



LADSE North ED K-8 Academy Student Handbook 2023-2024

Emotional Disabilities Program
1125 Harrison Ave
La Grange Park, IL 60526
Phone: 708.352.1163
Fax: 708.354.0733

Program Coordinator

Jessica Sredzinski

Assistant Program Coordinator

Ryan Whitcomb

TABLE OF CONTENTS

LADSE NORTH ACADEMY OVERVIEW	3
LADSE NORTH SCHOOL PHILOSOPHY	5
GENERAL INFORMATION	7
Calendar	7
Hours of Attendance	7
Daily Schedule (will look different for each grade level):	7
Lunch	7
Extracurricular Activities	8
School Visitors	8
Emergency School Closing	8
Emergency School Closing	8
Medication Policy	9
Physical Examination Records	9
Food Allergy Management Program	10
ACADEMICS	11
Curriculum	11
Extended School Year	11
THERAPEUTIC SUPPORTS	12
Individual and Group Therapy	12
OTHER PROGRAMMATIC INFORMATION	14
Independence Points and Level System	14
Returning to Your Home School	15
STUDENT EXPECTATIONS AND POLICIES	18
Attendance	18
Bullying	18
Contribute to a Healthy School Culture	18
Hall Passes	19
Language	19
Personal Appearance	19
Respecting School Structures	19
Searches	20
Student Ambulation	20
Telephone Messages to Students	20
Transportation	20
TECHNOLOGY POLICIES, PROCEDURES, AND EXPECTATIONS	21
Internet Usage	21
Personal Communication Equipment (iPhone, Android, iPad, Chrombook, laptop, etc.)	21
Sexting	23
Social Networking	23

LADSE NORTH ACADEMY OVERVIEW

We are pleased to present this LADSE K-8 Emotional Disabilities (ED) Program Handbook. It is our intention that this handbook serve as a resource for information on how our K-8 ED program is structured to support academic and social/emotional growth. Additional information regarding policies related to students and instruction can be located in the LADSE Directing Board Policy Book available online at www.ladse.org or upon request.

The LADSE K-8 ED Program serves students from across our 13 elementary districts at the primary, intermediate, and junior high levels. The students in these sections are developing skills so they can competently and appropriately participate academically, socially, and emotionally in their home school. Our academic curriculum reflects the standards set forth by Illinois State Board of Education (ISBE) and the student's home school district.

Our program personnel is composed of La Grange Area Department of Special Education (LADSE) staff who work collaboratively with students, their families, school districts, and community agencies to build competencies as well as acquire skills to manage previous struggles in general education environments.

Our motto, *We Learn. We Achieve. We Care* reflects our philosophy that school is not only a place where academic instruction is provided, but where social/emotional and adaptive skills are fostered, throughout their development, in order to grow our students into productive citizens of their communities.

Our Students

Students who attend the K-8 ED Program have been referred by their home school district due to challenges they have experienced in their elementary school setting. Their needs are complex and frequently due to multiple reasons such as depression, anxiety, impulsivity, or trauma-based experiences. To address the diversity and complexity of our student population, our staff employs the essential skills of teamwork and effective problem-solving in order to create a community that supports growth and change and meets the needs of each individual student.

Our Staff

In order to foster academic and social success and meet ISBE's standards, LADSE K-8 ED staff include Learning Behavior Specialists (LBS) who provide direct instruction in core subjects, and physical education. Paraprofessionals are available in each class to provide guidance and support to students.

To address social/emotional needs, each classroom team also includes a classroom social worker, a behavior specialist, a school psychologist, as well as other related services unique to each individual student.

Our Goals

The LADSE K-8 ED program has a vested interest in helping students to overcome the barriers to success in their home schools. Our goal is to provide instruction and training based on individual strengths that will empower our students to develop academic and social skills that will generalize to their home schools, community, and family.

LADSE North uses a variety of tools for this work including the use of a level system to help students and staff monitor readiness for inclusion, individual and group counseling, academic interventions, supportive attendance, and community based activities to foster student strengths and to identify new ones. The following pages provide more detailed information on our programming and our approach to helping students achieve success.

If you have any questions, please feel free to contact us.

Sincerely,

Jessica Sredzinski, ED Network Coordinator
Phone: (708) 482-1183
Email: jsredzinski@ladse.org

Ryan Whitcomb, Assistant ED Network Coordinator
Phone: (708) 352-1163
Email: rwhitcomb@ladse.org

LADSE NORTH SCHOOL PHILOSOPHY

LADSE North, in an active partnership with LADSE member Elementary School districts, will promote excellence in a caring environment where the students who were referred, learn to develop skills and competence that generalize to their home, home school and community . This partnership relies on regular collaboration in order to cultivate a program that empowers LADSE North students to develop a strong belief; that they can accomplish their academic and social/emotional goals. LADSE North is committed to employing evidence-based practices and data based decisions, made through a formal problem solving approach to improve student learning and achievement.

