Primary Classroom	Kayla Dunlea
RBT Intermediate Classroom	Jose Chaparro
RBT Intermediate Classroom	Cassie Jordan
RBT Intermediate Classroom	Nayeli Araiza

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Dear Families:

Welcome to a new school year! The Cooperative for Special Education (CASE) is excited to offer to your child an opportunity to learn and grow with a team of specialized professionals. We have experienced staff that are eager to work with your child to foster their ability to succeed in accessing their education.

CASE provides special education programming and services to students with a wide range of abilities. Our staff have a variety of experiences and expertise that are offered to all students in our cooperative area.

At CASE, our vision is “Excellence Through Collaboration.” We consider you to be our partners in working to achieve success. We are excited to be able to offer extended learning opportunities to parents/guardians throughout the school year so that the school-home connection is maintained, solidified and provides students with opportunities to succeed across varied environments. We will be communicating with you frequently and urge you to communicate frequently with us. We are looking forward to being a cohesive team working together toward our shared goal of success for your child.

This Handbook will provide you with general information regarding our programs, policies and procedures. The school calendar is included in this Handbook and all referenced Governing Board Policies can be found in Appendix A of this Handbook and on the CASE website at www.casedupage.com

CASE reserves the right to amend its policies and procedures, and this Handbook, at any time and without notice. To the extent of any conflict between this Handbook and CASE’s policies/procedures or applicable law, the policies/procedures or law will control.

We are thrilled to welcome you to a new school year and look forward to working with you!

Mary M. Furbush, Ed.D.
Executive Director
Cooperative Association for Special Education
290 Town Center Lane
Glendale Heights, IL 60139

SECTION ONE: EDUCATIONAL SERVICES

EDUCATION OF CHILDREN WITH DISABILITIES

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

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

Parents or guardians of children with disabilities whose native language is not English should contact Natalie Heinrich, Monarch Academy Principal, regarding interpreter services for IEP meetings and translation of IEP documents.

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

Cross Reference: Board Policy [6:120](#) *Education of Children with Disabilities*

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;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

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

ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

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

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

NON-DISCRIMINATION IN EDUCATION

Equal educational opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, CASE will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status. Any student or parent/guardian may file a discrimination grievance by using the CASE Uniform Grievance Procedure

Cross Reference: Board Policy [2:260](#), *Non-Discrimination in Education*

Cross Reference: Board Policy [2:265](#), *Title IX Grievance Procedure*

<i>Non-Discrimination Coordinator</i>		<i>CASE Complaint Manager</i>
Natalie Heinrich		Kari Gibbons
290 Town Center Lane		290 Town Center Lane
Glendale Heights, IL 60139		Glendale Heights, IL 60139
nheinrich@casedupage.com		kgibbons@casedupage.com

ACCOMMODATING INDIVIDUALS WITH DISABILITIES

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities. Any parent/guardian, caregiver, student or member of the community requiring an accommodation due to a disability in order to attend a school activity or function should notify the Superintendent, building principal, or program administrator of the need for accommodation. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting. For more information, please contact Natalie Heinrich, Monarch Academy principal.

Cross Reference: Board Policy [8:70](#), *Accommodating Individuals with Disabilities*.

STANDARDIZED TESTING

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

ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

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

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

RECREATIONAL AND ADAPTED PHYSICAL EDUCATION SERVICES

State law requires that a physical education program be provided for all students. Students at Monarch Academy will have adapted physical education on a regular basis. This program is individualized and provides activities which encourage fitness, team games, sports skills and recreational games.

SPEECH AND LANGUAGE SERVICES

Monarch Academy is based on the belief that all people have a fundamental right to communicate in all parts of their lives. The Communication Bill of Rights promotes full participation across the lifespan (ASHA.org). Our full-time Speech and Language Pathologist will work with students in both classrooms throughout the day. Services may be part of a co-treatment opportunity or may be small group and individual minutes. Speech and language services will focus on total communication and will emphasize assistive technology and augmentative alternative communication tools as needed for students to participate and assess their education. Evaluation and treatment are based on individualized educational needs.

OCCUPATIONAL THERAPY SERVICES

Occupational Therapists work closely with the students and the classroom team to integrate services/skills into the classroom setting. Occupational therapy will be provided directly and/or through consultation with classroom teachers. Students may have Occupational Therapy as part of a co-treatment option. One of the goals of the Monarch Program is to keep students in class with their peers as much as possible and therefore, individual, group or co-treatment therapies will be provided in the classroom whenever possible. Evaluation and treatment are based on individualized educational needs.

SOCIAL WORK SERVICES

The social worker provides consultation services to the teacher and to families regarding parenting techniques and assistance to families with community resources. In addition, the social worker may provide direct services to students individually or in small groups, as determined through the IEP or referrals from staff.

VISION / HEARING ITINERANT SERVICES

Diagnostic and itinerant vision and hearing services are available as needed through CASE. Please contact Natalie Heinrich, Monarch Academy principal, if you have questions/concerns related to hearing and/or vision for your child.

NURSING SERVICES

School Health is very important for parents, students, and staff. Students enrolled in Monarch Academy will utilize the services of the Roy DeShane Elementary School nurse throughout the school year at 630-588-6309.

RELATED SERVICE LOGS

Related service logs are kept for speech and language services, occupational therapy services, physical therapy services, school social work services, counseling services, school psychology services, school nursing services, and behavior support services administered pursuant to a student's IEP. The logs include information regarding the type and duration for each type of service administered to the student. Parents/guardians may request a copy of related service logs at any time.

ENGLISH LEARNERS

CASE will coordinate with the student's district of residence to offer opportunities for English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

STUDENT RECORDS

Under the Family Educational Rights and Privacy Act ("FERPA"), the Illinois School Student Record Act ("ISSRA"), the Mental Health and Developmental Disabilities Confidentiality Act ("MHDDCA"), and their respective rules and regulations, procedures have been established for requesting and granting access to the records of a student kept at CASE.

All student records are confidential. Student record information, as defined by Federal and state law, as well as Board Policy [7:340](#), *Student Records*, shall not be released other than as provided by law. A 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 LEASE or a student's home district, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

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

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

- social developmental studies;
- school psychological reports;
- disciplinary information;
- multidisciplinary conference reports;
- individualized education plans;
- information pertaining to release of records;

- other relevant information not required to be in the permanent record.

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

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

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

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

Cross Reference: Board Policy [7:340](#), *Student Records*.

Student Record Challenges

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

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

Cross Reference: Board Policy [7:340](#), *Student Records*.

SECTION TWO: ATTENDANCE AND ABSENCES

STUDENT ABSENCE POLICY

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

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student, for which no doctor's note is required), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, or other reason as approved by the building principal/program administrator. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

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

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

Absence procedures:

- If a child is kept at home, a parent must notify the school in the morning, giving the reasons for his/her absence. **Please call the Monarch Academy office at 630-882-4548 to report an absence between the hours of 7:45 and 9:00 a.m.**
- **If an absence is not reported, Monarch Academy staff will call to check in.**

- If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence.
- After any absence of three or more days, a doctor's note is requested when the child returns to school.
- A physician's note may also be requested if a student is absent for more than 9 of the previous 180 regular attendance days and is thereafter absent due to illness.
- When a student is absent without valid cause, he/she can be considered truant or chronically truant.
- The student's home school district will be notified of chronic truancy.

Cross Reference: Board Policy [7:70](#), *Attendance and Truancy*.

ATTENDANCE AND ABSENCES

If you know or suspect that your child has an infectious illness, please keep them at home to ensure their comfort and well-being as well as for the general health of other students and staff. Please adhere to the following:

1. If your child has any sign of infection or illness they are to remain at home.
 - A. Signs of infection/illness may include but are not limited to:
 - i. Green, yellow or crusty drainage
 - ii. Temperature of 100°F or above in the past 24 hours
 - iii. Redness and/or swelling of specific area
 - iv. Nausea, vomiting or diarrhea in the past 24 hours
2. We notify parents when students exhibit changes in behavior that could indicate illness. By early detection, we may be able to prevent more serious illness. Children occasionally do not communicate when they feel ill and we need to become aware of a child's specific symptoms.
 - A. Signs of illness may include:
 - i. vomiting
 - ii. diarrhea
 - iii. chills, fever
 - iv. fatigue, lethargy
 - v. coughing
 - vi. congestion or drainage

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

3. It is required that children remain at home **24 hours** after temperature is normal and/or the student is **symptom free**.
4. Children with infectious and/or communicable diseases are required to bring a note to return to school, signed and dated by their health professional. The note should indicate:
 - A. diagnosis
 - B. permission to return to school and date of return
 - C. restrictions (if any)
 - D. medication (if indicated). If your child will require the administration of non-prescription or prescription medication while at school, additional documentation will be required.
5. Parents may be required to send a note indicating the reason their child is absent due to a **minor illness** and any precautions or restrictions.

We also require a note from a health professional indicating permission to return when children have had surgery, fractures or have been critically ill. This is for your child's protection as well as the protection of others. The health professional should also indicate the student's ability to participate in physical education, physical and/or occupational therapy and any precautions or restrictions.

