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Receipt of Handbook Form
Acceptable Use Form
Medication Form
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Mid-Valley Special Education Cooperative

From the Executive Director...

Dear Parents,

On behalf of the staff at Mid-Valley Special Education Cooperative, I am happy to welcome you to the 2017-2018 school year! We are very excited to have you and your children as part of the Mid-Valley Family. Every staff member has been working very hard to prepare for the return of our wonderful students. We have set very high expectations and made plans to provide and support every student at Mid-Valley to be successful this school year.

The safety, emotional and academic success of all students are the main goals of every staff member at Mid-Valley. We believe that every student can learn to the highest level and we are prepared to offer more time and support to every student that needs it. We are also looking forward to a productive partnership with you to ensure our children can achieve their highest potential. We recognize that in order to be successful in school, our children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities.

If you have any questions about the expectations, please feel free to contact me, discuss them with your child's teacher or the program director. Please also review the MVSEC Parent Handbook, which can be accessed on our website at www.mvse.org. The wonderful MVSEC staff and I feel privileged to be a part of this school family. We thank you for your support and look forward to working with you.

Most sincerely,

*Marianne Fidishin, PhD
Executive Director*

About Mid-Valley Special Education Cooperative

Mid-Valley Special Education Cooperative (MVSEC) was formed in 1963 by a joint agreement to serve students with special needs from participating school districts. Currently, MVSEC serves students and staff from Batavia District 101, Central District 301, Kaneland District 302, St. Charles District 303, and Geneva District 304. MVSEC owns one location, the Makes-Johnstone Center (MJC) that houses administration and a small number of programs. Most programs and services are located in district schools, at Fox Valley Christian Church or at the Mid-Valley Transition Center.

The Mid-Valley Mission

In collaboration with our colleagues to serve the children and families of Batavia, Kaneland, Central, St. Charles and Geneva Community Unit School Districts, and to:

- *provide service and support to member districts;*
- *embrace the diversity of all students;*
- *empower students to become independent, contributing members of their communities; and*
- *foster and inspire life-long learning.*

Our Vision

Create positive, collaborative learning communities to facilitate the advancement of academic, social-emotional, vocational and independent living skills for our students by providing excellent, research-based instruction and therapies that meet individual student needs, and provide high-quality technical assistance and support to our colleagues in our member districts.

Executive Advisory Board

Mid-Valley has an Executive Advisory Board comprised of member district superintendents who meet monthly to review policies, procedures, fiscal issues, and receive updates on the events and activities of the cooperative. Their decisions are reported to District 303's Board of Education which is the cooperative's administrative agent. More information about the Executive Advisory Board can be located on page 5 of this handbook.

Administrative Liaisons. Mid-Valley also meets regularly with the assistant superintendents for special services and/or directors of special education from each of the member districts. These administrative liaisons oversee the provision of special education services for all students with disabilities who reside in their districts, including those services provided by the cooperative. The liaisons also meet with the Mid-Valley leadership team to identify common needs and the ways in which working collaboratively through the cooperative, they can best serve the students with special needs and their families of all member districts. More information about the administrative liaisons can be located on page 7 of this handbook.

Mid-Valley Special Education Cooperative Advisory Board

Executive Advisory Board of MVSEC meets at least once a month in the mornings. Regular advisory meetings are formal business meetings where the Board discusses issues, takes action, and makes recommendations to MVSEC's administrative agent, District 303.

Advisory Board meetings are open to the public. The only meetings not open to the public are closed sessions, where topics such as personnel matters are discussed. Each regular Board Advisory meeting includes a time for citizens to be heard. If you wish to speak to the Board, you will be given the opportunity for brief comment. The Advisory Board does not normally respond to comments from the audience, and the rest of the meeting is held without audience participation. These meetings are not the proper forum for comments regarding specific personnel.

You may obtain an agenda of topics to be discussed at an upcoming Board meeting by going to MVSEC's web-site (www.mvse.org) a few days before the meeting and look for the tab labeled Board Book. You may also pick up a copy of the agenda at the meeting.

Executive Advisory Board Meeting Schedule

The Executive Advisory Board meetings for 2017-2018 will be held at the Administrative Offices, 1304 Ronzheimer Ave., St. Charles, IL 60174. Meetings begin at 9:00 am.

June 28	August 2	September 6	October 4
November 1	December 6	January 10	January 31
March 4	April 4	May 2	June 6

Mid-Valley Special Education Cooperative is subject to the requirements of the Americans with Disabilities Act of 1990, as well as Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities who plan to attend a Board meeting and who require certain accommodations in order to allow them to attend and/or participate, or who have questions regarding the accessibility of the meetings or the facilities, are requested to contact Dr. Marianne Fidishin at 331-228-4873. Users of TTY may dial 331-228-6003 for assistance.

Advisory Board Members

Dr. Lisa Hichens, Superintendent D101

Dr. Jason Pearson, Superintendent, D303

Dr. Todd Leden, Superintendent D302

Dr. Todd Stirn, Superintendent, D301

Dr. Kent Mutchler, Superintendent D304

Mid-Valley Special Education Cooperative

Contact Information

Mid-Valley Website: www.mvse.org

Mid-Valley Office 331-228-4873

Dr. Marianne Fidishin, Executive Director

Ms. Nancy Sporer, Director of Business and Human Resources

Ms. Brandi Pedersen, Executive Assistant

Ms. Lisa Sestak, Administrative Assistant

Ms. Karin Alber, Confidential Secretary, Payroll/Benefits Assistant

Ms. Katherine Sharko, Administrative Assistant

Marianne.Fidishin@d303.org

Nancy.Sporer@d303.org

Brandi.Pedersen@d303.org

Lisa.Sestak@d303.org

Karin.Alber@d303.org

Katherine.Sharko@d303.org

Ms. Maura Burns, 331-228-4858

Mades-Johnstone Principal, New Directions, Safe Schools

Ms. Dominia York, Administrative Assistant

Maura.Burns@d303.org

Dominia.York@d303.org

Ms. Melissa Jackson, Program Coordinator, 331-228-5995

New Pathways, Early Childhood Hearing Impaired, Speech/Language

Melissa.Jackson@d303.org

Ms. Linda Koch, Program Coordinator, 331-228-6007

ELS, ABLE, CLASS, APE, Vocational Services, 12+ Program

Linda.Koch@d303.org

Mr. Tim Stoudt, Program Coordinator, 331-228-6034

SAIL Program

Timothy.Stoudt@d303.org

Ms. Cynthia Gotha, Program Coordinator, 331-228-2499

Occupational/Physical Therapy, Hearing and Vision Itinerant Services

Cynthia.Gotha@d303.org

Ms. Jennifer Phillips,

Director of Professional Learning, 331-228-5908

Social Work Services

Jennifer.Phillips@d303.org

Ms. Sandra Gearhart

Instructional Support Facilitator, 331-228-2487

Sandra.Gearhart@d303.org

Ms. Lisa York

Behavioral & Instructional Coach, 331-228-5607

Ms. Kate Vincent

Behavioral & Instructional Coach, 331-228-5502

Ms. Rebecca McCabe

Behavioral & Instructional Coach, 331-228-4913

Alisa.York@d303.org

Kate.Vincent@d303.org

Rebecca.McCabe@d303.org

Member Districts

Community Unit School District 101 – Batavia – www.bps101.net

335 W. Wilson Street, Batavia, IL 60510
 General number 630-937-8800
 Student Services 630-937-8836
 Dr. Lisa Hichens, Superintendent
 Ms. Lisa Palese, Director of Student Services
 Ms. Kari Ruh, Assistant Director of Student Services
 Ms. Laura Anderson, Student Services Coordinator, Batavia High School
 Ms. Natalie Assell, Student Services Coordinator, Rotolo Middle School

Community Unit School District 301 – Central – www.burlington.k12.il.us

275 South Street, P.O. Box 396, Burlington, IL 60109
 General number 847-464-6005
 Student Services 847-464-5863
 Dr. Todd Stirn, Superintendent
 Mr. Mike Potsic, Director of Special Education

Community Unit School District 302 – Kaneland – www.kaneland.org

47W326 Keslinger Road, Maple Park, IL 60151
 General number 630-395-5100
 Student Services 630-365-5111
 Dr. Todd Leden, Superintendent
 Ms. Fran Eggleston, Director of Special Education
 Ms. Tressa Matuszewski, Special Education Coordinator

Community Unit School District 303 – St. Charles – www.d303.org

201 South 7th Street, St. Charles, IL 60174
 General number 331-228-2000
 Dr. Jason Pearson, Superintendent
 Ms. Patti Palagi, Director of Instructional Interventions
 Ms. Aubree Schuett, Associate Director of Interventions
 Ms. Karen Maladra, Associate Director Interventions
 Ms. Jennifer Mursu, Associate Director for Early Childhood Programs
 Ms. Patti Nier, Middle School Intervention Coordinator
 Ms. Betsy Buckley, Therapy Coordinator
 Ms. Sandra Green, Assistive Technology Facilitator

Community Unit School District 304 – Geneva – www.geneva304.org

227 North 4th Street, Geneva, IL 60134
 General number 630-463-3000
 Student Services 630-463-3060
 Dr. Kent Mutchler, Superintendent
 Ms. Anne Giarrante, Director of Student Services
 Ms. Jamie Benavides, Assistant Director

Mid-Valley Special Education Cooperative Services & Support

Mid-Valley provides services for students with special needs, the staff who serve them, and the families who love them. Specific information can be located about these services throughout this handbook. The services are grouped into the following categories:

Student Services:

- Specialized Programs
- Itinerant Services
- Support and Related Services
- Extended School Year

Staff Services:

- Administrative Services
- Behavioral & Instructional Coaching
- Instructional Support Facilitator
- Professional Development

Family Support and Advocacy:

- Parent Network
- Parent Resources
- Topical Presentations

Student Services

Specialized Programs. MVSEC provides comprehensive and highly specialized programs for exceptional children. Most programs are housed in various locations throughout the member districts. Students integrate and interact with the students from their “host” schools. Families are encouraged to become a part of their child’s school culture as much as possible.

