



LRB 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

WELCOME TO LRB ACADEMY	4
INTRODUCTION	6
LRB Academy School Philosophy	6
LRB Academy Staff Contact List	6
Daily Schedule	7
Attendance	7
Reporting Absences	7
Food Services	7
Extended School Year	8
Emergency School Closing	8
ACADEMIC CURRICULUM	8
Curriculum	8
Assessment	8
Homework	8
Communication	9
Credits	9
LRB Academy Course Listings	9
Therapeutic Supports	10
PROGRAMMATIC INFORMATION	13
Independence Points and Level System	13
Returning to Your Home School	13
TRANSITION SERVICES	16
STUDENT SUPPORTS	16
Supportive Attendance	16
Extracurricular Activities	17
HEALTH SERVICES	17
Medication Policy	17
Physical Examination Records	18
Food Allergy Management Program	18
OTHER INFORMATION	19
STUDENT EXPECTATIONS AND POLICIES	20
Attendance	20
Bullying	20
Contributing to a Healthy School Culture	20
Driving Privileges	21
Hall Passes	21
Personal Appearance	21
Personal Communication Equipment	22
Respecting School Structures	24

School Visitors	25
Searches	25
Social Networking	25
Sexting	25
Student Ambulation	26
Telephone Messages to Students	26

LRB ACADEMY OVERVIEW

We are pleased to present the LRB Academy Handbook! It is our intention that this handbook serve as a resource for information on how our school is structured to support academic and social/emotional growth.

LRB Academy is a therapeutic school, operated by the La Grange Area Department for Special Education (LADSE), that serves high school students who are developing skills to navigate the social, emotional, and behavioral demands of school. Our academic curriculum reflects the standards set for both Lyons Township and Riverside Brookfield High Schools and **provides the credit necessary for a student to graduate and receive his/her diploma.**

Our school faculty is composed of LADSE staff who work collaboratively with students, their families, school districts, and community agencies to build independence and achievement of post-secondary goals for students who have previously struggled in general education environments.

The LRB Academy motto, *We Learn. We Achieve. We Care* reflects our philosophy that school is a place where not only academic, but social/emotional and adaptive skills are fostered in order to develop our students into productive citizens of their communities.

Our Students

Students who attend LRB Academy have been referred by their home school district due to challenges they have experienced in their home high school setting. Their needs are complex and frequently due to multiple reasons such as depression, anxiety, impulsivity, or trauma-based experiences. To address the 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 success and meet graduation requirements, the faculty of LRB Academy includes Learning Behavior Specialists (LBS) who provide direct instruction in core subjects, as well as an LBS who provides physical education and elective instruction. Paraprofessionals are also available in each class to provide guidance and support to students.

To address social/emotional needs, the faculty further includes a school social worker, a behavior specialist, a school psychologist, as well as other related services unique to the individual needs of each student.

Our Goals

LRB Academy has a vested interest in identifying the barriers to success in our students' high schools. Our goal is to provide instruction and training based on individual strengths that will empower students to develop academic and social skills that will generalize to home high schools, post-secondary education, and/or employment.

LRB Academy uses a variety of tools to address identified goals including the use of a level system to help students and staff monitor readiness for transition, individual and group counseling, academic interventions, building the skills of emotional intelligence, transition services, supportive attendance, and service-learning activities in the community. 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

INTRODUCTION

LRB Academy School Philosophy

LRB Academy, in an active partnership with LADSE-member districts Lyons Township High School and Riverside/Brookfield High School, will promote excellence in a caring environment where referred students learn to develop skills and competence to attain their desired outcomes. This partnership is based on collaboration and cultivating a program that empowers LRB Academy students not only to achieve academic outcomes, but to develop a strong sense of self as well as an understanding of the value of others in their lives. LRB Academy is committed to employing evidence-based practices and data-based decisions made through a formal problem solving approach to improve student learning and achievement.