LADSE NORTH STAFF CONTACT LIST

Name	Role	Phone	Email
Jessica Sredzinski	Program Coordinator	708-482-1183	jsredzinski@ladse.org
Ryan Whitcomb	Assistant Program Coordinator	708-352-1163	rwhitcomb@ladse.org
Kelly Johnson-Greenlaw	Administrative Assistant	708-352-1163	kjohnson@ladse.org
Angie Kuehn	School Nurse	708-352-1163	akuehn@ladse.org
Kristen Hagan	School Psychologist	708-352-1163	khagan@ladse.org
Nicole Brown	Transportation Specialist	708-482-1192	nbrown@ladse.org
Paul O'Malley	Behavior Interventionist	708-352-1163	paulomalley@ladse.org
Ruthanne Focht	Team Leader/Interventionist	708-352-1163	rfocht@ladse.org
Michael Hayes	Primary LBS Teacher	708-352-1163	mhayes@ladse.org
Olivia Beener	Primary LBS Teacher	708-352-1163	obeener@ladse.org
Melissa Rulis	Primary LBS Teacher	708-352-1163	mrulis@ladse.org
Kellie Stoffer	Primary LBS Teacher	708-352-1163	kstoffer@ladse.org
Dean Fitzpatrick	Intermediate LBS Teacher	708-352-1163	dfitzpatrick@ladse.org
Reinedy Pierre	Intermediate LBS Teacher	708-352-1163	rpierre@ladse.org
Max Bliese	Junior High LBS Teacher	708-352-1163	mbliese@ladse.org
Nick Castiglione	Junior High LBS Teacher	708-352-1163	ncastiglione@ladse.org
Emily Crotty	Junior High LBS Teacher	708-352-1163	ecrotty@ladse.org
Coco OShaughnessy	Social Worker	708-352-1163	coshaughnessy@ladse.org
Melissa Lupo	Social Worker	708-352-1163	mlupo@ladse.org
Megan Snowwhite	Social Worker	708-352-1163	msnowwhite@ladse.org
Isabelle Rogoz	Social Worker/Art Therapist	708-352-1163	irogoz@ladse.org
Stefanie Irby	Social Worker (Junior High)	708-352-1163	sirby@ladse.org
Diane Crumrine	Social Worker (Junior High)	708-352-1163	dcrumrine@ladse.org
Tony Born	Social Worker (Junior High)	708-352-1163	tborn@ladse.org
Sarah Oberholz	Social Worker (Junior High)	708-352-1163	soberholz@ladse.org

GENERAL INFORMATION

Calendar

Students will follow the LADSE North School calendar. This calendar differs slightly from those used by LADSE's elementary school districts.

Hours of Attendance

Regular Attendance Hours (Monday-Friday): 8:30 a.m. - 3:00 p.m.

Early Release hours: 8:30 a.m. - 1:30 p.m.

Teacher Institute Days (Half-Day): 8:30 a.m. - 11:30 a.m.

Reporting Absences

Parents/guardians are responsible for informing the school office when their child will be absent from school by calling the main office at 708-352-1163 by 8:30 a.m.

Daily Schedule (will look different for each grade level):

LADSE North Daily Schedule		
Homeroom	8:30-9 a.m.	Check-in
Period 1	9:00 - 9:40 a.m.	Academic
Period 2	9:40 - 10:20 a.m.	Academic
Period 3	10:20 - 11:00 a.m.	Academic
Period 4	11:00 - 11:30 p.m.	Lunch
Period 5	11:30 - 12:00 p.m.	Recess
Period 6	12:00 - 12:40 p.m.	Academic
Period 7	12:40 - 1:20 p.m.	Academic
Period 8	1:20 - 1:50 p.m.	Academic
Period 9	1:50-2:30 p.m.	Academic
Homeroom	2:30-3:00 p.m.	Check-out
Academic includes P.E. and Specials (periods TBD)		

Lunch

A hot lunch program is available to students who wish to arrange for this service. A financial agreement is provided to all families detailing the terms of the plan. A menu of the offered food items is posted in the lunchroom.

LADSE North operates as a CLOSED CAMPUS, and therefore requires that all students remain

on campus throughout the day.

Transportation

If special transportation is a related service on a student's IEP, bus service will be provided to and from school. The school day begins when the students enter the provided transportation at their homes and ends upon exiting their transportation at their assigned drop-off points at the end of the school day. Only one ride from home to school and one ride from school to home will be provided each day.

The driver is not permitted to change pick-up or drop-off locations, times of pick-up, or students to be transported. Students wishing to have such changes made should have their parents contact the transportation coordinator.

Students are expected to follow all directions given by the driver. In order to provide for students' safety, smoking, vandalism, rowdiness, exiting at unauthorized locations, etc. will not be permitted. Violations of the transportation policy will be handled in accordance with the school's behavior policy. (LADSE Directing Board Policy 7:190 - Student Behavior)

Transportation related questions can be directed to Nicole Brown at 708-482-1192 or nbrown@ladse.org or Grand Prairie Transit, via call or text, at (630) 655-8739.

Extracurricular Activities

LADSE North is a member of the Chicago Area Alternative Education League (CAAEL). This league provides an opportunity for junior high students (grades 6-8) to travel and compete in the sports of flag football, softball, basketball, bowling, and volleyball. The focus on teamwork and sportsmanship provide students with experiences that help them improve their ability to work well with others. Most events occur within the school day.

Other in-school and afterschool clubs may be provided based on student interests.

School Visitors

Any visitor to LADSE North must have the prior approval of school administration and must comply with the following rules. The school has the right to refuse any visitor.

1. All visitors must register with the school office.
2. The visitor must comply with all school rules and regulations.
3. All classroom observations or conferences must be pre-scheduled.

Emergency School Closing

On rare occasions, school may be closed because of weather or other emergency situations. Local radio and television stations will broadcast news of emergency closings. Detailed information is sent to each student's home in the fall of the year. Please keep this information for reference.

Emergency School Closing

On rare occasions, school may be closed because of weather or other emergency situations. Local radio and television stations will broadcast news of emergency closings. Please keep this

information for reference.

Closing information can be found on the homepage of the LADSE website and the Emergency Closing Center: (847) 238-1234 or www.EmergencyClosing.com.

HEALTH SERVICES

A school nurse is present in the Office and available to all students who become ill or are injured while at school. Students who need medical assistance must be accompanied to the Office by a staff member.

Medication Policy

1. Medication, both prescription and non-prescription varieties, will only be administered to students who have authorization on file in the Health Office:
 - Medication Authorization Form - this must be completed and signed by the student's physician specifying instructions for administering the medication. Instructions are to include: name, purpose, dosage, and time of administration.
 - Parent/Guardian Permission Letter - corresponding to the Medical Authorization Form and giving consent for medications to be administered.
 - A parent or guardian must deliver the medication directly to the school nurse in the original container.

2. These written statements must be renewed annually.

Physical Examination Records

1. Each student shall have a health examination and required immunizations before entering LADSE North. The record of required examination and immunizations shall be maintained on file in the LADSE North office and shall contain evidence of the completed dental, vision, and hearing examinations as required by state statutes.