For the 2017-18 school year, the following programs will be provided to serve students referred to MVSEC from member districts:

- ***Early Childhood Hearing Impaired Program*** for students ages 3-5 who have mild to severe hearing loss and can benefit from a program with multiple communication modes. (p. 15)
- ***ABLE Program (Ability-Based Learning and Education)*** is for students in grades kindergarten through 12th grade who demonstrate multiple and complex disabilities and who have significant physical, cognitive and communication needs. Students benefit from a focus on functional academics, life skills and a wide variety of vocational training experiences.(p. 16)
- ***New Pathways Program*** for students in grades preschool through 12th grade who have significant educational challenges as a result of autism or similar neuro-developmental delays. (p. 17)
- ***CLASS Program (Children Learning Academic and Social Skills Program)*** for students in grades kindergarten through 3rd grade whose primary needs are emotional or behavioral in nature and who can benefit from opportunities for integration with typical peers. (p. 19)
- ***ELS Program (Educational Life Skills)*** is for students in grades kindergarten through 12th grade whose primary needs are cognitive in nature and benefit from a focus on functional academics, adapted living, social and a wide variety of vocational skills. (p. 20)
- ***New Directions Program*** is designed for students in grades kindergarten through 12th grade whose primary needs are emotional or behavioral in nature and who benefit from a comprehensive, alternative school environment. (p. 21)
- ***S.A.I.L. Program (Students Attaining Independent Living)*** for students ages 18-22 who require a transition program based at Elgin Community College, Waubensee Community College or the Shelby Transition Center. The program focuses on independent living skills, personal-social skills, self-care and a wide range of vocational training experiences. (p. 23)
- ***The Twelve Plus Program*** is for students who have completed four years of high school, but continue to need additional support as they transition to college or career.(p. 24)
- ***SAFE Schools*** for students in 6th-12th grades who require an alternative educational program due to consideration for suspension or expulsion in their home schools. Although it is not a program for students with special needs, this program is housed at the Mades-Johnstone Center (MJC). (p. 25)

Itinerant Services. Mid-Valley provides itinerant services to students in MVSEC programs and students with special needs in district programs. These services are delivered by personnel who are assigned to a number of different schools and program locations. Services may be delivered as direct minutes with the student or consultation minutes with staff/teams or a combination of both, based on students' needs as determined by the IEP team.

- ***Vision Itinerant Teachers*** provide services to students ages 3 through 22 whose vision impacts access to their educational environment. Students may benefit from individual academic needs, training in the use of vision aids, software and equipment. Some students benefit from instruction that will help them travel safely in their home and school environments.

Ms. Lela Frantzen

Ms. Jill Thomas

Ms. Jennifer Berg

Ms. Elizabeth McAnanly

Ms. Katie Wood

Ms. Carla Moellendorf

Vision Assistant/Transcriptionist, Ms. Lynne Bach

- ***Hearing Itinerant Teachers*** serve students ages 3 through 22 who have been identified with hearing loss. They provide direct instruction minutes, implement follow-up procedures, and help to identify those who may qualify for and are in need of hearing service intervention to ensure their academic success.

Ms. Angela Gregory

Ms. Sharon Jenkins

Ms. Yolanda Smith

Ms. Carolyn Viereckl

Support and Related Services. Support and related services are provided to eligible students placed in MVSEC programs in their many locations. A continuum of services from monitoring specific skills to direct intervention are provided based on students' needs as determined by the specialist and IEP team. Consultation services may also be provided to assist staff and/or families.

- ***Speech and Language Pathologists*** provide direct services for students to better facilitate expressive and receptive communication in the classroom and at appropriate worksites. They may also instruct students in the use of appropriate assistive technology and collaborate with other team members to maximize the generalization of skills.

Ms. Kristin Dean, MA, CCC-SLP

Ms. Mindy Kaplan, MA, CCC-SLP

Ms. Jessica Antoniou, MA, CCC-SLP

Ms. Valerie Mittman, MA, CCC-SLP

Ms. Elizabeth Rizzi, MA, CC-SLP

Ms. Samantha Cocroft, MA, CCC-SLP

- ***School Psychology Services*** are provided for all students in MVSEC programs. The duties primarily involve cognitive and behavioral assessments that are required for the three-year re-evaluation of students. In addition, the school psychologist works closely with teachers to develop effective interventions and assessments for students. The psychologist supports teams in developing functional behavior assessments and behavior intervention plans for individual students.

Ms. Tracy Linning, SSP

- **Social Work Services** are delivered using direct, consultation, group, or individual formats. Concepts are presented through discussion, games, problem-solving and role playing and include topics such as anger management, character education, alcohol and drug prevention, social skills, and bullying. For our older students an emphasis is placed on preparing students to transition into adult life. Social workers also provide support to teachers and assist with the implementation of social skill programs, problem solving skills, behavior plans, and crisis intervention. In addition, social workers also work with parents and families to help them access services in the community.

Ms. Mary Ann Domaracki, MSW
 Ms. Reesa Kizior, LCSW
 Ms. Kate Vincent, LCSW
 Ms. Allison Backer

Ms. Stephanie Willmoth
 Ms. Jacquelyn Weber, LCSW
 Ms. Kirstie Ruckoldt

- **Vocational Services** are delivered by vocational specialists who assist students in their transition to adulthood by providing employment skill training. The services emphasize identified career interests, pre-vocational responsibility, discipline and social skills necessary to obtain and maintain employment. On the job training (OJT) is practiced within school buildings, at community work training sites, and through volunteer service opportunities. *Job coaches* assist with on-site training, provide necessary accommodations, and review progress with employers frequently.

Vocational Specialists:

Ms. Nicole Claeson.
 Ms. Karen Belich,

Ms. Kimberley Payne
 Mr. Kevin Molidor

Job Coaches:

Ms. Theresa Baier
 Ms. Bridget Koefeldt
 Ms. Mary Therriault
 Ms. Emily Pearson Greene

Ms. Lori Powell,
 Ms. Mary Alice Plum
 Ms. Lori Georgeson

- **Occupational Therapists** work with student's ages 3-22 who have visual motor, fine motor and sensory processing deficits. School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment.

Mr. Jeff Baker, OTR/L
 Ms. Andrea DeMola, OTR/L

Ms. Rona Henne, OTR/L
 Ms. Jennie Stellato, OTR/L

- **Physical Therapists** provide support to students ages 3-22 for needs such as mobility, movement, posture, positioning, or safety assessment of school environment.

Ms. Mandy Hammack-Cote, PT

Ms. Lindsay Jorns, PT

- **Adapted Physical Education** services are delivered by specially certified special/physical education teachers. The program is designed to help students with appropriate physical activities that will assist them in acquiring the skills necessary to participate in leisure activities, recreational or sports experiences, enhancing their physical fitness and wellness.

Mr. Mike Glabinski

Mr. Danny Klein

- **Health/Nursing Services** are delivered by a certified school nurse and are provided for all students in MVSEC programs. The duties primarily involve the creation and management of specialized health care plans, consultation with host school nurses, consultation with health assistance, communicating with parents and physicians, reviewing records and reporting health concerns required for the three-year re-evaluation of students. For students who require full-time health services, the cooperative employs RN Assistants to support these students.

Ms. Lisa Leonas, RN

Ms. Cynthia Meo, RN

Ms. Ann Aderman, RN

Ms. Jeanne Danos, RN

- **Assistive Technology Services** are a wide variety of service that focus on the tasks related to the student's IEP goals. Assistive technology is any item, piece of equipment or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities. MVSEC provides assistive technology services that may include: assessing the need for assistive technology; finding, adapting, maintaining and repairing the assistive technology, as needed; training the student to use the assistive technology; or training the school staff and family to use the assistive technology.

Ms. Rona Henne, OTR/L

- **Teaching Assistants** support instruction in all the Mid-Valley programs. They may perform many types of duties including instructing students under the supervision of the classroom teacher, supervising students in integrated or community settings, assisting students with personal care or many other types of supportive activities.