If you have any medical concerns or general health questions, feel free to contact your child's case manager who will connect you with the school nurse.

Cross Reference: Board Policy [7:70](#), *Attendance and Truancy*.

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/program administrator 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.

TRUANCY

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by CASE. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Cross Reference: Board Policy [7:70](#), *Attendance and Truancy*.

SECTION THREE: STUDENT HEALTH

WELLNESS POLICY

CASE is committed to providing a learning environment that supports and promotes student wellness, including good nutrition and physical activity, and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn.

PHYSICAL, IMMUNIZATION, DENTAL, AND VISION COMPLIANCE

Each student's district of residence is responsible for ensuring that its students who are enrolled in Monarch Academy are in compliance with State law regarding health examinations and immunizations, dental examinations, and vision examinations. Students may be excluded from attendance for failure to comply.

Illinois law required that all students appropriate proof of a health examination and the immunizations against, and screenings for preventable communicable diseases within one year prior to:

1. Entering preschool program;
2. Entering kindergarten or the first grade;
3. Entering the sixth and ninth grades; and
4. Enrolling in an Illinois school for the first time, regardless of the student's grade.

For additional information regarding required compliance, please contact Natalie Heinrich, Monarch Academy principal.

Cross Reference: Board Policy [7:100](#), *Health, Eye and Dental Examinations; Immunizations; and Exclusion of Students*.

ALLERGY MANAGEMENT

CASE maintains an *Anaphylaxis Prevention, Response, and Management Program* to support the ongoing effort to reduce exposure to allergens and to provide accommodations and support to students with life-threatening allergies, including anaphylaxis prevention, response, and management. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal/program administrator and/or school nurse.

For additional information, please see Board Policy [7:285](#).

MEDICATION

Any student requiring medicine to be administered by school personnel must complete the [School Medication Administration Form](#).

Cross Reference: Board Policy [7:270](#), *Administering Medications to Students*.

NIT/LICE PROCEDURES

Parents will be notified if their student has nits or live head lice. The principal will determine if the student is to remain at school for the rest of the school day. It is the recommendation of both the Centers for Disease Control and Prevention and the National Association of School Nurses that students be sent home at the end of the school day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. The Roy DeShane Elementary School Nurse will accurately assess and provide appropriate health information for treatment and prevention to parents of affected students and classmates. Students will be allowed to return to class after proof that appropriate treatment has begun.

HEARING & VISION

During the school year, an attempt is made to assess each student's functional hearing and vision through screening, as required by State law. Parents/guardians will be notified if the screening results indicate that further evaluation by a medical professional is indicated.

A student may be exempted from the required vision screening if the parent/guardian provides a completed and signed report form documenting an eye examination by a doctor specializing in diseases of the eye or licensed optometrist within the previous 12 months.

A student may be exempted from the required hearing screening if the parent/guardian provides a completed and signed report form documenting an ear examination by an audiologist within the previous 12 months.

The parent or legal guardian of a student may object to hearing or vision screening tests for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to the school principal.

CPR AND AUTOMATIC EXTERNAL DEFIBRILLATOR TRAINING

State law requires the Illinois High School Association (IHSA) to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. You are encouraged to view the video.

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

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the Cooperative.

CASE maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of Board Policy [7:290](#) Suicide and Depression Awareness and Prevention is posted on the Cooperative's website. Information can also be obtained from Ally Baisden, Administrator of Student Services.

In addition, the following resources can always be contacted:

- Dial 988 to reach the Suicide and Crisis Lifeline
- Text HOME to 741741 to reach the Crisis Text Line
- Contact Safe2Help Illinois: Dial: 844-4-SAFEIL; Text: SAFE2 (72332); Email: HELP@Safe2HelpIL.com

Cross Reference: Board Policy [7:290](#), *Suicide and Depression Awareness and Prevention*.

HOME AND HOSPITAL INSTRUCTION

Home and hospital instruction (HHI) may be provided when a physician licensed to practice medicine in all of its branches, a licensed physician assistant, or a licensed advanced practice registered nurse determines that a student will, or is anticipated to be, absent from school for a minimum of 10 days during the school year due to a medical condition. A written medical statement of this determination is required. If you anticipate that your child may be absent from school due to a medical condition for a minimum of 10 days, please contact Natalie Heinrich, Monarch Academy principal.

SECTION FOUR: TRANSPORTATION

TRANSPORTATION PROCEDURES

All of the students in the Monarch Academy will be provided door to door transportation. Transportation is the responsibility of the student's resident district. Communication regarding pick up and drop off times will come directly from the transportation provider. **Any issues or questions about busing should be communicated to Missy Klaric at the CASE office (630) 942-5600.** The following are safety and discipline procedures, which must be followed:

1. An adult must be available to assist their child on departure in the A.M. and arrival in the P.M.
2. When riding the bus, students are expected to adhere to all school conduct expectations and CASE's School Bus Safety Rules. Expected conduct includes, but is not limited to:
 - a. Keep seat belts buckled.
 - b. Refrain from loud and excessive talking.
 - c. Remain in seat.
 - d. Avoid eating and drinking on the bus.
3. Students will be provided the necessary assistance to enter and exit the bus. Students will not be carried up and down the bus steps.
4. Children should be dressed and ready when the bus arrives. The bus is required to wait 3 minutes only.

If a bus write-up is warranted due to student misconduct, a copy will be sent to the teacher and the parent/guardian. If follow-up correspondence is indicated, you will be contacted to discuss the situation. Children are expected to follow the directions of drivers and transportation aides. Please take time to go over the bus rules with your child.

In cases of emergencies/accidents, parents will be contacted by a representative of the transportation company.

Parents should notify the transportation company, as well as the school, when a child will not be attending class – in advance, if possible.

First Student - (630) 469-1900

Safeway - (224) 808-1790

Please note that the Illinois Vehicle Code states that school buses must activate the school bus stop arm and red flashing warning lamps when loading or discharging students at any location (including on school property).

Cross Reference: Board Policy [7:220](#), *Bus Conduct*.

DIGITAL VIDEO AND AUDIO RECORDING OF BUS ROUTES

GPS (global positioning systems) and digital video cameras (with audio) are installed in all vehicles used to transport students to and from school. All routes will be video recorded, including sound, each school day. The recordings are accessible only to management personnel at the bus company. CASE is authorized to request these recordings. Bus video/audio recordings are confidential and may only be used by school officials and law enforcement personnel for investigations, school disciplinary actions, proceedings under the Juvenile Court Act, and criminal prosecutions, related to incidents occurring in or around the school bus, and in accordance with the Illinois School Student Records Act.

Cross Reference: Board Policy [7:220](#), *Bus Conduct*.

SECTION FIVE: STUDENT SAFETY

MANDATED REPORTERS

All CASE employees, including teachers, administrators, and others, 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 (“DCFS”) on its Child Abuse Hotline and to follow directions from DCFS regarding filing a written report within 48 hours with the nearest DCFS field office. The employee shall also promptly notify the Superintendent or other administrators that a report has been made. The Superintendent or other administrator shall immediately coordinate any necessary notifications to the student’s parent(s)/guardian(s) with DCFS, the applicable school resource officer and/or local law enforcement.

Cross Reference: Board Policy [5:90](#), *Abused and Neglected Child Reporting*.

SEARCH AND SEIZURE

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” includes school liaison police officers.

Cross Reference: Board Policy [7:140](#), *Search and Seizure*.

CONCEALED CARRY

Illinois State Law prohibits the possession of any concealed firearm on CCSD93 property, including at any Monarch Academy, athletic facility or Monarch-sponsored event. Any person who knowingly enters a prohibited location while carrying a concealed firearm is guilty of a Class B misdemeanor for a first violation and a Class A misdemeanor for a second or subsequent violation.

HARASSMENT PROHIBITED

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

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

Cross Reference: Board Policy [7:20](#), *Harassment of Students Prohibited*.

BULLYING, INTIMIDATION, AND HARASSMENT PREVENTION

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 Cooperative goals.

Cross Reference: Board Policy [7:180](#), *Prevention of and Response to Bullying, Intimidation, and Harassment*.



Anonymous Reporting - Parents and/or students can report incidents of bullying utilizing an [online form](#) located on the homepage of the CASE website. Reports can be submitted anonymously or with contact information for a follow-up phone call. Students can report information anonymously by using the contact form on our website.

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

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

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

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

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers

- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe.