2. Any parent or student objecting to health examination or required immunizations on religious grounds shall present to the superintendent of their resident district a written statement of objection signed by the student's parent or legal guardian, and the superintendent shall have the authority to waive the requirements of the policy. Religious objections shall be the only valid grounds for exception from the requirements of this policy. These students, if they plan on participating in sports, are required to submit a physical examination record completed by a licensed practicing physician.

3. Any kindergarten student who does not have a current, completed health examination and required immunizations, or a waiver approved by the Superintendent, on file with the school office by October 15th, shall be excluded from school until the required records are on file.

Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for LADSE to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps LADSE reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Executive Director or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in the School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to LADSE's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: www.isbe.net/Documents/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Directing Board policies.

ACADEMICS

Curriculum

The academics provided at LADSE North are based upon the common core standards. Students receive individualized instruction that promotes academic growth. The curriculum is differentiated for each students' unique goals, strengths, and needs by incorporating current technology and varied instructional modalities to support student engagement in the learning activities.

Teacher-led instruction is provided for a majority of core coursework.

Assessment

Applicable assessment instruments are used to gauge a student's baseline and monitor current levels of performance. LADSE North administers state-mandated assessments, curriculum based measurements, and classwork to inform instruction in order to address each student's academic needs.

Homework

Generally, LADSE North teaching staff schedule enough class time for students to complete academic assignments/activities during their class period. However, any incomplete assignments are either made-up during check-out or assigned for homework. LADSE North staff recognize that the student's home school may assign more homework, so if a student is preparing to transition back to their home school, staff will plan with students to gradually increase homework expectations to prepare for the similar expectations at their home school.

Communication

Progress reports will be shared a minimum of four times throughout the year (at every quarter). Team meetings with parents will occur throughout the year to review progress and discuss concerns.

Extended School Year

An Extended School Year (ESY) session is available to all students during the summer. Participation is determined by the Individualized Education Program (IEP) team. The hours of ESY are from 8:30 a.m.-11:30 a.m.

SOCIAL EMOTIONAL LEARNING

LADSE North is committed to the development of students' social emotional skills and integrates the RULER Approach to support student attainment of Illinois Priority Learning Standards for the school year.

The Ruler Approach: RULER is an evidence-based approach to social and emotional learning (SEL) based on the acronym, RULER, for the five skills of emotional intelligence—recognizing, understanding, labeling, expressing, and regulating emotion. RULER supports the entire school community in understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining a positive school climate. The following goals are targeted through the school-wide social-emotional curriculum:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

THERAPEUTIC SUPPORTS

Individual and Group Therapy

Every student is assigned to a social worker during their time at LADSE North. The social worker provides individual and group therapy each week as well as individual crisis support to students as needed. Therapy is designed to be individualized to the student's needs and to help support both their personal and school goals. Group therapy is provided in the classroom setting weekly and includes the social worker, students, and classroom staff (teachers and paraprofessionals). Each group will vary in its structure depending on the need of the group, but is designed to have students work together around therapeutic topics, provide group support to individual issues, discuss classroom issues and group conflicts, and provide a safe place for students to practice sharing thoughts and opinions.

Wraparound Support

Another therapeutic support provided for all students and their families is Wraparound (Wrap) support. A LADSE North social worker coordinates a student's individual treatment plan across service providers. Wrap activities may include:

- Provision of crisis management
- Regular family outreach
- Facilitation of interagency networking
- Communication of outstanding concerns regarding treatment integrity to ED coordinator

Confidentiality

Our social workers maintain confidentiality at all times unless it is determined that a student or family member is at imminent risk of harming themselves or others, in the case of suspected

abuse, or through court order. Therapists work with students and parents to review and clarify the expectations and limits of privileged information.

Collaborative Problem Solving Model

At LADSE North the belief is that all students have the desire to do well when they can. When they struggle, it is due to lagging or underdeveloped skills to meet the demands of that moment. When these moments occur, students can become emotionally dysregulated and struggle even more to deal with the situation. It has been found that in this moment it is best to address the challenges in a manner that helps teach the student the skills they are lacking and it is important that the student is involved in the entire process. With this belief at the center, the staff at LADSE North work within the structure of the Collaborative Problem Solving model which is designed to help students first regulate themselves to a place that they are able to express their needs in order for a conversation to occur about actions to take to address those needs.

The model has four steps to it and each step is designed to include the student's perspective and find a mutual agreement to a solution.

The first step is “**Listen**”, when staff use reflective listening to help understand the problem from the student's perspective. This is designed to both help the student regulate themselves and to provide essential information to help both staff and students understand the issue. This is a time for students to have a voice in the process and to build skills on how to use Language under Stress.

The second step is to “**Define the Problem**”, which is the time to state why the student's behavior was a problem for the staff, the student, or the environment and to state why the behavior impacts the student's ability to meet their own goals. It is important that during this process, if the student becomes defensive, to continue to listen, reflect, and to come to a mutual understanding of the problem. The skill building that takes place in this step is Empathy, Memory, Reflection, and Listening.

The third step is “**Solution**”, when the student is encouraged (at times with staff assistance) to generate solutions to the current problem and choose the most effective option. Following this choice, students and staff reflect on the effectiveness of the option. It is essential during this step to allow the student to struggle to develop options to solve their own problem, this allows for more student ownership in the solutions. The skill building that takes place in this step is Creativity, Reflection, and Flexibility.

The fourth step is “**Repair**”, when the student is able to mend relationships that were damaged as a result of the problem. This does not necessarily need to be in the form of an apology, especially if not sincere because sincerity is essential in this step to build skills. If the student does not have the empathy in the situation to apologize, taking responsibility for their actions in the situation is also acceptable. The skill building in this step is Empathy, Language, Flexibility, and Ability to Listen.

The approach of Collaborative Problem Solving used at LADSE North was originated by Ross Greene and more information is available at <http://www.livesinthebalance.org/>.

Developing a Proactive Regulation Plan

Developing strategies and creating a plan to utilize when dysregulated allows students to overcome challenges and meet goals. Utilizing the Collaborative Problem Solving process and strategies from RULER, all students at LADSE North participate in creating a plan that identifies lagging skills, strategies to build skills, and coping strategies to utilize when dysregulated.