Extended School Year (ESY Summer School). Mid-Valley hosts the summer program for all district and MVSEC students who meet the criteria for enrollment in special education summer school. If eligible, the IEP team will include the type of programming and support on the student's Individual Education Plan (IEP), usually at the time of the annual review. ESY programs are designed to maintain the skills of students who might otherwise lose the benefits that they have gained throughout the course of the school year. MVSEC provides a variety of programming to serve the needs of all children with disabilities in different locations. If you have questions about your child's eligibility for ESY, please contact your child's case manager or teacher.

Staff Services

MVSEC provides a variety of support services for district and cooperative staff. These services include administrative services, technical assistance, coaching, and professional development.

Administration Services. Mid-Valley administrative offices are located at 1304 Ronzheimer Avenue in St. Charles. The offices provide workspace for the executive director, administrators, administrative assistants, social workers, speech pathologists, occupational therapists, physical therapists, psychologists, and secretarial support. The administrative team oversees the provision of special education services, provides instructional support, professional development and supervision to the teachers, service providers and paraeducators of MVSEC and district personnel.

Administrative functions of the cooperative include:

- Executive Advisory Board duties
- Hiring and evaluation of staff
- Program evaluation and improvement
- Creation and follow-through with required policies and procedures
- Human resources
- Fiscal responsibilities

In addition, the cooperative represents the districts on various committees and organizations throughout the state. The cooperative also provides leadership, support, assistance and guidance for the provision of special education services, the submission of state and federal reimbursement claims, grants, and other state and federal requirements.

Behavioral/Instructional Coaching & Collaboration. The Mid-Valley Special Education Cooperative (MCSEC) provides behavioral and instructional collaboration and consultation to MVSEC programs and member district staff, when requested. The purpose of this collaboration is to provide support to assist teams in developing and implementing and comprehensive function-based support plans to maintain students' current educational placements. This collaboration is a long-term process that requires several team meetings, on-site coaching, multiple classroom observations, and plan evaluation. In addition, the Behavioral/Instructional Coaches provide and facilitate professional development, as needed.

Instructional Support Facilitator. The cooperative employs a staff member who supports and coaches educators to achieve the goals of the cooperative and assist with school and classroom improvement.

Professional Development. Annually, in collaboration with the member districts, MVSEC conducts a survey of staff and parents regarding the services and necessary professional development. Then, Mid-Valley arranges for and provides professional development for MVSEC and member district staff on a wide variety of topics. These topics may include strategies for improving behavior, effective methods for students with autism, successful IEP writing, the use of assistive technology, etc. These topics are revisited each year and are refined for program improvement.

Family Support and Advocacy

Families are an important part of any student's education. In order to foster collaboration and support families, MVSEC offers several opportunities for parents including the parent network, parent resources, and pertinent topical presentations.

Parent Network. Parent network meetings are scheduled frequently during the year. The purpose of these meetings are twofold: (1) To bring parents and caregivers together to support each other; (2) To share resources and ideas regarding the care and education of children with disabilities. Parents of students of all ages and of all disabilities are encouraged to come. Information about these meetings is available from your child's teacher or on MVSEC's website (mvse.org).

Parent Resources. Every parent network meeting results in new resources for parents. These resources may range from advocacy services, medical services, adapted playgrounds, theatre presentations, summer camps, or any other source of information. Parents are encouraged to bring, share, or ask questions. Shared resources are compiled on MVSEC's website (mvse.org). In addition, information and program news is frequently shared on Mid-Valley's Facebook page. You may access it by clicking on the icon on the mvse.org web-page.

Topical Presentations and Activities. As a result of the Parent Network and the results of the annual needs assessment, parents have reported that they appreciate the opportunity to hear speakers on a variety of topics. They also have requested special events during the school year. Information will be provided via the website, Facebook, and from your child's teacher when these sessions are available. We hope you will join us!

Mid-Valley Specialized Programs

Early Childhood Hearing Impaired Program

Coordinator: Melissa Jackson, (331) 228-5995

Melissa.Jackson@d303.org

Fabyan Elementary School, District 304
0S350 Grengs Lane, Geneva, IL 60134, (630) 444-8600

Teacher: Ms. Raven Stromek, (331) 228-5537 (voice mail)

Raven.Stromek@d303.org

ECHI is an instructional preschool program for students with mild to severe hearing impairments. The program is designed to develop communication skills of preschoolers (ages 3 through 5) with hearing impairments to age-appropriate levels. The ECHI program offers a small, structured classroom and is staffed on a 1:4 ratio, generally with a teacher and a classroom assistant.

Program components of Early Childhood Hearing Impaired:

- The classroom utilizes small instructional groupings that focus on the development of speech and language skills and academic readiness skills.
- Equal emphasis is placed on the acquisition of receptive and expressive language skills, speech production and listening skills.
- Most students wear amplification equipment to utilize their residual hearing and to systematically develop listening skills.
- Total Communication is employed as an instructional approach; the communication approach used by each individual child is based on student needs and family preferences. All communication modes are accommodated, including Auditory/Oral, Total Communication, and the use of speech reading.
- Auditory habilitation, speech reading, and the use of assistive technology (FM systems) also are emphasized.
- Daily schedule includes snack/lunch time, structured physical activities and opportunities for cooperative play.

Curriculum and Services

- A variety of curricular materials are used to educate students in language, listening and pre-academic skills, including Visual Phonics, and the Creative Curriculum.
- Students participate in curriculum-based assessments to inform instruction and monitor progress.
- Team-based programming is emphasized in goal development, instruction and service delivery.
- ECHI students receive related services necessary to support access to their educational program, as indicated by the IEP for each student.
- Related services are integrated into classroom activities throughout the school day, across environments. Direct and/or consultative services are provided, as appropriate.
- Support from an educational audiologist is provided to students in the program to provide necessary consultation and to assist with the use and management of FM systems, as appropriate.

Ability- Based Learning and Education (ABLE)

Coordinator: Linda Koch, (331)228-6007

Linda.Koch@d303.org

Mill Creek Elementary School, District 304
0N900 Brundige Dr., Geneva, Illinois 60134, (630) 463-3400
Teacher: Ms. Karen Tredup, (331) 228-6185 (voice mail)

Karen.Tredup@d303.org

Batavia High School, District 101
335 W. Wilson, Batavia, IL 60510, (630) 937-8600
Teacher: Dawn Cappelli, (331) 228-2787 (voice mail)

Dawn.Cappelli@d303.org

The Ability-Based Learning and Education (ABLE) program is designed for students with multiple, severe disabilities, often demonstrating significant physical, cognitive, communication and medical needs in grades K-12. The Ability Based Learning and Education classroom utilizes a multi-sensory approach to learning. Assistive technology to support instruction is embedded into each student's daily program. The classroom is staffed on a two student to one adult ratio, to support the significant needs of our students in all areas.

Related services such as occupational therapy, physical therapy, speech/language therapy and adapted physical education services are integrated into the program based on individual needs of students. Additional support is provided as necessary to address student needs, such as vision or hearing consultation and nursing services, as needed.

Key components of ABLE Program include:

- Program emphasis on providing a multi-sensory, communication based program.
- Current content is aligned with Illinois Common Core Standards and general education curriculum as appropriate.
- Instructional techniques are highly specific to each student and include program- wide focus on communication skill acquisition and use, assistive technology and social/communication skills instruction, across the students' day.
- Integrations opportunities are available as indicated on the IEP to meet students' needs and are highly individualized.
- Support from an RN/assistant is provided as part of the classroom programming.

New Pathways Program

Coordinator: Melissa Jackson, (331)228-5995

Melissa.Jackson@d303.org

Fox Ridge Elementary, District 303
1905 Tyler Road, St. Charles, Illinois 60174, (331) 228-2400
Teacher: Ms. Paulette Ollie, (331) 228-6018 (voice mail)

Paulette.Ollie@d303.org

Munhall Elementary School, District 303,
1400 S. 13th Ave., St. Charles, IL 60174 (331) 228-2600
Teacher: Ms. Melissa Mills, (331) 228-6013 (voice mail)

Melissa.Mills@d303.org

Wasco Elementary School, District 303
4N782 School St., St. Charles, IL 60174, (331) 228-3300
Teacher: Ms. Tricia Klein, (331) 228-6005 (voice mail only)
Teacher: Ms. Bethany Akers, (331) 228-5963 (voice mail)

Tricia.Klein@d303.org
Bethany.Akers@d303.org

John Stewart Elementary School, District 302
817 Prairie Valley St., Elburn, IL 60119, (847) 365-8170
Teacher: Ms. Sarah McCafferty, (331) 228-6182 (voice mail)
Teacher: Ms. Christine Phillips, (331) 228-6022 (voice mail)

Sarah.McCafferty@d303.org
Christine.Phillips@d303.org

Geneva Middle School South, District 304
1357 Viking Drive, Geneva, Illinois 60134, (630) 463-3600
Teacher: Ms. Angelica Asencio, (331) 228-5921(voice mail)
Teacher: Ms. Jennifer Giese, (331) 228-5740 (voice mail)

Angelica.Asencio@d303.org
jennifer.giese@d303.org

Geneva High School, District 304, Grades 9-12
416 McKinley Avenue, Geneva, IL 60134 (630) 463-3800
Teacher: Mr. Ryan Potter, (331) 228-2195 (voice mail)

Ryan.Potter@d303.org

New Pathways is an instructional program for students challenged with autism spectrum disorders and other pervasive developmental disabilities with similar characteristics. New Pathways classrooms offer a small, structured environment and are staffed on a two student to one adult ratio, which supports intensive instructional programming, social/behavioral skill development and generalization opportunities, both within the classroom and in the general education environment.