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

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

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

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships

- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

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

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

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

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Employee Code of Professional and Appropriate Conduct

All CASE employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the Code of Ethics for Illinois Educators, adopted by the Illinois State Board of Education, is incorporated by reference into Board Policy 5:120, Employee Ethics; Conduct; and Conflict of Interest. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

The Superintendent or designee shall identify appropriate employee conduct standards and provide them to all CASE employees. Standards related to school employee-student conduct shall, at a minimum:

1. Incorporate the prohibitions noted in Paragraph 1 of Board Policy [5:120](#), Employee Ethics; Conduct; and Conflict of Interest;
2. Define prohibited grooming behaviors to include, at a minimum, sexual misconduct. Sexual misconduct is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to: (a) a sexual or romantic invitation; (b) dating, or soliciting a date; (c) engaging in sexualized or romantic dialog; (d) making sexually suggestive comments that are directed toward or with a student; (e) self-disclosure or physical exposure of a sexual, romantic, or erotic nature; and (f) a sexual, indecent, romantic, or erotic contact with the student;
3. Identify expectations for employees to maintain professional relationships with students, including expectations for employee-student boundaries based upon students' ages, grade levels, and developmental levels. Such expectations shall establish guidelines for specific areas, including but not limited to: (a) transporting a student; (b) taking or possessing a photo or video of a student; and (c) meeting with a student or contacting a student outside the employee's professional role;

4. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. § 7926);
5. Outline how employees can report prohibited behaviors and/or boundary violations pursuant to Board policies [2:260](#), Uniform Grievance Procedure; [2:265](#), Title IX Sexual Harassment Grievance Procedure; and [5:90](#), Abused and Neglected Child Reporting; and
6. Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies [2:265](#), Title IX Sexual Harassment Grievance Procedure; [4:165](#), Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; [5:90](#), Abused and Neglected Child Reporting; and [5:100](#), Staff Development Program.

Erin's Law Counseling Options, Assistance, and Intervention

CASE has a responsibility and obligation to increase awareness and knowledge of (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between CASE employees and students based upon State law, and (6) how to prevent child sexual abuse. Students will be provided an age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy [6:60](#), *Curriculum Content*. Parents/guardians of students in any of grades K through 8 will be notified of instruction with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse. Parents/guardians may object to the instruction of their child related to this curriculum in writing on an annual basis.

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

Cross Reference: Board Policy [4:165](#), *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; Board Policy [5:120](#), *Employee Ethics; Conduct; and Conflict of Interest*; Board Policy [5:90](#), *Abused and Neglected Child Reporting*.

VIOLENT OFFENDER & SEX OFFENDER COMMUNITY NOTIFICATION LAWS

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

- CASE students should receive information regarding sex offenders and violent offenders against youth from their district of residence.
- The Illinois Sex Offender Registry may be accessed via the Illinois State Police's website at: isp.state.il.us/sor/.

- The Illinois Statewide Child Murderer and Violent Offender Against Youth Registry may be accessed the Illinois State Police's website at: isp.state.il.us/cmvo/.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the Cooperative's contact person for purposes of these laws. The Superintendent and building principal/program administrator or designee shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or building principal or designee determines advisable.

Cross Reference: Board Policy [4:175](#), *Convicted Child Sex Offender; Fingerprint-Based Criminal Background Check and/or Screening; Notifications*.

TEEN DATING VIOLENCE

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. This includes use or threat to use physical, mental, or emotional abuse to control and individual in a dating relationship; or to use or threaten to use sexual violence in a dating relationship.

Cross Reference: Board Policy 7:185, *Teen Dating Violence Prohibited*.

SECTION SIX: TECHNOLOGY

STUDENT USE OF CELL PHONES/ELECTRONIC DEVICES

Students are not allowed to possess electronic devices in the building. If electronic devices are brought to school, students must surrender them during arrival. All items surrendered will be secured in a locked location during the school day. Any student found to be in violation of this rule shall have the device confiscated and parents will be notified to come in and claim the device.

Electronic study aids, including but not limited to tablets, computers, and some cellular telephones may be used during school hours if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

ACCESS TO ELECTRONIC NETWORKS

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

Curriculum and Appropriate Online Behavior

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

Acceptable Use

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

Internet Safety

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

All use of the Internet shall be consistent with CASE'S goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of this section will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Each student and his/her parent/guardian must sign the [*Authorization for Access to Electronic Networks*](#) form (Appendix 2)

Cross Reference: Board Policy [6:235](#), *Access to Electronic Networks*.

ANNUAL NOTICE TO PARENTS ABOUT EDUCATIONAL TECHNOLOGY VENDORS UNDER THE STUDENT ONLINE PERSONAL PROTECTION ACT

CASE takes the privacy and online safety of our students very seriously and endeavors to closely guard the student data collected within its own networks and within the networks of the online resources used in CASE programs. School districts and cooperatives throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies and increasing efficiency in school operations.

Cross Reference: Board Policy [7:345](#), *Use of Educational Technologies; Student Data Privacy and Security*.

SECTION SEVEN: PARENT INFORMATION

PARENT INVOLVEMENT

Parents/guardians are critical members of our team. We encourage you to be involved in your child's educational programming and to reach out and respond to members of the school team. We will keep you up to date on your child's progress and performance frequently and hope that you will take advantage of opportunities provided to learn and grow with the staff and your child throughout the school year. You are welcomed and encouraged to observe your child's classroom. Please follow the procedure below for classroom observations.

STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate CASE policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

Cross Reference: Board Policy [7:130](#), *Student Rights and Responsibilities*.

SCHOOL CLOSING PROCEDURES

The Monarch Academy will follow CCSD93 emergency closures. Monarch Academy uses CCSD93's parent notification and communication system to directly communicate with parents and guardians via telephone, and/or email. The system is used to send emergency notifications, such as emergency school closings. Parents should always keep their information up to date. Changes to email address(es) and/or phone numbers ensure timely communication, especially in cases of emergency. If the student is in the legal custody of the Department of Children and Family Services, all communications for parents and guardians will be provided to the Department's Office of Education and Transition Services.

FREE LUNCH PROGRAM

Parents/guardians are requested to complete the necessary application forms at the resident district if children in the household are eligible for free school meals.

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 homeless child's parent/guardian 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.

Parents/guardians are encouraged to contact the Homeless Liaison at the resident district for assistance.

CLASSROOM OBSERVATION PROCEDURES

CASE parents/guardians, or independent education evaluators or qualified professionals retained on behalf of parent/child, have the right to reasonable access to educational facilities, personnel, classrooms, and buildings as set forth by the Illinois School Code and CASE Board Policy.

Visitor Policy

Entry to Monarch Academy will be through the central office of Roy DeShane Elementary School. Visitors will follow CCSD93 procedures for entering and exiting the building and can expect that they will need to scan an ID (e.g., State identification card, driver's license, passport, etc.) to create a badge which should be worn in the building. The receptionist at Roy DeShane will call the Monarch classroom and a staff member will come to the office to escort you to the classroom for observations and meetings.

Classroom Observations

CASE encourages parents/guardians to observe their child's classroom. Observations by independent education evaluators or qualified professionals retained on behalf of parent/child may also be arranged. Prior written requests to observe a student in the educational setting may be made to any staff member. The purpose of the observation should be established prior to the observation. All requests to observe will be forwarded to the building Principal.

The principal and the instructional staff will work with family members to determine when the observation will be scheduled. The Principal or a CASE administrator may accompany the observer during the observation to provide further details or clarify any questions the observer might have while observing. Observations are generally set for one hour in duration. All observers will be required submit a "[Request to Access Classroom\(s\) or Personnel for Special Education Evaluation and/or Observation Purpose](#)" form in advance. (See appendix 2)

PUNS INFORMATION

The Illinois Department of Human Services maintains the PUNS (or Prioritization of Urgency of Need for Service) database. PUNS is a database that registers individuals with intellectual disabilities or developmental disabilities who are potentially in need of State-funded services. For students with intellectual or developmental disabilities, PUNS registration will be addressed at the student's annual review meeting. For questions or further information regarding the PUNS database, parents/guardians may contact Natalie Heinrich, BCaBC.

UNIFORM GRIEVANCE PROCEDURE

Equal educational opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, CASE will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status. Any student or parent/guardian may file a discrimination grievance by using the CASE Uniform Grievance Procedure

Cross Reference: Board Policy [2:265](#)

STUDENT APPEARANCE/DRESS CODE

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. Students are not prohibited from wearing hairstyles historically associated with race, ethnicity, or hair texture, including but not limited to, protective hairstyles such as braids, locks and twists. Students' dress and appearance must be appropriate for the school environment.

Please see Board Policy [7:160](#), *Student Appearance*.

STUDENT AND FAMILY PRIVACY PROTECTIONS

Surveys

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

Surveys by Third Parties

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

This applies to every survey: (1) that is created by a person or entity other than a CASE 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 or program administrator.

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 Cooperative) containing one or more of the following items:

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

Instructional Material

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a

student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term invasive physical examination means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. The above paragraph does not apply to any physical examination or screening that: 1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification. 2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.). 3. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

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

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

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

Cross Reference: Board Policy, [7:15](#), *Student and Family Privacy Rights*.

STUDENT RECORDS

Under the Family Educational Rights and Privacy Act (“FERPA”), the Illinois School Student Record Act (“ISSRA”), the Mental Health and Developmental Disabilities Confidentiality Act (“MHDDCA”), and their respective rules and regulations, procedures have been established for requesting and granting access to the records of a student kept at CASE.

All student records are confidential. Student record information, as defined by Federal and state law, as well as Board Policy [7:340](#), *Student Records*, shall not be released other than as provided by law. A 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 LEASE or a student’s home district, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

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

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

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

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

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

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

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

Cross Reference: Board Policy [7:340](#), *Student Records*.