Social Thinking

The mission of Social Thinking®, created by Michelle Garcia Winner, is to help people develop their social competencies to better connect with others and live happier, more meaningful lives. Social Thinking® utilizes peer-reviewed research and evidence-based strategies to foster the development of: social self-awareness, perspective taking/theory of mind, self-regulation, and executive functioning. Social Thinking® language is incorporated throughout our program to support all students. The Social Thinking® groups are facilitated by a speech pathologist.

Animal Assisted Therapy

LADSE North works collaboratively with the Hinsdale Humane Society and its READ pet therapy program. READ teams are trained owners and their Delta/Pet Partner-registered animals visit libraries, schools, and other learning venues to promote literacy and work with students on reading skills. A permission slip is available for parents to sign consent for participation.

Research shows that Animal Assisted Therapy can enhance opportunities for social exchange, promote regulation, increase the use of functional language and complexity of expressive language, finally it provides the opportunity to increase opportunities for prosocial behavior. Studies have shown that the presence of an animal has also been found to lower anxiety and motivate participation in therapy.

Supportive Attendance

There are times when the stress of school is so overwhelming that a student will refuse to attend. LADSE North has support available to develop a plan to help a student attend school successfully and empower them with effective coping strategies.

OTHER PROGRAMMATIC INFORMATION

Independence Points and Level System

Our goal is to support students in developing academic and social/emotional skills based on their needs. This can be achieved through enhancing skill development in self-advocacy, communication, emotional regulation, executive functioning, and academic perseverance. We utilize an Independence Rating Scale and Level System to support student growth and help us to determine readiness to return to a less restrictive educational environment. At the end of every class period, students are provided feedback with regards to how much support they needed based on our Independence Rating Scale Rubric. That data is compiled weekly, bi-quarterly, quarterly and presented at IEP meetings in order to visually represent progress toward their goals. Weekly data sheets are also utilized to support students in monitoring their

progress toward desired outcomes.

Returning to Your Home School

Our focus at LADSE North is to provide every student with the skills to successfully return to their home school.

The timeline and the path back to the home school varies for each student. The key factors in the speed of this transition include a student's ability to acknowledge the challenges that they have, their ability to make essential changes, their willingness to accept the support of staff, and their desire to return (a number of students have elected to stay at LADSE North even after being offered the opportunity to return to their home school).

When a student is performing at a level in which transition may occur, the IEP team will meet to discuss a student's readiness to begin taking classes at their home school or enroll in the next least restrictive environment. A student will often begin the process of transitioning back to their home school by taking 1-3 classes and spend the remainder of the day at LADSE North. This gradual bridging process allows a student to practice the skills they developed at LADSE North in their home school while maintaining LADSE North therapeutic and academic supports. If successful, the IEP team will continue to meet to discuss adding more classes until a full time return to the home district is recommended.

LADSE North 5-Point Student Independence Scale

Category	Description	Examples
Attendance Support	Student required staff support to attend/participate.	<ul style="list-style-type: none"> ● Intervention from parent/staff to attend school/participate in class ● Support required to assist with on-time arrival ● 90% attendance rate
Program Level Supports	Student is presently unavailable to regulate themselves and/or receive support from staff.	<ul style="list-style-type: none"> ● Removal/escort from learning environment ● Physically or emotionally unavailable for utilizing coping strategies/staff support ● Staff supplants control if student is posing imminent danger to self or others
Exclusionary Supports	Students need to leave room for intervention. Student is available to utilize coping strategies/receive staff support in order to regulate.	<ul style="list-style-type: none"> ● Problem-solving/debriefing with social worker, behavior interventionist, or school psychologist ● 1:1 academic support outside of the classroom ● Utilizing coping strategies outside of classroom
Inclusionary Supports	Student utilizes self-regulation strategies and/or accepts staff support in order to remain in class.	<ul style="list-style-type: none"> ● Utilizes coping strategy within the classroom and/or receptive to staff support ● Self-break with 2-3 minute return to class ● Extended 1:1 academic support from staff within classroom ● Utilizes back room to work
Minimal Supports	Staff instructs using clear, reasonable academic and behavioral expectations for the period and checks for student understanding. Student remains in class and follows expectations the entire period with no more than 1 reminder from staff.	<ul style="list-style-type: none"> ● Staff provides 1 verbal or visual reminder of expectations ● Utilizes coping strategy within the classroom and/or receptive to brief staff support ● 1:1 academic support from staff within the classroom
No Additional Supports	Student remains in class the entire period and manages all expectations independently	<ul style="list-style-type: none"> ● Remains on-task ● Works on assignments through the entire period ● Demonstrates behaviors expected at home school ● Utilizes coping strategies independent of staff support

*This is a general framework and a student's target behaviors on their goal card may reflect different criteria (for example, a student whose IEP reflects no more than 2 reminders/prompts would still achieve the Minimal Supports level).

LADSE NORTH LEVEL SYSTEM

LEVEL 4 (30 days)