Program components of New Pathways:

- Program emphasis on providing intensive educational experiences for students to learn and generalize communication, social, behavioral, academic and self-help skills across a variety of settings.
- Instruction is provided primarily in individual/small group settings.
- Program supports include social skills groups, language groups, sensory regulation activities, and adapted physical education.
- Integration opportunities with typically developing peers are available as indicated on the IEP to meet each student's individual needs. Opportunities range from social activities such as lunch, recesses, and assemblies/classroom celebrations to curricular classes such as specials, calendar/story times, centers and other hands-on classroom activities.
Community-based experiences and instruction occur throughout the school year.

Curriculum and Services

- Research-based instructional techniques identified as best practices for students on the autism spectrum are employed, including structured teaching, discrete trial training, functional routines, visual systems and supports, assistive technology and social/communication skills instruction, embedded across the students' day.
- A variety of curricular materials are used for academic and functional skills instruction, and are individualized, based on students' needs and developmental levels. Examples of currently used instructional tools include: STAR/LINKS curriculum, Unique Learning Systems, Teachtown, Reading A to Z, Edmark, Touch Math, among others. When appropriate, students access standard curriculum, with accommodations/modifications, as needed.
- Students participate in curriculum-based assessments to inform instruction and monitor progress.
- Team-based programming is emphasized in goal development, instruction and service delivery.
- New Pathways students receive related services necessary to support access to their educational program, as indicated by the IEP for each student.
- Related services are integrated into classroom activities throughout the school day, across environments. Direct and/or consultative services are provided, as appropriate.

CLASS Program (Children Learning Academic & Social Skills)

Coordinator: Linda Koch, (331) 228-6007

Linda.Koch@d303.org

Western Avenue Elementary School, District 304

1500 S. Western Ave., Geneva, IL 60134 (630) 463-3400

Teacher: Ms. Megan Burnett, (331)-228-6864 (voice mail)

Megan.Burnett@d303.org

Teacher: Ms. Lindsay McEachern (331) 228-5521

Lindsay.McEachern@d303.org

The Children Learning Academic & Social Skills Program (CLASS) serves students kindergarten through third grade. These cross-categorical instructional classes are designed for students whose primary needs are behavioral, social or emotional in nature. Students may have secondary disabilities as well. The program provides small, structured classroom settings with an approximate ratio of one adult per every two students. Key components of CLASS include:

- The goal of CLASS is for students to gain confidence and essential social and emotional skills to support them in successfully returning to a general education setting, if appropriate.
- Program emphasis is on the development of social and emotional skills for children who benefit from specialized support for at least 50% of their day in a small, structured setting.
- Students are integrated into the general education classroom with support for behavioral, social and emotional needs. Most students participate in general music, art, PE, lunch and recess. Other integration opportunities are available for students as their needs indicate.
- Related services are available through direct and/or consultation through the program as indicated on the IEP to meet the students' needs. Social work services are an integral part of the program where social skills instruction is provided in groups and/or individual sessions.
- Curriculum content is aligned with grade level Illinois Common Core Standards. Lessons are taught through a multi-sensory and multi-modality approach. As much as possible, the program uses instructional materials and methodologies that resemble the general education environment.
- The program incorporates positive strategies and interventions to assist students. Students benefit from a highly structured environment with consistent expectations and follow through. Many students have a behavioral intervention plan incorporated into their IEP, which is monitored and reviewed frequently. Most of the classrooms have an overall behavior management system.
- Parent collaboration/participation is an integral component of this program through frequent communication.

Educational Life Skills (ELS)

Coordinator: Linda Koch, (331) 228-6007

Linda.Koch@d303.org

Blackberry Creek Elementary School, District 302
1122 South Anderson Rd., Elburn, IL 60119 (630) 365-1122

Teacher: Ms. Chris Boers, (331) 228-6176 (voice mail)

Christine.Boers@d303.org

Teacher: Ms. Jill Romza, (331) 228-5893 (voice mail)

jill.Romza@d303.org

John Stewart Elementary School, District 302
817 Prairie Valley Street, Elburn, IL 60119 (847) 365-8170

Teacher: Ms. Laura Clark, (331) 228-6867 (voice mail)

Laura.Clark@d303.org

Prairie Knolls Middle School, District 301
225 Nesler Rd., Elgin, IL 60124, (847) 717-8100

Teacher: Ms. Althea Sawalski, (331) 228-2787 (voice mail)

Althea.Sawalski@d303.org

Geneva High School, District 304, Grades 9-12
416 McKinley Avenue, Geneva, IL 60134 (630) 463-3800

Teacher: Ms. Mackenzie Nissen, (331) 228-6179 (voice mail)

Mackenzie.Nissen@d303.org

ELS is a cross categorical instructional program for students with intellectual disabilities and/or other disabilities with similar characteristics.

ELS classrooms offer a small, structured environment and are staffed on two student to one adult ratio, with an emphasis on functional academics and life skills, community living skills, and social and pragmatic language skills. Pre-vocational skills are taught beginning in middle school and continued through high school.

Key components of ELS include:

- Program emphasis is on the development of critical academic and life skills through a collaborative team based approach.
- Curriculum content is aligned with Illinois standards and general education curriculum as appropriate.
- The program provides intensive educational experiences for students learning and generalizes skills across a variety of settings.
- Students work towards individual goals and highly individualized instruction that will enable them to maximize their potentials.
- In high school, students work on learning pre-vocational skills in class, within the school and at pre-vocational training sites. A vocational specialist and job coaches assist students in pre-vocational training in the community.
- Integration opportunities with typically developing peers are available as indicated on the IEP to meet students' needs.
- Adapted Physical education classes are provided weekly for elementary programs and daily for middle and high school programs.

New Directions Program

Coordinator: Maura Burns, (331) 228-4858
 Administrative Assistant: Dominia York

Maura.Burns@d303.org
Dominia.York@d303.org

Mades-Johnstone Center (MJC)
 1304 Ronzheimer Rd., St. Charles, IL 60174

(Staff phones are voice mail only)

Teacher: (K-2) Ms. Jennifer Taylor, (331) 228-6019
 Teacher: (3-4) Ms. Joanne Warren, (331)228-5997
 Teacher: (4-5) Ms. Myra Stinson, (331) 228-6033
 Teacher: (6-7) Ms. Magen McCarthy, (331) 228-4858
 Teacher: (7-8) Mr. Jayson Via, (331) 228-2696
 Teacher: (9-12) Mr. Doug Mavity, (331) 228-2785
 Teacher: (9-12) Mr. Timothy Pannell, (331) 228-5872
 Teacher: (9-12) Mr. Michael Denslow, (331) 228-5910
 Teacher: (Ph.Ed) Mr. Danny Klein, (331) 228-5832
 Art & Music: Mr. Paul Scanlan (331) 228-6030
 Vocational Specialist: Mr. Kevin Molidor, (331) 228-2695
 Social Worker: Ms. Stephanie Willmoth, (331) 228-5897
 Social Worker: Ms. Allison Backer (331) 228-6006
 School Nurse: Ms. Ann Aderman (331) 228-5973

Jennifer.Taylor@d303.org
Joanne.Carrington-Warren@d303.org
Myra.Stinson@d303.org
Magen.McCarthy@d303.org
Jayson.Via@d303.org
Douglas.Mavity@d303.org
Timothy.Pannell@d303.org
Michael.Denslow@d303.org
Danny.Klein@d303.org
Paul.Scanlan@d303.org
Kevin.Molidor@d303.org
Stephanie.Willmoth@d303.org
Allison.Backer@d303.org
Ann.Aderman@d303.org

The New Directions program is designed to work with students whose primary needs are emotional or behavioral in nature, and whose needs cannot be successfully met in a traditional public school setting. The program serves students in grades K-12.

The classrooms are small, structured settings that focus on differentiated academic instruction. In addition, the staff employs a variety of positive behavior interventions, including consistent feedback on behavior, social skills instruction aligned with the Illinois Social Emotional Learning Standards, specialized learning strategies, and vocational instruction and support. Intervention techniques aim to help students develop self-management skills, effective decision-making, problem-solving strategies, and improved interpersonal skills. Students are taught self-regulatory strategies to monitor their ability to stay on task, complete work, focus on instruction, and interact well with teachers and peers.