Student Record Challenges

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and

references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code 375.90. A request for a hearing should be submitted to the student's resident district.

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

Cross Reference: Board Policy [7:340](#), *Student Records*.

SECTION EIGHT: STUDENT BEHAVIOR

BEHAVIOR INTERVENTION ADVISORY COMMITTEE

Section 14-8.05(c) of the *School Code* requires each school board to establish and maintain a committee to assist with the development of policies and procedures for students with disabilities who require behavioral interventions.

THE USE OF BEHAVIORAL INTERVENTIONS

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

Cross Reference: Board Policy [7:230](#), *Misconduct by Students with Disabilities*; [7:230-AP](#), *Administrative Procedure- Misconduct by Students with Disabilities*; and [7:230-E1](#) Exhibit, *Behavioral Interventions in the Schools*.

STUDENT BEHAVIOR

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

Cross Reference: Board Policy [7:190](#), *Student Behavior*

STUDENT DISCIPLINE

Discipline of Students with Disabilities

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

In-School Suspension Procedures

The Superintendent or designee is authorized to maintain an in-school suspension program, consistent with Board Policy [7:200](#), *Suspension Procedures*. In-school suspensions require the following:

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

Out-of-School Suspension Procedures

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

Out-of-school suspensions require the following:

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

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

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

Cross Reference: Board Policy [7:200](#), *Suspension Policy*, [7:230](#), *Misconduct by Students with Disabilities*.

AUTHORIZATION FOR INTERNET AND ELECTRONIC NETWORK ACCESS

CASE follows the Access to Electronic Networks policy of the districts where employees and students access district electronic networks. Therefore, see [CCSD93 Board Policy 6:235 Access to Electronic Networks](#).

ONLINE RESOURCES

Following are links to websites that you may find useful:

Description	Web Address
Assistive Technology Information (Infinitec)	www.myinfinitec.org
Illinois Assistive Technology Guidance Manual (Infinitec)	www.isbe.net/Documents/assist-tech-guidance-manual.pdf
Illinois State Board of Education (ISBE)	www.isbe.net
ISBE - Parents & Students	www.isbe.net/Pages/Special-Education-Parents-of-Students-with-Disabilities.aspx
ISBE Special Education Services - Parent Rights	https://www.isbe.net/Documents/Parent-Guide-Special-Ed-Aug20.pdf
CASE	https://www.casedupage.com/
Marquardt School District 15	https://www.d15.us/
Queen Bee School District 16	https://www.queenbee16.org/
Glen Ellyn School District 41	https://www.d41.org/
Lombard School District 44	https://www.sd44.org/
Community Consolidated School District 89	https://www.ccsd89.org/
Community Consolidated School District 93	https://www.ccsd93.com/

CASE POLICIES

Select Board Policies in the CASE Board Policy Manual may be found on the CASE website:

Please refer to the website for additional policies, including:

- Policy [7:290](#), Suicide and Depression Awareness and Prevention

ADDITIONAL NOTICES

School Visitation Rights Act: Pursuant to the School Visitation Rights Act, parent/guardians are notified that an employer must grant an employee leave of up to 8 hours during any

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

Sex Offender Information: Information regarding sex offenders is available to the public pursuant to the Sex Offender Community Notification Law (730 ILCS 152/120), including information available through the website of the Illinois State Police.

APPENDIX A: REFERENCED POLICIES

2:40 Board Member Qualifications

[View online here](#)

In order to serve on the Board of Directors an individual must be a Superintendent or designee of a Member District.

2:260 Uniform Grievance Procedure

[View online here](#)

A student, parent/guardian, employee, or community member should notify any CASE Complaint Manager if he or she believes that the Board, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board Policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) *et seq.*
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681](#) *et seq.*, excluding Title IX complaints governed by Board policy [2:265](#), *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) *et seq.*
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d](#) *et seq.*; and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) *et seq.* (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) *et seq.* (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) *et seq.* (Title IX sexual harassment complaints are addressed under policy [2:265](#), *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff](#) *et seq.*

16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies (e.g., criminal complaints, civil actions, etc.). Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this Policy, CASE will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this Policy, *school business days* means days on which the CASE. main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any CASE Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint and/or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy [7:180](#), *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall process and review the complaint under Board policy [2:265](#), *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the

complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy [5:120](#), *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Executive Director/Superintendent. The Complaint Manager may request an extension of time from the Executive Director/Superintendent.

The Executive Director/Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Executive Director/Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Executive Director/Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Executive Director/Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Executive Director/Superintendent's decision, the Board shall affirm, reverse, or amend the Executive Director/Superintendent's decision or direct the Executive Director/Superintendent to gather additional information. Within five school business days after the Board's decision, the Executive Director/Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Executive Director/Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Executive Director/Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

The Executive Director/Superintendent shall appoint a Nondiscrimination Coordinator to manage CASE efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Executive Director/Superintendent shall appoint a Title IX Coordinator to coordinate CASE's efforts to comply with Title IX.

The Executive Director/Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The CASE Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers.

Nondiscrimination Coordinator:

Natalie Heinrich
290 Town Center Lane
Glendale Heights, IL 60139
nheinrich@casedupage.com
630.629.2600

Title IX Coordinator:

Natalie Heinrich
290 Town Center Lane
Glendale Heights, IL 60139
nheinrich@casedupage.com
630.629.2600

Complaint Managers:

Kari Gibbons
290 Town Center Lane
Glendale Heights, IL 60139
kgibbons@casedupage.com
630.942.5600

2:265 Title IX Grievance Procedure

[View online here](#)

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important Cooperative goal. The Cooperative does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the Cooperative's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

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

1. A Cooperative employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Cooperative's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the Cooperative has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the Cooperative investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Title IX Sexual Harassment Prevention and Response

The Executive Director/Superintendent or designee will ensure that the Cooperative prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the Cooperative's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the Cooperative's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Executive Director/Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the Cooperative's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Executive Director/Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Kari Gibbons
290 Town Center Lane
Glendale Heights, IL 60139
kgibbons@casedupage.com
630.942.5600

Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the Cooperative's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Executive Director/Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The Cooperative's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.

2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person’s status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the Cooperative as a Title IX Coordinator, investigator, decision-maker, or any person designated by the Cooperative to facilitate an informal resolution process:
 1. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 2. Receive training on the definition of sexual harassment, the scope of the Cooperative’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the Cooperative as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the Cooperative as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant’s* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the Cooperative may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.

12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any Cooperative employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the Cooperative, e.g., vendor, parent, invitee, etc. Any Cooperative student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the Cooperative or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The Cooperative prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and

Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

[View online here](#)

Child sexual abuse and grooming behaviors harm students, their parents/guardians, C.A.S.E.'s environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between Cooperative employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Executive Director/Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will train Cooperative employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:

1. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy [5:120](#), *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
2. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies [2:260](#), *Uniform Grievance Procedure*; [2:265](#), *Title IX Grievance Procedure*; [5:90](#), *Abused and Neglected Child Reporting*; [5:100](#), *Staff Development Program*; and [5:120](#), *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
3. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies [2:260](#), *Uniform Grievance Procedure*; [2:265](#), *Title IX Grievance Procedure*; and [5:90](#), *Abused and Neglected Child Reporting*.

4:175 Convicted Child Sex Offender; Fingerprint-Based Criminal Background Check and/or Screening; Notifications

[View online here](#)

Persons Prohibited on School Property without Prior Permission

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board, Executive Director/Superintendent, or Executive Director/Superintendent's designee. If permission is granted, the Executive Director/Superintendent or Board Chairperson shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Executive Director/Superintendent or designee shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Executive Director/Superintendent or designee shall develop guidelines for managing his or her presence in school.

Screening

The Executive Director/Superintendent or designee shall perform fingerprint-based criminal history records information checks and/or screenings required by State law or Board policy for employees; student teachers and student interns; students doing field or clinical experience other than student teaching; contractors' employees who have direct, daily contact with one or more children; and resource persons and volunteers. The Executive Director/Board President shall ensure that these checks are completed for the Executive Director/Superintendent. He or she shall take appropriate action based on the result of any criminal background check and/or screening.

Notification to Parents/Guardians

The Executive Director/Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Executive Director/Superintendent or designee shall serve as the Cooperative contact person for purposes of these laws. The Executive Director/Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender

Community Notification Law. This notification must occur during school registration and at other times as the Executive Director/Superintendent or Building Principal determines advisable.

5:90 Abused and Neglected Child Reporting

[View online here](#)

Any CASE employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). Any CASE employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Executive Director/Superintendent or Building Principal that a report has been made. The Executive Director/Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a CASE employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any CASE employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Executive Director or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any CASE employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Executive Director/Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Executive Director/Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Executive Director/Superintendent or designee shall provide staff development opportunities for CASE employees in the detection, reporting, and prevention of child abuse and neglect.

All CASE employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Executive Director/Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.

3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy [5:100](#), *Staff Development Program*.

Alleged Incidents of Sexual Abuse; Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

If a CASE employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Executive Director/Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform CASE when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude CASE from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy [7:20](#), *Harassment of Students Prohibited*.