		LEVEL 3 (25 days)		Responsibility: <ul style="list-style-type: none"> No major incidents/reprieves Attendance at 90% Average goal card total of 90% Passing all classes (Cs or better)
		LEVEL 2 (15 days)		Goals: <ul style="list-style-type: none"> Self-reflection on Value Inventory & Committed Action
		LEVEL 1 (5 days)		Opportunities: <ul style="list-style-type: none"> Community service projects School ambassador/peer mentor
Responsibility: <ul style="list-style-type: none"> Completes initial preferences/strengths assessment Average goal card total of 75% School/classroom job (peer helper as teacher directed) 	Goals: <ul style="list-style-type: none"> Complete Value Inventory & Committed Action 	Opportunities: <ul style="list-style-type: none"> School service projects (reading to younger grades, helping with building projects, office assistant) School ambassador/peer mentor 	Successes: <ul style="list-style-type: none"> Highlight events that contributed to achieving Level 4 	
Privileges: <ul style="list-style-type: none"> Hallway access with staff Personal break time at desk Can earn LADSE dollars for use once on Level 2 Free time at desk Non-electronic free time activities (e.g., board/card games, read, chat with peer/staff from desk) Student needs permission to leave their designated area Academic break (if work is completed) Incentives if all work is completed Tuesday/Friday activity at desk and/or with staff 	Privileges: <ul style="list-style-type: none"> Independent access to hallway (staff monitored from doorway) Ability to shop for Level 2 items at school store with staff supervision Ability to choose recess/free time activity Eligible for field trips Able to work with a partner with staff permission Free time away from desk Computers & tablets eligible for free time Friday activity at desk and/or with a classmate, who is at Level 2 or higher May ask to assist with additional school/classroom job if all work is completed 	Privileges: <ul style="list-style-type: none"> All Level 1 & 2 privileges Ability to shop for Level 3 items at school store with staff supervision Morning breakfast in alternative workspace Eat lunch with a classmate in a school-approved preferred area (classroom, outside weather-permitting, staff office) May leave desk (to sharpen pencil, drink, washroom, wastebasket) Ability to choose free time/activity before students on Levels 1 & 2 Breaks with another student of your choice, who is also at Level 3 Listen to music with headphones Able to use computer during free time 	Privileges: <ul style="list-style-type: none"> All Level 1-2-3 privileges Independent access to hallway/bathroom Ability to shop for Level 4 items at school store independently Special treat on Friday Eligible to purchase personalized Friday outing (movie theater, lunch out, park, store - with staff) Eligible to purchase outing with peer who is also on Level 3 or 4 Begin transition talk 	

*some of these privileges are not currently available due to COVID-19 restrictions but may become available during the course of the school year at teacher's/administration's discretion

**privileges subject to change throughout the school year at discretion of teacher/administration

***all personal or school device use is subject to LADSE North handbook guidelines

STUDENT EXPECTATIONS AND POLICIES

All students and staff share the responsibility of creating a safe inclusive culture at LADSE North. Students who attend LADSE North make a commitment to help create an environment that encourages student success and emotional health and safety of everyone in our community. Below is a list of expectations that address some of the more common questions and concerns about student expectations.

Attendance

Authorized absences will be accepted for the following reasons: illness, valid appointments as determined by school officials, religious holidays, death in the family, family emergencies as determined by school officials, and situations beyond the control of the student as determined by school officials.

Bullying

LADSE North seeks to promote and maintain a school culture that values belonging. We are committed to promoting a safe school culture where students and staff are treated with tolerance and respect and individual differences are valued. We strive to protect and nurture students and we encourage them to be kind, generous, and supportive of others.

LADSE North responds to bullying in accordance with Illinois State law by preventing, investigating, and intervening when there are reports that bullying has occurred both in or out of school, including in electronic communication and social media.

Bullying can occur in many ways, including more indirect and subtle forms like social exclusion as well as more direct forms like threats and intimidation. LADSE North will take care to protect and support the victims of bullying and will respond if bullying causes students to be fearful, has a detrimental effect on their physical or mental health, interferes with a student's academic performance or interferes with their ability to participate in activities. Depending on the seriousness and circumstances of the situation, students who bully others will be provided interventions ranging from relationship repair and mediation to disciplinary action that may include suspension and/or police intervention. Additional information on bullying may be found in LADSE Directing Board Policy 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment.

Contribute to a Healthy School Culture

As in any school, students and staff are ultimately responsible for creating and maintaining a healthy school culture. By supporting one another in positive ways, interacting respectfully, and by engaging in academic activities, students and staff create an environment where everyone can take the risks necessary to make essential personal and academic growth.

Active listening (listening: impartially; with undivided attention; for feelings not just the words; for understanding rather than responding to; and for clarifying) across students, parents, staff and administration helps maintain safe, effective, harmonious relationships. LADSE North staff work closely with students to condition a learning environment of mutual respect so they can embrace

all the opportunities for skill development so they can strive.

Hall Passes

LADSE North values community, belonging, and supporting students to develop independence. At LADSE North we expect that a student in the hallway will either have a staff escort or a hall pass. If a student is seen in the hallway without either, they will be asked to return to class.

Language

Learning to communicate effectively is an essential skill. Students are expected to use respectful language in school.

Personal Appearance

A student's clothing and appearance are an important form of self-expression. There are times that a student's clothing can interfere with our vision of maintaining a safe environment that enhances learning. Some examples include:

- Clothing that references, represents, or glorifies drugs, alcohol, violence, gangs, and sex.
- Accessories that can be seen as threatening or may cause injury to self or others (for example, chains, studded chokers or wristbands).
- Revealing clothing that is the result of the thin fabric or limited skin coverage.
- Heavy coats can often interfere with interpersonal interaction or can feel threatening to others when worn in a temperature controlled setting. Students are expected to leave their jackets and coats in their lockers when they are in the school building.

If students wear clothing that reflects the above, staff will meet with the student to share concerns and determine how to meet expectations, which can include changing. If the student refuses to change, we will attempt to problem solve with the student and parents, offer clothing alternatives, or provide instruction away from the classroom environment until the issue is resolved.

Respecting School Structures

We expect that students will respect the learning environment, the staff, and students within the learning environment. We do not have a long list of school rules, but we do expect that students will be responsive when staff set limits and, when they disagree with staff, do so with a respectful and collaborative spirit.

Although most student challenges can be resolved through helping them become more emotionally regulated and then collaborating with them to develop a better solution to their problem, there are times when students engage in behaviors that require more authoritative action. Below is a list of those behaviors and our possible responses.

- **Illegal Behavior & Other Misconduct:** Any behavior that violates the law is not allowed in school. The following misconduct is also prohibited: physical aggression, property destruction, verbal or physical threats, sexting and the possession, distribution,

purchase, selling, or use of tobacco, alcohol, vaping, drugs, or look alike and counterfeit substances. If illegal behavior or other misconduct occurs, the student's team will meet to discuss the most effective way to address the behavior. Potential responses include, but are not limited to: parent meeting, searches, confiscation, restitution, suspension, and police involvement.