The physical structure of the school is smaller to allow for greater individualization of instruction and increased opportunities to learn and practice positive coping strategies throughout the entire day. The classes generally have 8-12 students, with an approximate 6:1 staff to student ratio in the high school programs and an approximate 3:1 staff to student ratio in the elementary/middle school program. Students spend up to 100% of their day in this specialized program, with the goal of a gradual transition back to their home school or graduation, depending on the student's needs and IEP goals.

Related services may be integrated into the classroom activities with direct and/or consultative services provided, as appropriate. Two full-time social workers assist students with problem-solving, crises intervention and social skills development. Information also is provided to families

about community resources available such as mental health services, substance rehabilitation, and vocational or post-secondary educational options.

The New Directions Program includes the following key components:

- Academic instruction aligned with the Illinois Common Core Standards and IEPs,
- Positive behavior interventions and supports,
- Participation in local and state assessments with appropriate accommodations,
- Functional behavior assessments and behavior intervention plans,
- Transition planning which includes cooperating with community colleges and other community agencies,
- Vocational education and support with the opportunity to earn additional credits,
- Group and individual social skills education and counseling,
- Therapeutic support for students' emotional well-being,
- Structured environment with immediate constructive feedback,
- Opportunities for credit recovery,
- Community service learning, and
- Volunteer or vocational experiences within surrounding communities with the goal of establishing future employment.

Transition Programs

S.A.I.L. (Students Attaining Independent Living)

The S.A.I.L. transition program is a community-based, life-skills program for students ages 18-22. The goal of the program is to prepare students for the transition from public education to adult living at age 22. The program uses supported real-life experiences to facilitate the development of independent adult skills. As appropriate, students practice their independent skills in community settings. Program components include daily living skills, personal social and social language skills, vocational training, money management, consumer foods, communication skills, community and career exploration, recreation and leisure, and volunteerism.

S.A.I.L. is based at three sites: the Mid-Valley Shelby Transition Center, Elgin Community College, and Waubonsee Community College.

S.A.I.L (Students Attaining Independent Living)

Coordinator: Mr. Tim Stoudt, (331) 228-6034

Timothy.Stoudt@d303.org

Shelby Transition Center

210 South 5th Street, Ste. 100, St. Charles, IL 60174, (331)228-4375

Teacher: Ms. Jill Wilder, (630) 845-4357 (voice mail)

Jill.Wilder@d303.org

Elgin Community College

1700 Spartan Dr., Elgin, IL 60123

Teacher: Ms. Josie Wallace, (331) 228-6037 (voice mail)

Josie.Wallace@d303.org

Teacher: Ms. Terri Edwards, (630) 450-4361 (voice mail)

Terri.Edwards@d303.org

Waubonsee Community College

Rte 47 at Waubonsee Dr., Sugar Grove, IL 60554

Teacher: Ms. Anne Waters, (630) 200-4070 (voice mail)

Anne.Waters@d303.org

Teacher: Ms. Gina Kimpton, (630) 849-7868 (voice mail)

Gina.Kimpton@d303.org

Vocational Specialist: Ms. Kimberley Payne, (630)849-3323

Kimberley.Payne@d303.org

Vocational Specialist: Ms. Nicole Claeson, (630) 450-5998

Nicole.Claeson@d303.org

Vocational Specialist: Ms. Karen Belich, (331) 431-2145

Karen.Belich@d303.org

Social Worker: Ms. Reesa Kizior (630) 945-4150

Reesa.Kizior@d303.org

Twelve Plus Transition Program

Coordinator: Linda Koch, (331) 228-6007

Linda.Koch@d303.org

Teacher: Ms. Amy Gately, (630) 849-7865

Amy.Gately@d303.org

Teacher: Ms. Meg Bingham, (331) 452-6696

Meg.Bingham@d303.org

Social Worker: Ms. Reesa Kizor, (630) 945-4150

Reesa.Kizior@d303.org

The goal of the 12+ Transition Program is to prepare students for the transition from high school to adult living. Typical students served by this program are between the ages of 18 and 21, have completed high school with a diploma and their IEP reflects a need for further support through public education. This may include acclimating student to a college campus, facilitating support through the college disability service office, providing vocational services and/or social/emotional supports. Certified staff members provide support through scheduled meetings with the student or groups of students.

12+ Schedules

Student schedules are individualized to meet their specific needs. 12+ students set appointments with staff at mutually agreed upon locations for case management, social work and/or vocational services. A typical week for a student might include going to college classes, 1-2 days of work – training, scheduled meetings with staff and/or attending groups.

12+ Components

Case Management

- Planning & Time Management
- Access to Student Services @ Community Colleges
- Coaching & Problem-Solving

Social

- Self-Determination & Self-Advocacy
- Relationship Skills
- Employment Skills
- Activities – social events, volunteering

Vocational

- Career Exploration
- Trial work experiences
- Facilitation with Adult Agencies
- Job Coaching

12+ Locations

The 12+ Transition Program is a community based program, depending on each student's needs and where the student lives in regards to their community college home district. Staff meet students at the follow public facilities which may include; Waubonsee Community College, Elgin Community College, Public Libraries, and Fox Valley Christian Church.

Safe Schools Program

Principal: Maura Burns, (331) 228-4858
 Administrative Assistant: Dominia York

Maura.Burns@d303.org
Dominia.York@d303.org

Mades Johnstone Center (MJC)
 1304 Ronzheimer Rd., St. Charles, IL 60174, (331) 228-4858
 Teacher: Ms. Ginger Rhode, (331) 228-6027 (voice mail)

Ginger.Rohde@d303.org

Mid-Valley Safe Schools Program is funded by a grant from the Illinois Board of Education and the Kane County Regional Office of Education as an alternative educational program that accommodates general education and special education students who have been considered for expulsion at their district school.

Safe Schools is NOT a special education program. It is an inclusive program that may include students with disabilities who are able to complete grade-level academic work with assistance. Students with disabilities are provided all services indicated on their IEP's by appropriately certified professionals.

Safe Schools is a "learning lab" in which students work independently on computer based programs, video courses, and textbook coursework aligned to meet state standards. Students may also participate in volunteer community service projects as part of the program.

Students earn P.E. credit by participating in Physical Education classes at Mades-Johnstone Center. Mid-Valley support services are available to Safe Schools students seeking employment opportunities in the community, if appropriate.

Participants earn credit and re-entry to their district school and/or a high school diploma upon completion of the program. Diplomas are issued from the home high school.

2017-2018 School Year Calendar

MADES-JOHNSTONE CENTER (MJC)

Mid-Valley Programs at Makes-Johnstone Center follow the District 303 calendar
New Directions and Safe Schools Programs.

August 21-22.....	Teachers' Institute Day (No School)
August 23.....	First Day of Classes
September 1.....	Teachers' Institute Day (No School)
September 4.....	Labor Day (No School)
October 6.....	School Improvement Day (No School)
October 9.....	Columbus Day (No School)
November 20.....	K-12 Parent/Teacher Conferences (No School)
November 21.....	K-8 Parent/Teacher Conferences (No School)
November 22-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
January 19.....	Teacher Institute Day Elementary (No School)
February 19.....	President's Day (No School)
March 2	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 2	School Resumes
April 27.....	School Improvement Day (No School)
May 28.....	Memorial Day (No School)
June 4	Last Day of School

2017-2018 School Year Calendar

BATAVIA DISTRICT 101

Mid-Valley satellite classrooms follow the calendar of their host school.

Mid-Valley classroom sites: ABLE at Batavia High School.

August 15	Teachers' Institute Days (No School)
August 16	First Day of Classes
August 21	School Improvement Day (No School)
September 1	School Improvement Day (Half Day for Students)
September 4.....	Labor Day (No School)
October 5.....	Parent/Teacher Conferences (Half Day for Students)
October 6.....	Non-Attendance Day
October 9.....	Columbus Day (No School)
November 3.....	School Improvement Day (Half Day for Students)
November 22-24.....	School Holiday (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
February 16.....	Teachers' Institute Day (No School)
February 19	President's Day (No School)
March 1.....	School Improvement Day (Half Day for Students)
March 2.....	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 3.....	School Resumes
April 20	School Improvement Day (Half Day for Students)
May 7	Teachers' Institute Day (No School)
May 25.....	Last Day of School for Students
May 28.....	Memorial Day (No School)

2017-2018 School Year Calendar

CENTRAL DISTRICT 301

Mid-Valley satellite classrooms follow the calendar of their host school.
 Mid-Valley classroom sites: ELS at Prairie Knolls Middle School.

August 21 & 22.....	Teachers' Institute Days (No School)
August 23.....	First Day of Classes
September 4.....	Labor Day (No School)
October 5.....	School Improvement Day (No School)
October 6.....	Teachers' Institute Day (No School)
October 9.....	Columbus Day (No School)
November 2.....	School Improvement Day (Half Day)
November 3	Teachers' Institute Day (No School)
November 20-21.....	K-12 Parent/Teacher Conferences (No School)
November 22-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
February 16.....	School Improvement Day (Half Day)
February 19.....	Presidents Day (No School)
March 1.....	School Improvement Day (Half Day)
March 2.....	Teacher Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 2.....	School Resumes
April 12.....	Parent/Teacher Conferences (Evening)
April 13.....	Teacher In-Service (Half Day)
May 4.....	School Improvement Day (Half Day)
May 28.....	Memorial Day (No School)
May 31	Last Day of Classes
June 1	School Improvement Day (Half Day)

2017-2018 School Year Calendar

KANELAND DISTRICT 302

Mid-Valley satellite classrooms follow the calendar of their host school.