Special Executive Director/Superintendent Responsibilities

The Executive Director/Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a CASE employee and was the subject of a report made by a CASE employee to DCFS.

When the Executive Director/Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the Cooperative, the Executive Director/Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Executive Director/Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Executive Director/Superintendent shall develop procedures for notifying a student's parents/guardians when a CASE employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Executive Director/Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Executive Director/Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Executive Director/Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any CASE employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the Board*.

5:100 Staff Development Program

[View online here](#)

The Executive Director/Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 1. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 2. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 3. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 4. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;

5. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 6. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
 3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
 4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11.
 5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 1. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 2. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 3. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 4. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
 6. Protections and accommodations for students, including but not limited to training on:

1. The federal Americans with Disabilities Act as it pertains to the school environment; and
2. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 1. Teacher-student conduct;
 2. School employee-student conduct; and
 3. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for all school personnel and school resource officers on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.

4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. Part 106 (see Board policy 2:265, *Title IX Grievance Procedure*).
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*).

The Executive Director/Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

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All CASE employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Executive Director/Superintendent or designee shall provide this policy to all Cooperative employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the Cooperative's website, if any.

Professional and Appropriate Conduct

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

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

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and Board policies [2:265](#), *Title IX Grievance Procedure*; [4:165](#), *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; [5:90](#), *Abused and Neglected Child Reporting*; and [5:100](#), *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies [2:260](#), *Uniform Grievance Procedure*; [2:265](#), *Title IX Grievance Procedure*; and [5:90](#), *Abused and Neglected Child Reporting*.

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

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

1. Executive Director;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the Cooperative's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all CASE employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with [105 ILCS 5/22-5](#), “no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of CASE nor shall an employee act as an agent of any business in any transaction with CASE. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

School Counselor Gift Ban

School counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For school counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the school counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the school counselor believes that it was provided due to the official position or employment of the school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the school counselor must consider the circumstances in which the gift was offered, including any of the following:
 1. The history of the relationship between the individual giving the gift and the school counselor, including any previous exchange of gifts between those individuals.
 2. Whether, to the actual knowledge of the school counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 3. Whether, to the actual knowledge of the school counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other CASE employees.
5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.
8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education.

A school counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

6:60 Curriculum Content

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The Executive Director/Superintendent shall be responsible for the development of a curriculum designed to meet identified student needs. The Executive Director/Superintendent shall establish procedures for curriculum development that provide for the effective participation of administrators, certified/licensed staff, parents, and students. Curricula shall provide sufficient flexibility to meet individual student needs at each stage of development.

6:120 Education of Children with Disabilities

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CASE follows the policy of each student's resident district.

6:235 Access to Electronic Networks

NB: CASE follows the policy of CCSD 93, which is reproduced here in full.

[View online here](#)

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

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

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of

privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

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

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;

3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

7:10 Equal Educational Opportunities

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Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the Cooperative will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the Cooperative remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination complaint by using Board policy [2:260](#), *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression 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. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

Any student may file a sex equity complaint by using Board policy [2:260](#), *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Any student may file a sexual harassment complaint by using Board policy [2:265](#), *Title IX Grievance Procedure*.

Administrative Implementation

The Executive Director/Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator. The Executive Director/Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

7:15 Student and Family Privacy Rights

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Surveys

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

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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

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

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

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or

2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

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

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

Physical Exams or Screenings

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

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

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act ([20 U.S.C. §1400 et seq.](#)).
3. Is administered pursuant to the Cooperative's extracurricular drug and alcohol testing program (see policy 7:240, *Conduct Code for Participants in Extracurricular Activities*).
4. Is otherwise authorized by Board policy.

Prohibition on Selling or Marketing Students' Personal Information

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

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

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

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

Notification of Rights and Procedures

The Executive Director/Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Transfer of Rights

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

7:20 Harassment of Students Prohibited

[View online here](#)

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

Sexual Harassment Prohibited

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

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy [2:260](#), *Uniform Grievance Procedure*, and/or Board policy [2:265](#), *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Executive Director shall insert into this policy the names, office addresses, email addresses, and telephone numbers of CASE's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:

Natalie Heinrich
290 Town Center Lane
Glendale Heights, IL 60139
nheinrich@casedupage.com
630.629.2600

Title IX Coordinator:

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290 Town Center Lane
Glendale Heights, IL 60139
nheinrich@casedupage.com
630.629.2600

Complaint Managers:

Kari Gibbons
290 Town Center Lane
Glendale Heights, IL 60139
kgibbons@casedupage.com
630.942.5600

The Executive Director/Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the Cooperative's student handbook(s), on the Cooperative's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any CASE employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the CASE's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall consider whether action under policy [2:265](#), *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under policy 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies [2:260](#), *Uniform Grievance Procedure*, and/or [7:190](#), *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy [5:90](#), *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy [2:265](#), *Title IX Grievance Procedure*, or policy [2:260](#), *Uniform Grievance Procedure*.

Enforcement

Any CASE employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the CASE, e.g., vendor, parent/guardian, invitee, etc. Any CASE student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies [2:260](#), *Uniform Grievance Procedure*, and [2:265](#), *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

7:70 Attendance and Truancy

[View online here](#)

C.A.S.E. follows the policy of each student's resident district.

Adopted: May 2, 2025

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

[View online here](#)

C.A.S.E. follows the policy of each student's resident district.

Adopted: May 2, 2025

7:130 Student Rights and Responsibilities

[View online here](#)

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate Cooperative policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

7:140 Search and Seizure

[View online here](#)

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. “School authorities” includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left On School Property 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 Executive Director/Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

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

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a licensed employee or liaison police officer of the same sex as the student.

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

Seizure of Property

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

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Executive Director/Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

7:160 Student Appearance

[View online here](#)

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

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

[View online here](#)

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 Cooperative goals.

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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 Cooperative if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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

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

Bullying Prevention and Response Plan

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

1. The Cooperative uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this Cooperative. However, nothing in the Cooperative's bullying prevention and response plan is intended to infringe upon any

right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Cooperative named officials or any staff member. The Cooperative named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Natalie Heinrich
290 Town Center Lane
Glendale Heights, IL 60139
nheinrich@casedupage.com
630.629.2600

Title IX Coordinator:

Natalie Heinrich
290 Town Center Lane
Glendale Heights, IL 60139
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Complaint Managers:

Kari Gibbons
290 Town Center Lane
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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Executive Director/Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

- 6. The Executive Director/Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
- 7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
- 8. A student will not be punished for reporting bullying or supplying information, even if the Cooperative's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
- 9. The Cooperative's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
- 10. The Executive Director/Superintendent or designee shall post this policy on the Cooperative's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Executive Director/Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
- a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Executive Director/Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Executive Director/Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. [2:260](#), *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. [2:265](#), *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about

discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.

- d. [6:235](#), *Access to Electronic Networks*. This policy states that the use of the Cooperative's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- e. [7:20](#), *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- f. [7:190](#), *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

7:190 Student Behavior

[View online here](#)

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

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

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.

Prohibited Student Conduct

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

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

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

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

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other 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. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept

powered off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a Cooperative staff member's request to stop, present school identification, or submit to a search.
10. 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.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. 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.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); 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.

17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
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 unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Executive Director/Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

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

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

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

student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the Cooperative and local law enforcement agencies.

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

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes 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 permitted by [105 ILCS 5/10-20.33](#).

Isolated Time Out, Time Out, and Physical Restraint

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

Weapons

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

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

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

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

Re-Engagement of Returning Students

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

Required Notices

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

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

Upon receiving a report on any of the above (1)-(3), the Executive Director/Superintendent or designee shall immediately notify local law enforcement. The Executive Director/Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and

rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by [105 ILCS 5/10-20.33](#). Teachers may temporarily remove students from a classroom for disruptive behavior.

The Executive Director/Superintendent or Administrator is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Executive Director/Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the Cooperative's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the Cooperative disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

7:200 Suspension Policy

[View online here](#)

CASE follows the policy of each student's resident district.

Adopted: June 6, 2025

7:220 Bus Conduct

[View online here](#)

CASE follows the policy of each student's resident district.

Adopted: June 6, 2025

7:230 Misconduct by Students with Disabilities

[View online here](#)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. C.A.S.E. will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parents/guardians of all students with individual education plans within 15 days after their adoption or amendment by, or presentation to, the Board of Directors or at the time an individual education plan is first implemented for a student; all students shall be informed annually of the existence of this policy and the procedures. At the annual individualized education plan review, a copy of this policy shall be given to the parents/guardians. The policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parents/guardians.

Use of Isolated Time Out and Physical Restraint as Behavioral Interventions

C.A.S.E. retains the power to use reasonable force as needed to maintain safety of students, school personnel, or other persons or for the defense of property. C.A.S.E. acknowledges that there may be instances in which a student with disabilities requires the use of isolated time out and/or physical restraint as behavioral interventions to ensure the safety of the student or others.

1. Circumstances Under Which Isolated Time Out Or Physical Restraint May Be Applied

Isolated time out and physical restraint, as defined herein, are permitted only as behavioral interventions as a means of maintaining a safe and orderly environment for learning and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline to (i.e., punish) individual students. Both isolated time out and physical restraint are considered restrictive interventions and should only be used in emergency situations or when less restrictive interventions have been attempted and failed.