- **Alcohol and Drug Glorification**: Because of the devastating risks associated with student drug and alcohol use in adolescence, we expect students to engage in healthy dialogue and discussion. Students who glorify drugs and alcohol not only distract from the educational environment, but may also increase the risk of other students engaging in unhealthy and high-risk behavior. We are committed to letting parents know when their children are discussing drugs or alcohol in school and providing the support and services necessary to help students make healthier lifestyle choices. If students engage in drug or alcohol glorification, staff responses may include: removal from the classroom, problem solving, parent meeting, and referral for drug/alcohol assessment or services.

Searches

Students are expected to maintain the safety of the school environment by refraining from bringing things to school that are prohibited. Students, their lockers, and their personal belongings, will be subject to a search if there is a reasonable suspicion of the presence of unlawful objects or substances. LADSE North staff may search a student's locker at any time, but the search of a student's personal property (e.g., backpack) or clothing requires "reasonable suspicion". In the event of a search, LADSE North will confiscate objects that are illegal or potential hazards to the environment. Parents will be notified if something is confiscated and, depending on the nature of the confiscated object, police intervention may be necessary.

Student Ambulation

To ensure a safe school environment, students and staff are expected to walk from class to class unless they are unable to due to physical disability or injury (supported by a doctor's note). Consistent with this value, students and staff are not to use any device with wheels in the hallways or classrooms. This includes, but is not restricted to, skateboards, shoes with wheels embedded in the soles, roller blades, bicycles, or hoverboards. A student may bring these devices to school with the prior permission of the classroom team, but they must not be used on school property without permission from an LADSE North staff member and **must have** appropriate supervision.

Telephone Messages to Students

Telephone messages from parents or guardians will only be delivered to students in their classrooms for emergency purposes. No telephone messages will be taken for students who receive telephone calls from other students, former students, or from friends. Students may only use the telephone with permission of a staff member.

Transportation

It is important for students to feel safe during the transition to and from school. We consider the time that students spend in the cab or bus on the way to or from school an extension of the school day and subject to the same school practices, policies, and expectations.

TECHNOLOGY POLICIES, PROCEDURES, AND EXPECTATIONS

LADSE North recognizes the importance of technology for use in instruction and also recognizes the significant role it plays in our community and culture. The following information provides guidelines for students. Further information can be found in [LADSE Directing Board Policy 6:235](#).

Internet Usage

The development of technology has given students boundless learning opportunities and access to wonderful educational resources. It can also provide students with the opportunity to be exposed to inappropriate material. We are committed to the safe use of technology and ask parents and students to join us in this commitment.

Use of the Internet for students at LADSE North is available in each classroom. School policy requires that students read, understand, and sign the LADSE Acceptable Use Policy (AUP) before access is granted. Within that policy are the regulations regarding responsible use of the Internet, including the requirement that all students have direct staff supervision during their time spent on the Internet. Parents/guardians will be sent an Acceptable Use Policy to review with their child. Included with the AUP is a Use Agreement requiring the signature of the parent/guardian and the signature of the student.

Personal Communication Equipment (iPhone, Android, iPad, Chrombook, laptop, etc.)

Technology empowers students to communicate with others (phone, text, email, social networking) and access resources (music, photos, video) in new and wonderful ways. This same technology can also be a distraction to the learning environment and can interfere with a student's ability to engage in instruction. We believe learning how to use this technology productively while also respecting others is an essential skill for students to develop. There are many ways to use technology and mobile devices as effective instructional tools. Used as a tool for enriching and deepening the curriculum, devices have become increasingly essential in the world in which we live.

Mobile devices (i.e., cell phones, smart phones, tablets, and laptops) may be carried to school and receive the same type of filtered Internet access as on LADSE North computers. However, student use of mobile devices is at the discretion of the district and school administration; the school reserves the right to deny a student the right to bring a mobile device to school.

LADSE North's values around personal technology includes the following goals:

- Maintain academic engagement in the classroom
- Honor instruction during class time
- Scaffolding expectations based upon student independence based upon progress within the Level System
- Privacy and safety within the school community for both students and staff

The values in action around personal communication equipment includes the following:

1. During all class periods (excluding lunch), students will be expected to have their phones in their locker. The phones will remain in their locker unless the teacher gives the student permission.
 - a. Students maintaining Level 3 will follow classroom expectations for technology (off and away) but will have the privilege to do this independently.
 - b. Should students not follow these expectations, interventions include:
 - i. Verbal and nonverbal prompts
 - ii. Check-in outside of class
 - c. When patterns emerge
 - i. Schedule Proactive Regulation Plan
 - ii. Engage team and student input, partner with parents
 - iii. Collaborative Planning meeting with family
 - d. Potential Restrictive Interventions
 - i. Phone Restriction
 - ii. Phone Contract

2. When accessing the technology at LADSE North, the following Acceptable Use Regulations are honored:
 - a. Bypassing school security or Internet access filtering software is a violation of the usage policy.
 - b. Devices may only have wireless access to the network, and may not be connected via a network cable to the school network.
 - c. Devices may be used in class only with permission of the teacher.
 - d. During unscheduled time, devices may be used in hallways or lunchrooms unless otherwise directed by any staff.
 - e. Students may make voice calls and check voicemail with staff permission in offices of the student's therapist or administrator. Voice calls may not be made in any other part of the building.
 - f. Devices should not be heard at any time. They must always be in silent mode, or used with headphones.
 - g. Students using cell phones or other functions on electronic devices in any manner that disrupts the educational environment, from within or from outside the classroom, or violates the rights of others, including, but not limited to, using the device in violation of our academic honesty policy, violating school conduct rules, harassing or bullying staff or students, or using their device for unlawful purposes will be subject to more significant disciplinary action, up to and including suspension and may be reported to the police.
 - h. Inappropriate content may not reside on the device while on school grounds. That includes, but is not limited to, obscene material, material that depicts illegal or violent actions, material that may be used to threaten the safety and well-being of others, and software to facilitate breaking security systems.
 - i. LADSE North reserves the right to examine files and materials stored on a student's individual devices as needed to monitor acceptable use under the LADSE's

Acceptable Use Policy. The same standard of reasonable suspicion currently used for student searches will be utilized in the event that a student has used a device in a manner inconsistent with the expectations as set forth in this document. While privacy of student's content contained on the devices will be valued and respected, the devices may be subject to search and/or confiscation.