LRB Academy 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
Paul O'Malley	Behavior Interventionist	708-352-1163	pomalley@ladse.org
Denise Colangelo	Social Worker	708-352-1163	dcolangelo@ladse.org
Blythe Maruyama	Social Worker	708-352-1163	bmaruyama@ladse.org
Matt Borowicz	LBS Teacher	708-352-1163	mborowicz@ladse.org
Kellie Cavaliere	LBS Teacher	708-352-1163	kcavaliere@ladse.org
Michael DellliCarpini	LBS Teacher	708-352-1163	mdellicarpini@ladse.org
Rachel Matug	LBS Teacher	708-352-1163	rmatug@ladse.org
Angie Kuehn	School Nurse	708-352-1163	akuehn@ladse.org
Nicole Brown	Transportation Specialist	708-482-1192	nbrown@ladse.org

DAILY SCHEDULE

LRB Academy Daily Schedule		
Homeroom	9:00 - 9:10 a.m.	
Period 1	9:10 - 9:50 a.m.	Academic
Period 2	9:50 - 10:30 a.m.	Academic
Period 3	10:30 - 11:10 a.m.	Academic
Period 4	11:10 - 11:40 p.m.	Lunch
Period 5	11:40 - 12:20 p.m.	Academic
Period 6	12:20 - 1:00 p.m.	Academic
Period 7	1:00 - 1:40 p.m.	Academic
Period 8	2:20 - 3:00 p.m.	Academic
Academic includes P.E. and Elective (periods TBD)		

Attendance

Students will follow the LRB Academy calendar and daily schedule. This calendar and our school hours differ somewhat from those used by Lyons Township High School and Riverside Brookfield High School.

Reporting Absences

Parents/guardians are responsible for informing the school office when their child will be absent from school and should call the main office at 708-352-1163 by 8:00 a.m. the morning of the absence.

Food Services

Students may bring meals or snacks from home. We encourage students to choose healthy lunches.. Additionally, school store items are available for purchase. After eating, the students are expected to clean up their eating areas. During the meal period, students are expected to remain in the lunchroom.

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

- Breakfast - Food is provided to students upon morning arrival. Students can choose from a variety of breakfast foods that includes cereal, waffles, bagels, fruit cups, and granola bars. Drinks include: milk and juice.
- Lunch - The daily lunch program provides students with a main entree that meets the

Federal School Lunch program standards.

The school meal program promotes good nutrition for students in the food and beverages that are distributed to students during the school day. The food service program is in alignment with LADSE Directing Board policy 6:50 - *School Wellness*.

LRB Academy is a CLOSED CAMPUS. All students remain on campus during their meal period. Off-campus lunch privileges may be petitioned for by students attaining Level 4 status.

Extended School Year

A summer session Extended School Year (ESY) is offered to students as needed. Participation is determined by the Individualized Education Program (IEP) team.

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.

ACADEMIC CURRICULUM

Curriculum

LRB Academy's curriculum follows the course order of Lyons Township (D204) and Riverside Brookfield (D208) High Schools and is based upon the common core standards. Students receive individualized instruction that promotes academic growth. The curriculum is tailored to each students' unique academic goals, strengths, and needs by incorporating current technology and varied instructional modalities to support students' engagement in the learning activities.

Assessment

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

Homework

Generally LRB Academy faculty schedule enough class time for students to complete academic assignments/activities during the school day. However, any incomplete assignments may be considered homework or may need to be completed during a study hall period. Students planning to transition back to their home schools may be assigned homework in order to prepare for similar expectations in a mainstream setting.

Communication

Grades and progress reports will be shared a minimum eight times throughout the year (at every quarter and mid-quarter). Team meetings with parents will occur throughout the year to review progress and discuss concerns.

Credits

LRB Academy is considered an extension of the home school and, as a result, credits earned will appear on the official transcript of a student's home school.

LRB Academy Course Listings

The following courses may be offered at LRB Academy. Specific course offerings depend upon individual student credit needs and grade level.

High School		
English Language and Literature <ul style="list-style-type: none">• English 1, 2, 3, 4• Therapeutic Novel Studies• Film Studies	Social Sciences and History <ul style="list-style-type: none">• Urban Studies• World History• US History• Criminal Justice• Multi-cultural Studies• Sociology• Psychology• Civics/Humanities	Mathematics <ul style="list-style-type: none">• Applied Math• Pre-Algebra• Algebra I• Geometry• Algebra II
Life and Physical Sciences <ul style="list-style-type: none">• Astronomy• Physical Science• Biology• Earth Science• Chemistry• Geology	Physical, Health and Safety Education <ul style="list-style-type: none">• Physical Education• Health Education• Traffic Safety/Driver's Education	Applied Arts <ul style="list-style-type: none">• Business Management• Personal Finance• Consumer Education• Child Development• Culinary Arts
Other <ul style="list-style-type: none">• Keyboarding• Spanish• Sociology• Psychology	Electives <ul style="list-style-type: none">• Supported Study Hall• Personal/Social Development• Work Study Credit Options• College and Career Prep• Life Skills	Fine Arts <ul style="list-style-type: none">• Art Appreciation• Music Appreciation