Isolated time out and physical restraint will only be used as behavioral interventions with a student with disabilities in an emergency situation or pursuant to a behavioral intervention plan (BIP) that is part of his/her IEP. Any BIP that includes the use of isolated time out and physical restraint must be developed by the student's IEP team, including the student's parent(s), at a duly convened IEP meeting and in accordance with the needs of the student.

This policy does not apply to the restriction of a student's movement when that restriction is for a purpose other than the maintenance of a safe and orderly environment, such as the appropriate use of a safety belt in motor vehicles.

2. Definitions

For purposes of this policy, the terms isolated time out and physical restraint are defined as follows:

- a. Isolated time out means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.
- b. Physical restraint means holding a student or otherwise restricting his or her movements. Physical restraint includes only the use of specific planned techniques, and does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices, accomplished with limited force and designed to:
 1. prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or
 2. remove a disruptive student who is unwilling to leave the area voluntarily.
3. Procedures For Using Isolated Time Out And Physical Restraint

Staff shall observe the following procedure in cases of isolated time out or physical restraint:

- a. Isolated time out:
 1. The staff person responsible for supervising the student during isolated time out must be able to see the student at all times.
 2. The staff person who is responsible for supervising the student shall remain within two feet of any enclosure used for isolated time out.
- b. Physical restraint:
 1. Physical restraint may only be employed by staff when:
 - the student poses a physical risk to himself, herself, or others;
 - there is no medical contraindication to its use; and
 - the staff applying the restraint have been trained in its safe application, consistent with [23 Ill. Admin. Code § 1.285](#).
 2. Staff shall not subject students to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.
 3. Except as otherwise permitted by law, staff shall not employ mechanical or chemical restraints (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body).

4. For purposes of maintaining discipline, staff shall not use medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure.
5. Staff shall take into consideration the safety and security of the student whenever physical restraint is employed. Staff use of physical restraint shall not rely upon pain as an intentional method of controlling the student.
6. In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising staff person shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
7. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, staff shall permit the student to have his or her hands free of restraint for brief periods, unless the supervising personnel determine that such freedom appears likely to result in harm to the student or others.

c. Time limits:

1. Staff shall not keep a student in isolated time out for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
2. Staff shall release the student from physical restraint immediately upon the determination by the staff person administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

d. Documentation:

Staff shall prepare a written record of each episode of isolated time out or physical restraint which includes:

1. the student's name;
2. the date of the incident;
3. the beginning and ending times of the incident;
4. a description of any relevant events leading up to the incident;
5. a description of any interventions used prior to the implementation of isolated time out or physical restraint;
6. a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;

7. a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint technique(s) used and any other interaction between the student and staff,
8. a description of any injuries, whether to staff, student or others, or property damage;
9. a description of any planned approach to dealing with the student behavior in the future;
10. a list of the staff persons who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint; and
11. the date on which parental notification took place.

The record described in this subsection (d) shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.

The Superintendent of each C.A.S.E. member district is authorized to develop, in conjunction with the District's Parent-Teacher Advisory Committee, appropriate school personnel and others, additional procedures to be followed by staff in cases of isolated time out or physical restraint, consistent with this Section and [23 Ill. Admin. Code § 1.285](#).

4. Responsible School Official

The Program Administrator will be informed of all incidents in which isolated time out or physical restraint are utilized, and will maintain the documentation and provide parent notification required under [23 Ill. Admin. Code § 1.285](#).

5. Process for Evaluating Injuries

In any case where a serious injury results from the use of isolated time out or physical restraint, the Program Administrator must be informed as soon as possible, but in no event later than the beginning of the school day after such injury occurs which is identified by the student, his or her parent/guardian, a staff member or any other individual as serious. The Executive Director or his/her designee shall investigate the injury with the assistance of the school nurse, and shall review the circumstances surrounding the injury.

6. Consideration Of Alternative Strategies

In the event that an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period, a certified staff person knowledgeable about the use of time out or trained in the use of physical restraint, shall consider the appropriateness of continuing the procedure in use and the need for alternative strategies. Alternative strategies to be considered include, but are not limited to, assessment by a mental health crisis team, assistance from police or transportation by ambulance.

7. Annual Review

On an annual basis, the Program Administrator shall review the use of isolated time out and physical restraint in his/her C.A.S.E. program. This review shall include:

- a. a review of the number of incidents involving the use of isolated time out or physical restraint;
- b. the location and duration of each incident;
- c. the identity of the staff member(s) and student(s) who were involved in each incident;
- d. any injuries or property damage that occurred in each incident; and
- e. the timeliness of parental notification and administrative review after each incident.

Discipline of Special Education Students

C.A.S.E. shall comply with the provisions of the Individuals With Disabilities Education Act (IDEA), the [Illinois School Code](#) and their respective rules and regulations, when disciplining students with disabilities. 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. 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, except that such disabled student shall continue to receive educational services as provided in the IDEA, the Illinois School Code and their respective rules and regulations, during such period of expulsion.

A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of gross disobedience or misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his or her disability, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by the IDEA, the [Illinois School Code](#) and their respective rules and regulations, during such removals.

Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois due process hearing officer changing the student's placement to an appropriate interim alternative educational setting for up to 45 school days, if C.A.S.E. demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

A special education student who has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or who has inflicted serious bodily injury upon another person while at school or a school function may be removed from his or her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) school days, in accordance with the IDEA, the [Illinois School Code](#) and their respective rules and regulations. The length of time a student with a disability is placed

in an interim alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

Upon the occurrence of any act that may subject the student either to expulsion or suspension resulting in more than ten (10) cumulative days during any one school year, C.A.S.E. will convene an IEP meeting to review the student's behavioral intervention plan or, if a behavioral intervention plan has not been developed, to develop one.

7:230-AP Administrative Procedure - Misconduct by Students with Disabilities

[View online here](#)

Special Education Suspension Procedures

1. All suspension notices and suspension review procedures established by the [Illinois School Code](#) shall be followed when suspending a special education student. In addition, a special education student who is suspended from school for more than ten (10) cumulative school days in a school year shall receive educational services in accordance with the IDEA, the [Illinois School Code](#) and their respective rules and regulations.
2. The first time a student is removed for more than ten (10) cumulative days during the school year, C.A.S.E. shall, no later than ten (10) business days after the decision to suspend a student is made, convene an IEP meeting to review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior. If no behavior intervention plan is in place, the IEP team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan.
3. For all subsequent removals of the student that do not constitute a change in placement, the IEP team members must review the behavior intervention plan and its implementation. If any IEP team member indicates that the plan may need to be modified, an IEP meeting must be convened to review the plan and revise it, if appropriate.
4. For all removals that exceed ten (10) cumulative days during one school year, C.A.S.E. must provide services to the student. C.A.S.E. personnel, in conjunction with at least one of the student's teachers, shall determine the services to be provided. Such services must be designed to enable the student to progress in the general curriculum and advance toward his or her IEP goals.

Special Education Expulsion Procedures

1. C.A.S.E. shall promptly notify the student's parent(s)/guardian(s) of the gross disobedience or misconduct and whether the student shall be recommended for expulsion. All procedural protections pertaining to notice provided under the District's and C.A.S.E.'s discipline policy shall apply to a notice of recommended expulsion in the case of a special education student. The parent(s)/guardian(s) shall also receive written notification that:
 - States that a manifestation determination meeting shall be convened to determine whether the student's act of gross disobedience or misconduct is a manifestation of his or her disability. The manifestation determination meeting shall take place as soon as possible, but no later than ten (10) school days after the decision to discipline the student is made.
 - Requests that the student's parent(s)/guardian(s) attend the manifestation determination meeting at the date, time, and location specified in the notice.
 - Encloses a copy of the procedural safeguards.

2. For purposes of such manifestation determination, the meeting shall include the parents, relevant members of the student's IEP team, and any other qualified personnel, such as the authorized administrator familiar with the act of misconduct.
3. In carrying out the manifestation determination, all relevant information in terms of the behavior subject to the disciplinary action shall be considered, including:
 - Evaluation and diagnostic results, including relevant information supplied by the parents;
 - Teacher observations of the student; and
 - The student's IEP.
4. The behavior subject to the disciplinary action must be determined to be a manifestation of the student's disability if it is determined that:
 - The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - The conduct in question was the direct result of the District's or C.A.S.E.'s failure to implement the student's IEP.
5. If, at the manifestation determination meeting, it is determined that the behavior of the student was a manifestation of his or her disability, the authorized administrator shall not continue with his or her recommendation for expulsion. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the ISBE Special Education rules. During the period necessary to propose a new placement, the student will remain in his or her then-current placement unless:
 - The student has not served a full ten (10) school day suspension imposed for the offense, in which case the student may be required to serve the remaining days of his or her suspension; or
 - The parent(s)/guardian(s) and the District agree on an interim placement; or
 - The District obtains an order from a court of competent jurisdiction or a State of Illinois due process hearing officer changing the then-current placement or providing for other appropriate relief.
6. If, at the manifestation determination review meeting, it is determined that the behavior of the student was not a manifestation of his or her disability, the authorized administrator may continue with his or her recommendation that the student be considered for expulsion by the District School Board. The parent(s)/guardian(s) shall receive written notice that includes the following:

- A provision stating that the parent(s)/guardian(s) are entitled to all rights provided under the IDEA, the [Illinois School Code](#) and their respective rules and regulations, as available to the parent(s)/guardian(s) from the District or C.A.S.E.
 - A copy of the parent'(s)/guardian'(s) rights.
7. In addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the manifestation determination review team met and concluded that the student's misconduct was not a manifestation of his or her disability, which shall be duly noted by the School Board.
 8. The administration shall ensure that relevant special education and disciplinary records of the student are transmitted for consideration by the School Board.
 9. If a special education student is expelled from school in accordance with the procedures set forth above, an IEP meeting shall be convened to develop an educational program to deliver educational services to the student during such period of expulsion.