- j. Use of Audio and Video Recording Devices by Students – LADSE North values the educational benefits of audio and video recording using standalone cameras, phones, laptops, and other mobile devices. The following rules apply when using audio/video recording devices:
 - i. Subjects must give consent before recording can take place.
 - ii. Students may record content in the classroom with the advance permission of the teacher and the written consent of the students present in the classroom. Such consent must include the signature of a parent/guardian when the student is under 18.
 - iii. Recordings made in the classroom may not be distributed or posted on a public forum, and can only be used for individual educational purposes.
 - iv. If a student's IEP specifies that a student may use a recording device, teacher consent is not required, although the student must notify the teacher at the beginning of the term. The student shall only be permitted to record the teacher's presentation of materials, and shall not record any student participation absent the express written consent of the students and their parents/ guardians
 - v. A student using any device to take photos, videos, or record audio without consent of all parties involved and having permission from staff is prohibited by the school, district policy, and state and federal law. Students found in violation of this expectation may face disciplinary action including confiscation of the device, suspension and police involvement.

Sexting

Sexting refers to an act of sending sexually explicit materials through mobile phones. The word is derived from the combination of two terms sex and texting. Sexting is a punishable offense in the United States.. A teenager texting sexually explicit photographs of themselves, or of their friends or partners, can be charged with distribution of child pornography and those who receive the images can be charged with possession of child pornography. If we have reason to believe that a student is in possession of sexually explicit images or has used electronic devices to send sexually explicit materials to others by phone or another device, or has posted these materials on the internet, we will initiate a police investigation and work with students and parents to ensure that these images do not impact the school environment. Specific interventions could include, but are not limited to, confiscation and restriction of use of technology devices, suspension, and police investigation.

Social Networking

At LADSE North, we embrace the remarkable development of social media and its ability to help children connect in new and exciting ways. We are also aware of how destructive these connections can be when students struggle to use social media in healthy ways. We hope that we can partner with parents and students to ensure that we help students develop the skills to

manage this new technology effectively.

In the event that staff have reason to believe that a student has used social networking websites in violation of district policy, school rules or other state or federal laws administrators may request that the student provide account information including passwords. Depending on the violation, the district may involve local law enforcement agencies.

APPENDIX

This handbook is only a summary of LADSE Directing Board Policies governing LADSE; LADSE Board Policies are available to the public on the LADSE Website. This handbook may be amended during the year without notice. This handbook is a communication tool of all policies to persons expected to execute and comply with them.

ALCOHOL OR DRUG POSSESSION AND/OR USE: Students are expected to be free from the effects of illicit drugs or alcohol use while in attendance. Students will refrain from bringing cigarettes, lighters, matches, tobacco products, vapes, e-cigarettes, pills, medications, and drugs or alcohol of any kind. If school personnel suspect that a student is under the influence, or in possession of an illegal substance or paraphernalia, the following options are available to our staff: - Removal from the peer group - Assessment of vital signs by nurse - Assessment by school CADC - Parental notification and possible request to pick up student from school - Referral/transport to the nearest emergency room - Police notification if necessary - Referral for psychiatric treatment and/or hospitalization - Referral for substance abuse evaluation/treatment - Staffing with parents/guardians and home school district prior to re-entry

GANG BEHAVIOR: Students may not wear, possess, distribute, sell, draw or display anything that could be interpreted as a gang sign or symbol. Students may not communicate gang representation verbally, or non-verbally with gestures, handshakes, etc. Students may not solicit others for gang membership through any means.

FOID MENTAL HEALTH REPORTING: LADSE North follows The Illinois State Police Clear and Present Danger Reporting Instructions for School Administrators. This requires School Administrators and Psychologists to report persons who pose a clear and present danger. The school administrative team regularly reviews student risk levels to determine if this report needs to be completed. For more information about FOID Mental Health Reporting please visit: <http://www.dhs.state.il.us/OneNetLibrary/27897/documents/FOID%20Documents/FOIDbrochure>

CHILD PROTECTION: The Department of Child and Family Services (DCFS) has the primary responsibility of protecting children through the investigation of suspected abuse or neglect by parents and other caregivers in a position of trust or authority over the child. The staff at our schools are considered mandated reporters of abuse and neglect; therefore, staff members are required to report any suspected child abuse or neglect to DCFS. With the guidance of the school leadership, staff follow the guidelines and policies set forth by the Abused and Neglected Child Reporting Act. Once reported to DCFS, DCFS is responsible for the determination of an investigation and future involvement with the family.

POLICY ON TRANSGENDER & GENDER NON-CONFORMING STUDENTS PURPOSE:

1. To foster an educational environment within New Connections Academy that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression.
2. To facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy, and discrimination.

3. To ensure that all students have the opportunity to express themselves and live authentically. A Note on Terminology: Transgender and gender nonconforming youth may use different words to describe their lives and experiences of gender. Terminology and language can differ based on region, language, race or ethnicity, age, culture, and many other factors. Examples of terms used by some youth include: trans, trans girl, trans boy, non-binary, genderqueer, gender fluid, and Two Spirit. These terms often mean different things or refer to different experiences of gender. All staff will use the terms that students use to describe themselves and avoid terms that make these students uncomfortable.

CONTRABAND: In order to promote a safe school environment, students may be searched on a daily basis upon their arrival. The following constitutes a list of items/possessions which students are not allowed to bring into school:

1. Weapons of any kind, or any instrument that could be construed as a weapon.
2. Cigarettes, e-cigarettes, Vape Pens, lighters and/or matches. Smoking is prohibited on school grounds, including while a student is on his/her transportation to and from school.
3. Sack lunches or other food or beverage items. Organic, nutritionally balanced, hot lunch is provided by the school free of charge on a daily basis.
4. Students are allowed to bring a maximum of \$10 to school. Any amount over \$10 will be held by the front desk and returned at the end of the school day on the first offense. A subsequent incident will require a parent to come pick the money up from school.
5. Prescription Medications: prescription medication that needs to be taken at school must be accompanied by the appropriate consent form provided. This requires both parental and physician signatures. 6. Over-the-Counter-Medication - the provided form must also accompany any pain relievers, allergy medications, cold medications, etc., in order to be brought to school. Students are not allowed to carry these medications loose in their pockets, purses, etc. If any medications are found without the appropriate consent forms, disciplinary actions may occur. ➤ For more information about bringing over-the-counter and prescription medications to school, please see the documents: "HIPPA Law and Your Child's Medications" and page 2 of the "Authorization for the Administration of Medication at School", both of which can be found on the school's website, and must be reviewed and signed by the parent/guardian and student.