Mid-Valley classroom sites: ELS K-5 at Blackberry Creek Elementary, John Stewart Elementary

August 21 & 22.....	Teachers' Institute Day (No School)
August 23.....	First Day of Classes
September 4.....	Labor Day (No School)
October 9.....	Columbus Day (No School)
November 2-3.....	Parent/Teacher Conferences (No School)
November 20.....	Teachers' Institute Day (No School)
November 21.....	School Improvement Day (No school)
November 22-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
February 19.....	President's Day (No School)
March 2	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 2.....	Non-Attendance Day
April 3	School Resumes
May 28.....	Memorial Day (No School)
May 30.....	Last Day of Classes

2017-2018 School Year Calendar

ST. CHARLES DISTRICT 303

Mid-Valley classroom sites: New Pathways at Anderson Elementary, Munhall Elementary, and Fox Ridge Elementary.

August 21-22.....	Teachers' Institute Day (No School)
August 23.....	First Day of Classes
September 1.....	Teachers' Institute Day (No School)
September 4.....	Labor Day (No School)
October 6.....	School Improvement Day (No School)
October 9.....	Columbus Day (No School)
November 20.....	K-12 Parent/Teacher Conferences (No School)
November 21.....	K-8 Parent/Teacher Conferences (No School)
November 22-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
January 19.....	Teacher Institute Day Elementary (No School)
February 19.....	President's Day (No School)
March 2	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 2	School Resumes
April 26.....	Half Day AM – Parent/Teacher PM
April 27.....	School Improvement Day (No School)
May 28.....	Memorial Day (No School)
June 4	Last Day of School

2017-2018 School Year Calendar

GENEVA DISTRICT 304

Mid-Valley satellite classrooms follow the calendar of their host school.

Mid-Valley classroom sites: Early Childhood Hearing Impaired and New Pathways at Fabyan Elementary, New Pathways and ABLE at Geneva Middle School South, New Pathways at Geneva High School, ELS at Geneva High School, CLASS at Harrison Street Elementary, CLASS at Mill Creek Elementary and ABLE at Mill Creek Elementary.

August 21 & 22.....	Teachers' Institute Day (No School)
August 23.....	First Day of Classes
September 1.....	Teachers' Institute Day (No School)
September 4.....	Labor Day (No School)
October 6.....	Teachers' Institute Day (Half Day)
October 9.....	Columbus Day (No School)
November 10.....	School Improvement Day (Half Day)
November 20-21.....	Parent/Teacher Conferences (No School)
November 22-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
January 19.....	School Improvement Day (Half Day)
February 19.....	President's Day (No School)
March 1.....	Parent/Teacher Conferences (Half Day)
March 2.....	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 3.....	School Resumes
May 18.....	School Improvement Day (Half Day)
May 28.....	Memorial Day (No School)
May 31	Last Day of Classes

2017-2018 School Year Calendar

S.A.I.L. TRANSITION PROGRAM

August 14-15.....	Teachers' Institute Day (No School)
August 16.....	First Day of Classes
August 21.....	Teachers' Institute Day (No School)
September 4.....	Labor Day (No School)
October 6.....	School Improvement Day (No School)
October 9.....	Columbus Day (No School)
November 20-21.....	Parent/Teacher Conferences (No School)
November 22.....	Non-Attendance Day (No School)
November 23-24.....	Thanksgiving Break (No School)
December 25-29.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
February 9.....	School Improvement Day (No School)
February 19.....	President's Day (No School)
March 2.....	Teachers' Institute Day (No School)
March 26-30.....	Spring Break (No School)
April 2.....	School Resumes
April 27.....	School Improvement Day (No School)
May 25.....	Last Day of Classes

2017-2018 School Year Calendar

TWELVE PLUS PROGRAM

August 14.....	Teachers' Institute Day (No School)
August 15.....	Opening Day 12+
August 21.....	First Day of College Classes (ECC/WCC)
August 21.....	Teachers' Institute Day 12+ (No School)
September 4.....	Labor Day (No School)
October 6.....	School Improvement Day (No School)
October 9.....	Columbus Day (No School)
November 20.....	Parent/Teacher Conferences (No School)
November 21.....	School Improvement Day (No School)
November 22.....	Non-Attendance Day (No School)
November 23-24.....	Thanksgiving Break (No School)
December 25-25.....	Winter Break (No School)
January 1-5.....	Winter Break Continued (No School)
January 8.....	School Resumes
January 15.....	Martin Luther King, Jr. Day (No School)
February 16.....	Teachers' Work Day (No School)
February 19.....	President's Day (No School)
March 2.....	Teachers' Institute Day (No School)
March 26-30	Spring Break (No School)
April 2.....	School Resumes
April 27	School Improvement Day (No School)
May 14	Last Day of Classes WCC
May 16	Last Day of Classes ECC
May 24.....	Last Day of Classes 12+ Program

Our Schools

SAFE AND SECURE SCHOOLS

In collaboration with our host schools and member districts, Mid-Valley Special Education Cooperative strives to provide an educational environment that is caring, orderly and safe. We are proud of each of our schools and program sites. Each of the facilities meet the requirements of the Americans with Disabilities Act (ADA) and are accessible for students, parents, and the community. Should any community member require special accommodations in order to participate in school events, please contact the MVSEC Administrative Offices. All staff have cleared the background checks required of the state of Illinois in order to work with students.

BUILDING ACCESS

In each of the buildings, all exterior doors are locked except for the main school entrance. Only those individuals with approved identification tags have access. Parents and visitors must enter the buildings through the front office, announce their destination, sign-in, and wear a visitor tag; visitors may be asked to follow specific security procedures required by the school/district, including producing a state ID or drivers' license.

PERSONAL STUDENT SAFETY

Please discuss issues involving personal safety with your child. Remind your child that he or she should not accept rides or gifts from strangers and should refuse to accept literature from anyone but parents or school personnel. Remind your child that police officers are happy to help at any time. Do not allow your child to bring to school any articles that are a hazard to safety or that interfere with school procedures. Some inappropriate articles include knives, guns, hard balls, bean shooters, firecrackers, and, of course, any tobacco products, alcohol, or drugs of any kind. Skateboards may not be used on school property. (See "Administration of Medication" on page 46 for information about what to do if your child needs to bring medication to school.)

EMERGENCIES

During school hours when students are present, there is emergency nursing care available for students via the nursing office in each satellite school. Furthermore, each building must have teams of individuals who are trained in the use of emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automatic electronic defibrillators (AEDs). All school buildings are equipped with the appropriate AEDs in a clearly marked location.

Emergency personnel have maps of each school on file and participate annually in "emergency" drills to help students establish a quick response to any intruder in the building. In addition, each school participates in several drills throughout the year to help students respond to various potential emergencies—weather, fire, or medical. In the unlikely event that an emergency situation occurs at school, we want the students and staff to know what they should do. In case of a personal emergency, the cooperative employs social workers and a very caring staff who can respond to a crisis, if necessary. Most classrooms are equipped with telephones if emergency calls are necessary. Most playgrounds are equipped with walkie-talkies. Schools are promptly informed of disaster warnings through an emergency radio system in each of the buildings and in the central office. For any emergency situation, students with disabilities require additional consideration and accommodations, if necessary. Special emergency plans may be required.

SAFETY FROM HARASSMENT

It is very important to the staff and students of MVSEC that each student feels safe from bullying or other types of harassment. MVSEC does not tolerate harassing or intimidating conduct, whether verbal, physical, visual, or by Internet or other electronic or digital means that may interfere with a student's education while on school property, school transportation or during school activities. Examples of prohibited conduct include name-calling, using derogatory slurs, teen dating violence, verbal or physical sexual conduct, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above, in any form including person-to-person, verbal, written, visual and/or by Internet or other electronic or digital means.

If a student or parent believes that harassment or intimidation has occurred, please contact your child's teacher or program coordinator. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Any MVSEC student who is determined, after an investigation, to have engaged in harassment will be subject to disciplinary action. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

Communication

HOME/SCHOOL COMMUNICATION

MVSEC values communication between the school district and the home. We have a variety of ways to provide information. During the school year your child will bring home written information from the teacher, the host school principal, the host school PTA, or MVSEC. You will also receive the parent newsletter via email or the MVSEC website (www.mvse.org), which includes information about our schools, parent resources, the Advisory Board, and other pertinent information. MVSEC schedules parent group meetings for the education and support of parents. More information about these meetings and other parent resources are available at www.mvse.org.