SOCIAL EMOTIONAL CURRICULUM & THERAPEUTIC RESOURCES

LRB Academy is committed to the development of students' social emotional skills and integrates a variety of evidenced-based practices including PBIS, Safe and Civil Schools, and Lives in the Balance. The following social emotional learning goals guide our teaching:

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

Every student is assigned to a social worker who they will work with during their time at LRB Academy. The social worker provides individual and group therapy each week along with individual crisis work 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. In addition, curriculum is provided to address social-emotional learning where all members feel connected and systems are in place for students to learn about self-regulation, develop healthy relationships, enhance self-awareness, and feel safe to be courageous in the exploration of their path through the world.

Wraparound Support

Another therapeutic support provided for all students and their families is Wraparound (Wrap) support. An LRB Academy 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 the team

Confidentiality

Our social workers maintain confidential relationships with the student and family unless it is determined that a student or family member is at imminent risk of harming themselves or others or in the case of suspected abuse or court order. Therapists work with students and parents to ensure that everyone is clear about the expectations and limits of privileged information.

Collaborative Problem Solving Model

At LRB Academy, 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 LRB Academy 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 engage in a productive conversation and then include them in the process of identifying and building the skills they need.

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 his/her 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 as it permits greater 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 order 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 LRB Academy was originated by Ross Greene and more information is available at <http://www.livesinthebalance.org/>.

Developing a Proactive Plan B and 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 evidence-based social emotional strategies, all students at LRB Academy participate in creating

a plan to develop stronger regulation and coping skills.

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 the program to support all students. A more targeted social skills intervention is offered to our students with social learning challenges based on team recommendation and their performance on a Social Thinking® assessment. The Social Thinking® groups are facilitated by a speech/language pathologist and/or social worker.

Animal Assisted Therapy

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.

LRB Academy 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.

Outdoor Education/Experiential Opportunities

The high school program utilizes experiential and adventure therapy several times throughout the year. These experiences are challenges by choice and enhance community, trust, and self-confidence. Experiences can include rock climbing, hiking, ropes courses and other activities which address building confidence, developing trust and/or conquering fears.

PROGRAMMATIC INFORMATION

Independence Points and Level System

Our goal is to support students in developing independence. 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 rated with regards to how much support they need 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 Independence. Weekly data sheets are also utilized to support students in monitoring their progress toward desired outcomes.

Returning to Your Home School

Our focus at LRB Academy 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 pace of this transition include a student's ability to acknowledge the challenges they are experiencing, 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 LRB Academy 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 readiness to begin taking classes at their home school. A student will often begin the process of transitioning back to their home school by taking one to three classes in the beginning or end of the day and spending the remainder of the day at LRB Academy. This gradual bridging process allows a student to practice the skills they have developed at LRB Academy in their home school while maintaining LRB Academy therapeutic and academic support. 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.

LRB 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)

LRB LEVEL SYSTEM

LEVEL 4 (30 days)

LEVEL 2 (15 days)

LEVEL 3 (25 days)

LEVEL 1 (5 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)
		Responsibility: <ul style="list-style-type: none"> No more than 1 major incident/reprieve Attendance at 90% Average goal card total of 85% Passing all classes (Cs or better) 	Goals: <ul style="list-style-type: none"> Self-reflection on Value Inventory & Committed Action
	Responsibility: <ul style="list-style-type: none"> No more than 2 major incidents/reprieves Attendance at 90% Average goal card total of 80% Passing all classes (Cs or better) 	Goals: <ul style="list-style-type: none"> Self-reflection on Value Inventory & Committed Action Additional domains completed on Value Inventory & Committed Action 	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% 	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 LRB 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 free time activity Eligible for travel to vocational/educational sites 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 	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 May retrieve phone from locker to access during breaks/free time 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 Ability to shop for Level 4 items at school store independently May keep phone on your person and access during breaks/free time 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 may be limited due to COVID-19 restrictions

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

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

TRANSITION SERVICES

Post-secondary planning is a priority at LRB Academy to facilitate support for students and families for life after high school. LRB Academy partners with families, home districts, local colleges, and community businesses, to provide a wide variety of student opportunities, all intended to support successful transitions to life after high school. By helping students develop transition plans based on their interests and desires, their time in school can gain greater purpose and meaning.

Transition Focused Courses and Community

LRB Academy offers courses in life skills, job skills, and consumer education as well as core academic courses designed to develop the functional skills students will need as adults. In addition, the LRB Academy community collectively focuses on building social-emotional skills that are essential for life after high school.