Weapons, Drug Offenses, and Serious Bodily Injury

In accordance with the above procedures, the District and/or C.A.S.E. may take one or more of the following steps when a student with a disability carries a weapon to school or to a school-related function, or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function, or has inflicted serious bodily injury upon another person while at school or a school-related function:

1. Suspend the student from school for ten (10) school days or less.
2. Conduct a manifestation determination meeting.
3. Convene an IEP conference to: (a) determine placement in an interim alternative educational setting for up to forty-five (45) school days, and (b) review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior (if no behavior intervention plan is in place, the IEP team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan). The student may be placed in an interim alternative educational setting even if the behavior is a manifestation of the student's disability.
4. The interim alternative educational setting must:
 - Enable the student to continue to progress in the general curriculum;
 - Enable the student to receive the services and modifications set forth in his or her IEP; and
 - Include services and modifications designed to address the misconduct to prevent it from recurring.

5. If the parent(s)/guardian(s) disagree with the interim alternative educational placement or with the proposed placement and initiate a due process hearing, the student must remain in the interim alternative educational setting during the authorized review proceedings, unless the parent(s)/guardian(s) and the District agree on another placement.

Change of Placement if Maintenance of Current Placement Is Likely to Result in Injury

In the event that maintenance of a student's current placement is substantially likely to result in injury to the student or to others, the District or C.A.S.E. may seek an order from a court of competent jurisdiction or a State of Illinois due process hearing officer to change the student's placement to an appropriate interim alternative educational setting for one or more forty-five (45) school day periods after:

1. Conducting a manifestation determination and
2. Convening an IEP meeting to determine a proposed interim alternative educational setting.

The length of time a student with a disability is placed in an interim alternative educational setting must not be greater than the amount of time that a student without a disability would be subject to discipline.

DATED: September 17, 2010

7:230-E1 Exhibit – Behavioral Interventions in the Schools

[View online here](#)

C.A.S.E. is committed to providing a learning environment for all students which is conducive to their academic, social and emotional growth. C.A.S.E. staff will intervene with students whose behavior is not consistent with this goal. Specifically, intervention will occur when a student's behavior (1) is resulting in, or has the potential of resulting in, property loss or damage, (2) endangers the health and safety of him/herself or others, (3) represents a disruption of the educational process and (4) interferes with the school's legitimate educational purpose, i.e., constitutes non-compliance with the program's rules and regulations.

C.A.S.E. staff will intervene in the least intrusive manner consistent with the student's behavior. More intrusive interventions will occur when the student's behavior represents a significant danger to the health, safety and well-being of him/herself or others. Staff will use no interventions that are prohibited by law, such as corporal punishment, physical manipulation or procedure that causes pain and/or damage when used as an aversive procedure, expulsion with cessation of services, or faradic (electric) skin shock.

Interventions employed by C.A.S.E. are grouped under the following headings: 1) nonrestrictive, 2) restrictive and 3) highly restrictive. Unless the student's behavior is severe and potentially harmful to the health, safety or well-being of him/herself or others, staff will utilize non-restrictive procedures. If non-restrictive measures are not effective in de-escalating the student's behavior, restrictive measures will be employed. If these are not effective, highly restrictive measures will be used. Written documentation is required for each instance of a "restrictive" or "highly restrictive" intervention. Parents will be informed of such intervention as soon as possible and provided an opportunity to respond.

Parents and students will be informed of these behavioral interventions annually or upon initial enrollment of the student in C.A.S.E. programs. Parents and students may obtain copies of the Illinois State Board of Education's Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities (January 1996), by contacting the Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.

C.A.S.E. shall establish a parent-teacher advisory committee to assist the administration in the monitoring and development (or revision) of policies and procedures regarding behavioral interventions. C.A.S.E. will provide behavioral consultation services to staff and students on an as-needed basis and provide ongoing staff development opportunities to staff as they pertain to behavior management. Each C.A.S.E. program will establish a behavioral intervention committee that will review procedures and their implementation on a regular basis.

For students whose inappropriate behaviors are exhibited on a consistent basis, an IEP meeting will be convened for the purpose of developing an individualized behavior intervention plan. Parents are encouraged to be involved in the development of a behavior intervention plan for their child. Parents shall be informed fully of the rationale, procedures, and possible outcomes of a behavior intervention plan developed at an IEP meeting. All procedural safeguards, including rights to conflict resolution, mediation and an impartial due process hearing, shall be applicable to the resolution of disputes involving behavioral intervention plans.

Students who attend C.A.S.E. programs who must wear harnesses and other protective devices, as medically prescribed, are not considered to be physically restrained as defined in this policy. However, such devices will be worn only when necessary for the safety of the student and others. Students who are determined to require restraining devices which are not medically prescribed will have this so noted in their IEP. Students requiring vehicular restraining devices will have this so noted in their IEP.

In any C.A.S.E.-operated program, reasonable force may be exercised by a staff member to ensure the safety of oneself, other students, school personnel or persons, the defense of property, or in emergency situations. Students enrolled in C.A.S.E. programs shall be physically controlled only when necessary and only in a manner consistent with program guidelines and procedures. Such control shall not be used as punishment, rather for safety and/or therapeutic reasons.

Isolated time out and physical restraint are permitted only as behavioral interventions as a means of maintaining a safe and orderly environment for learning and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline to (i.e., punish) individual students. Both isolated time out and physical restraint are considered restrictive interventions and should only be used in emergency situations or when less restrictive interventions have been attempted and failed.

Isolated time out and physical restraint will only be used with a student with disabilities as behavioral interventions in an emergency situation or pursuant to a behavioral intervention plan (BIP) that is part of his/her IEP. Any BIP that includes the use of isolated time out and physical restraint must be developed by the student's IEP team, including the student's parent(s), at a duly convened IEP meeting and in accordance with the needs of the student.

The behavioral interventions provide examples of non-restrictive, restrictive and highly restrictive interventions and conditions/circumstances under which they may be used.

Provided below is an alphabetized, non-exhaustive list of behavioral interventions according to four levels of restrictiveness: nonrestrictive, restrictive, highly restrictive, and prohibited.

Interventions listed as nonrestrictive are preferred, when appropriate, because of the low risk of negative side effects and the high priority placed on positive behavior change rather than behavior control. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP. A best practices approach to the implementation of any behavioral intervention, however, involves a functional analysis of the behavior of concern, careful planning and monitoring of the intervention procedures, and systematic evaluation of intervention outcomes. The use of positive and non-aversive interventions should be given the highest priority and should be directed at the development of positive student behaviors and skills.

Non-restrictive Interventions

- Allowing student to escape task
- Calling/notifying parent
- Contingent exercise*
- Differential reinforcement

- Direct instruction
- Environmental/activity modification
- Extinction*
- Instructional assignment
- Modeling
- Peer involvement
- Planned ignoring
- Positive practice/overcorrection*
- Positive reinforcement (individual or group)
- Prompting
- Proximity control
- Punishment writing*
- Redirecting student (physically)*
- Redirecting student (verbal, nonverbal, signal)
- Response-cost
- Restitutive overcorrection*
- Self-management
- Shaping
- Teaching alternative behaviors
- Teaching self-reinforcement
- Behavior Insight Compositions
- Writing lines
- Time-out (exclusionary/physical)*
- Time-out (non-exclusionary)
- Token economy
- Verbal feedback
- Verbal reprimand

**Depending upon the student's needs, IEP, etc., these interventions may be restrictive in nature. With extensive use, these interventions may become restrictive in nature. Additionally, if they adversely affect student learning or extreme negative behaviors occur in response to them, they could be considered restrictive interventions. Under these circumstances, all precautions (e.g., documentation) associated with a restrictive intervention should be followed.*

Interventions listed as restrictive may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include aversive and deprivation procedures that are associated with a higher risk of negative side effects. Therefore, greater caution should be exercised in their use. Restrictive interventions should be used only after a functional analysis of behavior has been completed and documented, a behavioral management plan written and appropriate modification of the student's IEP completed. Except in emergencies, restrictive interventions shall be used only when less restrictive interventions have been attempted unsuccessfully. Additionally, restrictive interventions shall be used for a minimum amount of time necessary to control the individual's behavior, shall be used in conjunction with positive interventions designed to strengthen competing behavior, and shall be replaced by less restrictive procedures as quickly as possible.