You will have many opportunities to visit the school and meet with teachers and other staff members at school events. Regular parent/teacher conferences are scheduled, although you may also request an informal meeting or IEP conference at any time. At least annually, you will be invited to attend your child's IEP meeting. We hope that you will take advantage of these many opportunities.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are scheduled according to your child's host school. Students at Makes-Johnstone (MJC) follow the District 303 calendar. We encourage you to attend your child's conferences. This is a place to discuss your child's general progress in school. You should feel free to bring up anything you are concerned about. A good way to prepare is to write down any questions you have before the meeting. These conferences are informal meetings and are not IEP meetings. If you have questions about your child's IEP, please notify your teacher so that he/she may schedule an IEP meeting.

PROGRESS REPORTS

You will receive written reports about your child's IEP progress 3-4 times per year. Some programs provide additional information in a report card format.

COMMUNICATING WITH YOUR CHILD'S TEACHER

Every family—and teacher—wants to establish a positive working relationship between the home and the school. Good communication is essential. Here are some suggestions for communicating and working with your child's teacher:

- Get to know the teacher. Stop by the school to introduce yourself or call the teacher early in the school year. Attend Parent Night in the fall and as many other school functions as you can. If possible, volunteer in the school.
- Keep the lines of communication open. Share positive experiences as well as questions and concerns. Everyone likes to hear that things are going well. Be honest. Don't hide important information. And, please remember that the teacher is a person with feelings, just as you are.
- Contact the teacher right away if you feel there is a problem. Most problems are easier to solve when addressed early. If an issue cannot be resolved with the teacher, then contact the program coordinator.

FORMAL COMPLAINT PROCEDURES

It is MVSEC's philosophy that concerns can best be resolved if the individuals most closely connected to the problem work to resolve it.

1. All complaints must be directed to the person(s) responsible for the activity or situation where the complaint started.
2. If a complaint cannot be satisfactorily resolved through the use of Step 1, the complaint must be put into written form and submitted to the immediate supervisor or the person(s) to whom the complaint was originally directed. The supervisor will arrange necessary consultations to ascertain facts of the complaint and will make every reasonable effort to resolve the matter promptly.
3. Should you still feel the matter has not been resolved, it will be considered by the Executive Director.
4. All complaints will be processed promptly. Written complaints will receive a written response.

Your perspective is essential, and you should share your feelings with the teacher. Remember, however, that the teacher is a professional, educated and trained to teach your child. The teacher wants to help your child and has your child's best interests in mind.

OPEN HOUSE

MVSEC Programs participate in Open Houses or Parent Nights on the same schedule as their host districts. Students who attend Mades-Johnstone Center follow the calendar for District 303.

SCHOOL PICTURES

Student in satellite programs may participate in school picture day as the other students in the school. Students who attend Mades-Johnstone Center have pictures scheduled in the fall semester.

VISITING MVSEC CLASSROOMS AND SERVICES

Parents are welcome partners in the education process, and are encouraged to visit their child's classroom. Please call your teacher to set up a good time for the visit. Many of our students, however, are very sensitive to changes in their routine and are easily distracted by having visitors in the classroom or therapy setting.

As you plan your visit, please remember that our first priority is always the learning environment we're creating for our students. We want our teachers to be able to teach and our students to be able to focus on instruction – we know you want the same thing for your child. If you have questions for the classroom teacher or a related service provider, he or she may talk with you after your visit is concluded if time permits, at his/her discretion. We ask that visitors not talk to staff or to each other while they're in the classroom.

Please plan to stay less than one hour. We ask you to limit to 2 the number of people coming together on a visit. Please tell us when you schedule the visit who will be coming. When you schedule your visit, please make sure you provide us with a way to contact you should an emergency arise (a school closing or a sick teacher, for example).

We'll normally schedule only one visit in a classroom per day. We may, if we have a new student in the classroom, ask you to wait to schedule your visit until that child has adjusted to the classroom environment. We are extra careful about scheduling visits during the first and last two weeks of the school year, just before and after school breaks, and the week preceding or following standardized testing periods.

Please remember that our classroom teachers must respond to the needs of their students. Occasionally, unforeseen circumstances dictate that they may ask visitors to leave before their visit is completed. We appreciate your gracious response to such a request; again, students are our first priority.

If you are going to be a regular volunteer in the classroom, we will ask you to follow the guidelines and sign the [Volunteer Confidentiality Agreement](#) on our web-site under Parent Resources.

If you would like to bring outside therapists, consultants, specialists or evaluators to the classroom, please contact the program coordinator in advance to arrange visits. If you can help us understand why you'd like to visit and what you'd like to see, we can help you choose a time and date that will give you the best chance of accomplishing your purpose. A Mid-Valley administrator will accompany visitors and be available to answer questions. We will also need you to sign an authorization for these visits using the [Request to Access Classrooms or Personnel](#) form on our web-site (mvse.org) under parent resources.

NON-CUSTODIAL PARENTS

Non-custodial parents may receive school communication and be invited to school events and/or meetings depending on the specific court order. Please talk with your child's program coordinator to determine a plan that works for all parties.

School Requirements

ANNUAL RESIDENCY, REGISTRATION, AND EMERGENCY INFORMATION

Every year, your child's home district requires that the parent/guardian complete and/or verify registration and emergency information. It is important that this information is updated annually. Even if your child attends a MVSEC program in a different district, you will need to complete this information and follow your home district's instructions for reference. Copies of this information will be forwarded to MVSEC as appropriate.

STUDENT FEES

All fees must be paid in full at the time of registration to your home districts. Your home district will waive fees for students who qualify for the free or reduced lunch program or for students who have extenuating circumstances such as family illness, unusual expenses, seasonal unemployment, emergency situations or a work stoppage. These situations should be discussed with the Director of Special Services in your home district. Application forms for financial assistance are available in any school office in your home district.

PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

Illinois law requires that each child entering preschool, kindergarten, sixth grade, or ninth grade have a physical examination and immunizations as directed by the Illinois Department of Public Health. A child entering school in first grade or transferring into Illinois for the first time from out of state at any grade level must also have a physical examination and the required immunizations. The physical examination must be completed within one year prior to entrance. The results of the examination must be reported on the form prescribed by the state and must be signed by a licensed physician or a physician's assistant. These forms are available at your doctor's office or any school office. These forms are to be submitted to your home school district along with annual registration materials. Students will also be required to have dental exams.

** Failure to comply with these regulations will result in exclusion from school. Records must be presented prior to the start of the school year.*

REQUIRED IMMUNIZATIONS

State law requires that students have been immunized for the following at various intervals:

- DPT (Diphtheria-Pertussis-Tetanus)
- Polio
- Measles
- German Measles
- Mumps
- Hepatitis B
- Chicken Pox
- Haemophilus (HIB)
- Tdap (Whooping Cough)
- Meningococcal

Exemptions to the state requirements are only allowed for religious or medical objection.

*In addition, all students in grades 6-12 will be required to present proof of having received a dose of the T-dap (whooping cough one time booster).

School Lunch Program

SCHOOL LUNCHESES

At each program location, students may participate in each district's school lunch program, if you would like to do so. Information from each school is available in the first few weeks of school. If you have questions, please contact your child's host school principal.

Students may also bring lunches from home. In many of the programs, snacks are a part of the school day. Further information will be included in the welcome letter from your child's classroom teacher.

Each of our programs follows the food allergy precautions from their respective host districts. You may be required to limit the types of foods that are brought from home. If you have questions about food allergies, please contact your child's teacher. If your child has a severe food allergy, the nurse from MVSEC will be contacting you (or you may contact her) to make sure that your child is safe during the school year.

FREE AND REDUCED LUNCH PROGRAM

Free and reduced lunches are available for students through their host schools. If you wish to apply, please pick up a form from any of the school offices. The information you supply is confidential and will only be shared with restricted administrative office personnel.

Attendance

REGULAR ATTENDANCE

Success in school requires regular attendance. All children are expected to attend regularly unless they are ill or important family matters arise. Students in Mid-Valley Programs attend school according to the host school district calendar. School hours are adjusted slightly to accommodate for transportation.

TRUANCY

It is also important that the students have a good start to their day and are on-time. The truancy process begins when a student is absent or tardy for more than 10% of school days (*approximately 18 days*). School staff will work with families to help students and families with these issues. However, if these efforts are not successful, the truancy proceedings may begin which may include fines or a referral to truancy court.

REPORTING AN ABSENCE

Parents/guardians are required to report a child's absence on the day of the absence. The specific procedure will be in each school's handbook. Please let the school know of an absence before 9:30 a.m. If the absence is for the afternoon only, please call by 1:15 p.m.

If a student is absent several consecutive days, notify the school each day of the absence. If the school office has not been notified of a child's absence by the designated time, the school will call the child's parents/guardians. If they cannot be reached, the school will attempt to phone the emergency contact persons listed on the emergency form. This form is included in the registration packet. This procedure is followed so that parents will know each day that their child has arrived safely at school.

In addition to contacting the school/teacher to report an absence, please contact the transportation department so that your child is not picked up that day. If you have questions about who to call, contact the MVSEC office, 331-228-4873.