Job Shadowing and Career Speakers

LRB Academy students are offered opportunities to participate in job shadowing experiences, a first hand look at the workplace in a career of their choice. LRB Academy also invites community members from a variety of careers to speak about their jobs so students can be exposed to the many possibilities that are available after high school.

College Counseling, Visits, and Concurrent Enrollment

Students are offered college counseling and visits to local colleges, universities and other post secondary educational programs. LRB Academy encourages juniors and seniors to consider attending other learning opportunities in the community. For example, students may attend classes at the College of DuPage or Triton College while still enrolled at LRB Academy and receive both high school and college credit. For interested students, LRB Academy staff will work individually and in small groups to help students prepare for college testing.

Linkage to Adult Services

Students are provided direct linkages to adult services such as the Illinois Division of Rehabilitation Services, which can provide job placement and/or post-secondary education funding. Students access this program as sophomores or juniors and the services can continue through graduation and into adult life.

STUDENT SUPPORTS

The LRB Academy community values creating context for social and emotional learning to prepare students, staff, and families for lifelong engagement in learning. LRB Academy's programming provides a wide variety of opportunities to get involved, build skills, and form meaningful connections.

Supportive Attendance

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

Extracurricular Activities

LRB Academy is a member of the Chicago Area Alternative Education League (CAAEL). This league provides a chance for students to travel and compete in the sports of flag football, softball, basketball, bowling, and other team sports and activities. The focus on teamwork and sportsmanship provide students with experiences that help them improve their ability to work well with others.

HEALTH SERVICES

The nurse is available in the school office to all students who become ill or are injured while at school. Students who need medical assistance must obtain a pass from their classroom teacher or be accompanied to the school office by a staff member. Students arriving at the school office without a pass or an accompanying staff member will be turned away, unless the school nurse or other staff member determines that an emergency exists

Medication Policy

1. Medication, both prescription and non-prescription varieties, will only be administered to students who have authorization on file in the school 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.
(See appendix for sample form)
 - 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 medication's original container.

2. These written statements must be renewed annually.

Student Injury Protocol

1. All accidents and/or injuries are to be reported to the school office immediately.
 - If students are able to walk, the staff that witnessed the event will escort the student to the school office. If the student is unable to be moved or refuses to go to the school office then the nurse will come to the student's location.
 - If an LRB Academy nurse is not on campus, an alternative LADSE nurse will be called to evaluate the injury.

2. The staff that witnessed the incident will work with the school nurse and/or a certified staff to complete a student injury/accident report form.
 - The student injury/accident report form will be completed by the end of the school day on the day of the injury/accident.
 - A copy of the student injury/accident report form will be given to the LRB Academy Program Coordinator and a copy will be placed in the nurse's student file. The original form will be sent to the resident district.

- The certified staff in the classroom where the accident/injury occurred is responsible for the chain of communication to the homeroom team, should the incident not occur in the student's homeroom.
3. The paramedics will be notified immediately by the school nurse or health official designee when the school nurse deems the accident serious enough to warrant outside medical evaluation beyond assessment/treatment in the health office.
 4. Following any accident/injury, the parent/guardian or responsible adult will be notified by the school nurse or a certified staff member by the end of the school day on the day of the incident. Parents are responsible for transporting students if further medical evaluation is needed outside of an emergency room unless alternative arrangements are made with the parent and LRB Academy administration.
 5. Parents will provide the school nurse with documentation from the medical provider who treated the injury outlining any medications, treatments and/or restrictions that may be needed during the school day.
 6. Parents need to update the school office regarding emergency phone numbers when there are changes.

Physical Examination Records

1. Each student shall have a health examination and required immunizations before entering LRB Academy. The record of required examination and immunizations shall be maintained on file in the LRB Academy 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 ninth grade 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, may 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.

OTHER INFORMATION

Lockers

Lockers will be assigned to students at the beginning of the school year. Only clothing, books, and other school related materials should be kept in the locker. Lockers belong to the school and are subject to search.

Transportation

Students will be provided transportation to and from school and school related functions. 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.

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 school office.

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)

Students who attain Level 4 status may petition to use an alternate means of transportation. If a student is approved to drive to school they are prohibited from transporting other students to, from, or during school.

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.

STUDENT EXPECTATIONS AND POLICIES

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

Attendance

Attendance records become part of the student's high school record and an attendance summary will appear on the transcript. Parents/guardians are responsible for informing the school office when their child is absent from school. Parents should call LRB Academy by 8:00 a.m. at 708-352-1163.