THREATS OR ACTIONS THAT RESULT IN PHYSICAL OR EMOTIONAL HARM TO

OTHERS: Students are expected to consistently demonstrate respect for others. LADSE North intends to provide a safe, nurturing, comfortable environment for all students and staff members. If a situation arises in which a student becomes threatening, is verbally cruel, harassing, sexually inappropriate and/or becomes physically aggressive in any way the following options are available:

- Immediate one to one behavioral and therapeutic intervention
- Removal from peer group
- Counseling for others involved in the situation
- Peer mediation
- Parental notification and possible request to pick up student from school
- Police notification, if necessary

- Removal from school
- Restitution activities for damage of property
- Staffing with school district and parents
- Assessment for psychiatric treatment/hospitalization

TRUANCY: The parent/guardian of a student who is enrolled in a LADSE program must authorize all absences from school and notify the appropriate LADSE program designee in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Executive Director or designee.

APPENDIX

ACKNOWLEDGMENT OF RECEIPT OF STUDENT HANDBOOK

LADSE provides this Student Handbook, which includes a summary of some Directing Board policies, and revises it annually. While every effort has been made to provide accurate and current information, the Student Handbook does not contain all Board policies and will not contain changes made to Board policies throughout the year. The authoritative source for understanding student rights and responsibilities is the current Directing Board Policies available online, which is updated to include all changes after the start of the school year. To access those searchable policies, please visit the [Directing Board Policy page](#) on the LADSE website. Failure to read this handbook and/or Board policies, including updates to Board policies made after the start of the school year, does not excuse students/parents from the requirements and regulations described in those sources.

I acknowledge receipt of the LRB Academy Student Handbook.

STUDENT NAME: _____
(Please Print)

STUDENT SIGNATURE: _____

PARENT NAME: _____
(Please Print)

PARENT SIGNATURE: _____ DATE: _____

La Grange Area Department of Special Education (LADSE)

Acceptable Use of Technology Agreement

Student/Parent Acknowledgment

STUDENTS: I have read and will abide by the *LADSE Acceptable Use Agreement* included in Directing Board Policy 6:235. I further understand that any violation of the agreement is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal actions may be taken.

PARENTS/GUARDIANS: I have read and agree to assist my child in understanding and abiding by the *LADSE Acceptable Use Agreement* included in Directing Board Policy 6:235. I understand that access to LADSE technology equipment and its entire system of electronic communication is designed for educational purposes. I also recognize that some materials on the Internet may be controversial and objectionable and that, while every attempt will be made to block inappropriate sites, it is impossible for LADSE to restrict access to all controversial and objectionable materials. I will not hold LADSE responsible for the accuracy or quality of any materials acquired or viewed on its system by my child. I understand that improper or inappropriate use of technology equipment and the LADSE system by my child may result in revocation of his/her technology privileges and the imposition of school discipline, criminal penalties, or civil penalties. I accept all financial and legal liabilities that may result from my child's use of LADSE equipment and technology system. I release LADSE, its officers, employees, agents, representatives, and all organizations and individuals related to the LADSE technology system from any and all liability or damages that may result from my child's use of the school's equipment and electronic communication system. I specifically agree to indemnify and hold LADSE its officers, employees, agents, and representatives harmless for any actions, claims, costs, damages, or losses, including, but not limited to, attorney's fees, incurred by LADSE relating to, or arising out of my child's use of such equipment and system.

GOOGLE ACCOUNT USE: The student below will be issued a Google Apps Account in support of his/her education at LADSE. The account and its content remain the property of LADSE. *LADSE Acceptable Use Agreement* fully applies to the use of this account/equipment both on and off school premises. Device settings have been adjusted for appropriate school use. These settings must not be altered, deleted or circumvented in any way. The school has also downloaded applications for student use. Any charges associated with a non-school issued app must be paid for by the student. LADSE reserves the right to remove any non-school related material (apps, music, pictures) if the space requirements needed for school activities are not available. Devices may be inspected periodically to check for appropriate use.

STUDENT NAME: _____
(Please Print)

STUDENT SIGNATURE: _____

PARENT/GUARDIAN NAME: _____

(Please Print)

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

**Permit for Authorized Nursing Personnel
To Administer Required Treatment during School Hours**

=====

(TO BE COMPLETED BY PHYSICIAN)

Date _____

This child _____ is under my medical care
for _____ and is required to have the following treatment
administered during school hours:

TREATMENT ORDER _____

EQUIPMENT SIZE _____

FREQUENCY OF TREATMENT _____

DURATION OF TREATMENT _____

SIDE EFFECTS/PRECAUTIONS _____

TO WHAT DEGREE CAN CHILD PARTICIPATE IN TREATMENT PROCEDURE? (MARK WITH AN "X")

INDEPENDENT _____ NEEDS ASSISTANCE _____ UNABLE TO ASSIST _____

SIGNATURE OF PHYSICIAN _____

PRINTED NAME OF PHYSICIAN _____

ADDRESS _____

EMERGENCY TELEPHONE NUMBER _____

=====

(TO BE COMPLETED BY PARENT OR LEGAL GUARDIAN)

I, _____, give permission for my child to receive the above treatment(s) as directed by the physician. I will provide all supplies needed to do the procedure. I will notify the school in writing if the treatment is discontinued.

DATE _____

PARENT'S SIGNATURE _____

ADDRESS _____

(City) (State) (Zip Code)

TELEPHONE _____
(Home) (Business)