Restrictive Interventions

- Detention (before/after school, weekend)
- Exclusion from extracurricular activities
- Food delay
- Forced physical guidance
- Inhibiting devices
- Isolated time out
- Manual restraint
- Negative practice
- Physical restraint
- Satiation
- Suspension (in-school) - educational program provided
- Suspension (out-of-school) - educational program not provided

Interventions listed as highly restrictive are deemed inappropriate in most circumstances.

Highly Restrictive Intervention

- Aversive mists, aromatics, tastes
- Denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning, except when such equipment is temporarily at risk for damage
- Mechanical restraints (excludes restraints prescribed by physician or used as a safety procedure for transportation)
- Expulsion with continuing education program

Interventions listed as prohibited are illegal.

Prohibited Interventions

- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage used as an aversive procedure

DATED: September 17, 2010

7:270 Administering Medicines to Students

[View online here](#)

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

No Cooperative employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian.

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

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

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Executive Director/Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.

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

Cooperative Supply of Undesignated Opioid Antagonists

The Executive Director/Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the Cooperative or one of its schools or obtained by the Cooperative without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

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

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the Cooperative;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.

3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

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

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

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

Void Policy

The **Cooperative Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Executive Director/Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the Cooperative shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the Cooperative reserves the right not to implement it if the Cooperative is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Executive Director/Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the Cooperative for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

7:285 Anaphylaxis Prevention, Response, and Management Program

[View online here](#)

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

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

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
4. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
5. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy at least once every three years. The Executive Director or designee shall assist the Board with its review and any necessary updates.

7:290 Suicide and Depression Awareness and Prevention

[View online here](#)

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 Board goals.

Suicide and Depression Awareness and Prevention Program

The Executive Director/Superintendent or designee shall ensure that CASE employees are aware of CASE member districts' suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. Such programs must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [Illinois School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Programs shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will require education for students to develop a sound mind and a healthy body, pursuant to Illinois School Code, [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#).
 - b. For staff, implementation will incorporate Board Policy [5:100](#), *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for all Cooperative staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with:

- a. Board policy [6:120](#), *Education of Children with Disabilities*, implementing special education requirements for the District;
 - b. Board policy [7:10](#), *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - c. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
 - d. Implementing the goals and benchmarks of the Illinois Learning Standards and the *Children's Mental Health Act*, [405 ILCS 49/15\(b\)](#) , which (requires student social and emotional development in educational programs);
 - e. Guidance and counseling programs for students, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services pursuant to [105 ILCS 5/10-22.24a](#) and [22.24b](#).
 - f. *The Children's Mental Health Act's* requirement for, protocols for responding to students with social, emotional, or mental health issues that impact learning ability; and
 - g. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate any building-level Student Support Committees established at the CASE member districts.
 5. Reporting procedures. Implementation of this requirement shall incorporate any CASE member district policies on guidance and counseling programs and student support services, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the Cooperative's Suicide and Depression Awareness and Prevention Program.

Monitoring

The Board will review and update this Policy as needed, pursuant to *Ann Marie's Law* and Board Policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Executive Director/Superintendent shall inform CASE employees about this Policy and ensure its posting on CASE's website.

7:340 Student Records

[View online here](#)

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

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

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. CASE may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. CASE will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, CASE discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Executive Director/Superintendent shall fully implement this policy with administrative procedures. The Executive Director/Superintendent shall also designate an official *records custodian* who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

CASE shall maintain only those student records necessary to provide special education and related services to a student during his or her participation in a CASE program. CASE shall

return all student records in its possession to the student's district of residence upon exit of the student from CASE programs.

The Executive Director/Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

7:345 Use of Educational Technologies; Student Data Privacy and Security

[View online here](#)

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

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

Federal and State law govern the protection of student data, including school student records and/or *covered information*. The sale, rental, lease, or trading of any school student records or covered information by the Cooperative is prohibited. Protecting such information is important for legal compliance, Cooperative operations, and maintaining the trust of Cooperative stakeholders, including parents, students and staff. The Board designates the I.T. Coordinator, to serve as Privacy Officer, who shall ensure the Cooperative complies with the duties and responsibilities required of it under the Student Online Personal Protection Act, [105 ILCS 85/](#), amended by P.A. 101-516.

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the Cooperative; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the Cooperative.

Operator Contracts

The Executive Director/Superintendent or designee designates which Cooperative employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy 4:60, *Purchases and Contracts*, and shall include any specific provisions required by State law.

Security Standards

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

8:70 Accommodating Individuals with Disabilities

[View online here](#)

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the Cooperative may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

The Cooperative will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Executive Director or designee is designated the Title II Coordinator and shall:

1. Oversee the Cooperative's compliance efforts and recommend necessary modifications to the Board of Directors.
2. Maintain the Cooperative's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date.
3. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Executive Director or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Executive Director or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

APPENDIX B: FORMS

Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____ DOB: _____

School attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview Cooperative personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian (Complete this section if the person making the request is the parent/guardian.)

Name: _____ Title: _____ Phone: _____

Address: _____

☐ I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

☐ I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____

for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Independent Evaluator or Other Qualified Professional (Complete this section if the person making the request is not the parent/guardian.)

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

☐ Teacher, certified in the areas of: _____ Illinois certified? ☐ Y ☐ N

☐ Clinical Psychologist ☐ School Psychologist

☐ Licensed Clinical Social Worker ☐ Licensed Social Worker

☐ School Social Worker ☐ Occupational Therapist

☐ Physical Therapist ☐ Speech/Language Pathologist

☐ Audiologist ☐ Psychiatrist

☐ Registered Nurse ☐ Certified School Nurse

☐ Other qualified professional (list credentials): _____

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

☐ Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____

☐ Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____

- ☐ Opportunity to interview the student.
- ☐ I will need more than one hour or one class period for my visit for the following reason(s):

-
- ☐ Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the Cooperative will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records, information, and/or observations.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the Cooperative has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the Cooperative in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the Cooperative otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature_____

Date_____

School Medication Authorization Form

To be completed by the child's parent(s)/guardian(s).

This form is to be used for medication other than medical cannabis. (See 7:270-E2, School Medication Authorization Form - Medical Cannabis.) A new form must be completed every school year for each medication. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority:

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

Time medication is to be administered or under what circumstances:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? ☐ Yes ☐ No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

Prescriber's Signature _____ Date _____

For only Parents/Guardians of students requiring asthma inhalers and/or epinephrine injectors:

Is the asthma inhaler and/or epinephrine injector required under a qualifying plan pursuant to 105 ILCS 5/10-22.21b, amended by P.A. 101-205?

☐ Yes ☐ No

Parents/Guardians please attach prescription label (asthma inhaler) and/or written statement (epinephrine injector) here:

For asthma inhalers, attach the prescription label with the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b)(2)(i).

For an epinephrine injector, attach a written statement from the student's physician, physician assistant, or advanced practice registered nurse containing the name and purpose of the epinephrine, injector; the prescribed dosage; and the time or times at which or the special circumstances that the epinephrine injector should be administered. 105 ILCS 5/22-30(b)(2)(ii)(A)-(C).

For only parents/guardians of students who need to self-administer medication required under a qualifying plan:

I grant permission for my child to self-administer his or her medication required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205.

Medication(s) other than asthma inhalers and/or epinephrine injectors (complete section above) required under a qualifying plan that student is permitted to self-administer:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? ☐ Yes ☐ No

Expected side effects, if any: _____

Time interval for re-evaluation: _____
Other medications student is receiving: _____

Prescriber's Signature

Date

If the medication is an asthma inhaler or epinephrine injector, be also sure to complete the section above and attach the required label and/or written statement as required above.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer medication under a qualifying plan.

Parent/Guardian Initials

For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine injector:

I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine 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 parents/guardians 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-carry and self-administration of asthma medication or epinephrine injector. 105 ILCS 5/22-30, amended by P.A 102-413.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to carry and use his or her asthma medication or epinephrine injector.

Parent/Guardian Initials

For all parents/guardians:

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 employees and agents, on my behalf, to administer or to attempt to administer to my child (or to 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 injectors, opioid antagonists, or asthma medication, to the extent the School District maintains such undesignated supplies, to my child when there is a good faith belief that my child is having an anaphylactic reaction, opioid overdose, or asthma episode, whether such reactions are known to me or not, and if applicable, undesignated glucagon when authorized by my child's diabetes care plan and if my child's glucagon is not available on-site of has expired. 105 ILCS 5/22-30, amended by P.A 102-413.; 105 ILCS 145/27, added by P.A. 101-428. **I acknowledge that it may be necessary for the administration of medications 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

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature

Date

Student Authorization for Access to the District's Electronic Networks

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.

Dear Parents/Guardians:

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

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

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

Authorization for Access to the District's Electronic Networks Form

Students must have a parent/guardian read and agree to the following before being granted unsupervised access:

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

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

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

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

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

Student Name (*please print*)

Student Signature

Date