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 or school code.

Bullying

LRB Academy 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.

LRB Academy 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 through electronic communication and/or 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. LRB Academy 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*.

Contributing 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. LRB Academy staff work closely with students to condition a learning environment of mutual respect so they can embrace all opportunities for skill development.

Driving Privileges

LRB Academy is considered a “closed campus”, meaning that students are not permitted to leave the building without staff and parent permission. In order for students to be allowed to drive to school, they need to have displayed the consistent and ongoing commitment that enables them to achieve and maintain Level 4. If a Level 4 student requests permission to drive to school, the classroom team, in collaboration with the student, Program Coordinator, and parents will decide whether to grant driving privilege and will determine if there are any restrictions associated with this privilege.

Students who receive driving permission must submit a copy of a valid driver’s license, proof of insurance, the make and model of the car, and the license plate number. Only the identified car may be used for transportation to and from school. Students are not allowed to transport other students in their cars at any time. Students with the driving privilege are expected to drive safely, arrive and leave school on time, and maintain consistent Level 4 expectations. The student and his or her parent(s) will sign a document that explains the need to adhere to these expectations.

Hall Passes

LRB Academy values community, belonging, and supporting students to develop independence. At LRB Academy 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 while 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/or 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 thin fabric or limited skin coverage.
- Heavy coats, which 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 a student wears **an** item that reflects the above, staff will meet with the student to share concerns and determine how to meet expectations, which can include changing into more appropriate clothing. 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.

Personal Communication Equipment

Technology has given students boundless learning opportunities and empowers students to communicate with others (phone, text, email, social networking) and access resources (information, music, photos, video) in seemingly endless ways. This same technology can also be a distraction to the learning environment, can interfere with a student's ability to engage in instruction, and can provide students with the opportunity to be exposed to inappropriate material.

At LRB Academy, we believe that 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. LRB Academy is committed to the safe use of technology and asks parents and students to join us in this commitment.

Use of the Internet for students at LRB Academy 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. 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.

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 LRB Academy 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.

LRB Academy 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:

- a) 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.

- i) 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) Utilize strategies from the LRB collaborative problem solving model and social emotional curriculum to support regulation and skill building
- d) When patterns emerge:
 - i) Schedule Proactive Plan B
 - ii) Engage team and student input, partner with parents
 - iii) Collaborative Planning meeting with family
- e) Potential Restrictive Interventions
 - i) Phone Restriction
 - ii) Phone Contract

When accessing the technology at LRB Academy, the following Acceptable Use Regulations are honored:

1. Bypassing school security or Internet access filtering software is a violation of the usage policy.
2. Devices may only have wireless access to the network, and may not be connected via a network cable to the school network.
3. Devices may be used in class only with permission of the teacher.
4. During unscheduled time, devices may be used in hallways or the lunchroom unless otherwise directed by any staff.
5. 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.
6. Devices should not be heard at any time. They must always be in silent mode, or used with headphones.
7. 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.
8. 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 the breaking of online security systems.
9. LRB Academy reserves the right to examine files and materials stored on a student's individual devices as needed to monitor acceptable use under LADSE's Acceptable Use Regulations. 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.

10. Use of Audio and Video Recording Devices by Students – LRB Academy 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:
 - a. Subjects must give consent before recording can take place.
 - b. 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.
 - c. Recordings made in the classroom may not be distributed or posted on a public forum, and can only be used for individual educational purposes.
 - d. 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
 - e. 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.

Respecting School Structures

We expect that students will respect the learning environment, the staff, and the students within the learning environment. We expect that students will be responsive when staff set limits and, when they disagree with staff, that they will 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 or 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 intervention.
- **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.

School Visitors

Any visitor at LRB Academy 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 Pass issued by the school secretary must be carried throughout the day and shown when requested by any school staff member.
3. The visitor must comply with all school policies, rules, and regulations.
4. All persons who are not enrolled in school or who do not work at the school must have a visitor's pass issued by the school office. Persons who do not attend or work at LRB Academy or LADSE North may not be in the building or on the school property without permission. Failure to comply may lead to an arrest for trespassing.

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. LRB Academy 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, LRB Academy 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.

Social Networking

At LRB Academy, 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 will contact parents and may request that the student provide account information including passwords. Depending on the violation, the district may involve local law enforcement agencies.

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 intervention.

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 LRB Academy staff member and they **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.

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)