In general, your child's HOME District arranges for transportation. If you want to contact your child's transportation department to report an absence, the following contact information is provided:

Batavia District 101	Deanna Kellum	630-937-8814
Central District 301	Pam Porto	847-464-6052
Kaneland District 302	Ginny Thomas	630-365-4116
St. Charles District 303	Terry Primdahl	331-228-5184
Geneva District 304	Ronnie Griffith	630-463-3060

EXCUSING CHILDREN FOR RELIGIOUS HOLIDAYS

Absences due to religious holidays that fall on days when your child's school is in session will be considered excused. Students will be given the opportunity to make up any work missed. The schools will make every effort to ensure that major testing and significant school events are not held on religious holidays.

EXCUSING CHILDREN FOR FAMILY VACATIONS

If you are planning a vacation that will cause your child to miss school, you should discuss the matter with your child's teacher and program coordinator well in advance of the absence. You should be aware of the effects such an absence may have on your child's progress. While no assignments prepared for a vacationing child can substitute adequately for actual school attendance, the school will work with you and your child to ensure continued progress in classroom work.

EXCUSING CHILDREN FROM PHYSICAL EDUCATION OR RECESS

Students who have been excused from school due to illness may also be excused from physical activity for a reasonable amount of time. Extending that time requires permission from a physician and may depend on the student's disability. Some of the MVSEC programs have adapted physical education services available on a long term basis.

Inclement Weather and School Closing Information

EMERGENCY CLOSINGS

If schools are closed, please follow the instructions from the district where your child's program is located. Students at Mades-Johnstone Center follow the District 303 calendar and closings.

IF SCHOOLS ARE OPEN

If it is decided that schools will remain open and you believe that you wish to keep your child at home, you may do so. If the school district is open where your child attends, please check to see if your transportation department of your **home district** is transporting students. If they are not, you may transport your child if you wish in your own vehicle.

EARLY DISMISSAL

All working parents are urged to have childcare arrangements in place for emergency school closings. If school is closed in the middle of the day, every attempt will be made to notify the parent. For this reason, it is important that the child's school have the current home and work phone numbers. If a parent or guardian cannot be reached, we will attempt to contact the people who are listed on the emergency information file for the student. Parents should discuss this situation with their children so that the children are aware of the arrangements in case of an early dismissal situation.

LATE START

Sometimes districts choose a "late start" option rather than closing schools. A school district typically would use a late start if a 2-hour delay could allow roads to be cleared or allow time for warmer weather to occur, in the case of bitter cold. With a late start decision, each school would be delayed but end at the regularly-scheduled dismissal time.

EMERGENCY AND NON-ATTENDANCE DAYS

The school calendar has 173 student instruction days required by law. If schools are closed for an emergency day during the year, extra days are typically added to the end of the school calendar. Specific information will be available from your child's teacher and school.

Transportation

BUS TRANSPORTATION

As a student with a disability, free transportation to and from school is provided as a related service. Students are picked up and dropped off at regular locations. If changes to these arrangements are necessary, please contact your child's teacher. Daily changes cannot be made.

- Once these schedules are established, we cannot vary them from day to day. Changes in the routes must be established by the program coordinator or MVSEC administration (331-228-4873).
- If your child is absent, you should call your child's teacher and the transportation company to report the absence. (See p. 41.)
- An adult or older sibling must be at home to receive your child (who is under the age of 12, depending on your child's needs) and must be seen by the driver. If no one is home, we will try to make contact with you or your emergency contact. If neither contact is made, a call will be placed to the police department who will stay with your child so that the transportation route can be completed for other students.
- Transportation is generally provided from a location in the home district and back to a location in the home district. All other requests will be approved by the program coordinator, in consultation with the home district.

STUDENT CONDUCT ON SCHOOL BUSES

While riding on school provided transportation, students are expected to act in a courteous manner at all times and must follow the School Bus Safety Guidelines. Depending on the student's disability, staff and the IEP team will work with the students to understand safe behavior on the bus or van. In order to assume that students with food allergies are safe, there should be no eating while being transported.

School Bus Suspensions

The Executive Director, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus or van for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board policy, 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a van or bus driver or other supervisor.
6. Such other behavior as the Executive Director or designee deems to threaten the safe operation of the bus and/or its occupants.

BUS DISCIPLINE

Discipline for misbehavior on the busses result in incremental discipline which may include the following: Bus Incident Report sent home, possible seat assignment or other intervention plan, temporary suspension of bus privileges, parent meetings, alternative arrangements for transportation, or permanent suspension of bus privileges. Note that a major offense may result in an immediate suspension (e.g., fighting, opening an emergency door, throwing objects, and/or endangering safety of self or others). MVSEC's regular suspension procedures shall be used to

suspend a student's privileges to ride a school bus and are included in accumulated suspension days.

Academic Credit for Missed Classes During School Bus Suspension

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

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the Cooperative for any necessary repairs or replacement.

Student Records

STUDENT RECORDS

Federal and state laws designate the types of student records that a school must keep (permanent and temporary) and the information that must be included. Legislation also governs the use of the information kept in student records, maintenance of records, release of information, destruction of records, notification of parents/guardians, parent and student rights, as well as the procedures for examining and challenging the contents of student records.

The information contained in school student records shall be kept current, accurate, clear, relevant and confidential. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. All special education records are permanently housed in the student's home district. MVSEC has copies that are returned to the district upon graduation, dismissal, or relocation.

ACCESS TO STUDENT RECORDS

All student records may be examined by the child's parent or guardian who may also obtain copies of the records even if they are divorced or separated. If a parent wishes to read the records or obtain copies, the coordinator of the program the child attends should be contacted and the request should be made in writing or via email. Access will be granted within fifteen days of the request. MVSEC may charge for copies.

RELEASE OF STUDENT RECORDS

MVSEC shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) that specifies to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records and one copy shall be given to the parent(s)/guardian(s). MVSEC may release student records or information in connection with an emergency without parental consent if the knowledge of such information is necessary to protect the health or safety of the student or other person. In addition, MVSEC may release information for the following reasons:

1. MVSEC may grant access to, or release information from, student records to employees or officials of the district or the Illinois State Board of Education.
2. MVSEC may grant access to, or release information from, student records without parental/guardian consent or notification to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified from the information released.
3. MVSEC shall grant access to or release information from a student's records pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice upon receipt of such order of its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

DIRECTORY INFORMATION

Each MVSEC classroom will create a directory of students and parent information with your permission. In addition, you may elect to have your child's information included in the larger school directory as well.

Students, Publicity and Media Releases

MVSEC students may, on occasion, be photographed, videotaped, and/or interviewed by MVSEC staff members, other students, MVSEC parents/guardians, or other individuals. The names, work, photographs, videos, and/or interviews of students may be used in various publications, including, but not limited to, school yearbooks, school newspapers and newsletters, MVSEC publications, presentations at professional conferences and Board Executive Advisory meetings, and outside publications and productions, including newspapers, magazines, and television, and other media forms, including MVSEC's website and/or Facebook page.

PARENTAL PERMISSION

MVSEC will be able to use the name, work, photograph, videotape, or interview of a student in publications and productions, if parental permission has been obtained. If consent has been granted, parents/guardians may submit a written request to the teacher/coordinator at any time during the school year to reverse the decision and prohibit the use of their child's name, work, photograph, videotaped image, and an interview in publications and productions, including student yearbooks. Under appropriate circumstances, as determined by a program coordinator, media representatives may interview, photograph, and/or videotape students with parental permission on the consent form.

PARENTAL REFUSAL OF CONSENT

If a parent/guardian elects to prohibit use of a child's name, work, photograph, videotaped image, and/or interview, MVSEC will not use the child's name, work, photograph, videotaped image, or words in any publication or production. This may include omitting the child's name or photograph in any student recognition MVSEC might choose to publicize in newsletters or other publications, at Executive Advisory Board meetings, in video productions, or in student yearbooks. Further, MVSEC will not grant permission to any individual or organization to use the child's work, photograph, videotaped image, or words in any publication or production, nor will MVSEC release the child's name, except as provided by law.

APPROPRIATE USE & MEDIA RELEASE

At all times, MVSEC shall strive to ensure that all student names, photographs, videos, interviews, and student work are used appropriately and only by responsible parties.

NOTIFICATION

Consent for photo/media release is required for each student. Parents/guardians should check the appropriate box on the form in the Appendix to grant or not grant permission for their child's name, photograph, videotape, schoolwork, or interviews to be used in the classroom, cooperative or community.

Health Services

SCHOOL NURSES

MVSEC employs a part-time certified school nurse to serve all of the students in MVSEC programs. She is primarily responsible for formal health plans and to assure that the IEP/health plan responsibilities are met. Each of our host schools has certified school nurses or registered nurses. They assist with medication administration and routine health office care. If you have questions regarding your child's health plan, please contact the certified school nurse at (331)228-6042.

ADMINISTRATION OF MEDICATION

The administration of medication to a child is the responsibility of the home, not the school. If your child's medical condition requires that medication be administered at school, you must provide a written request from the parent/guardian, plus a signed statement from your physician, which will be kept on file in the host school. Special forms are available in the health office at your host school and are included in the Appendix.

Students are never to carry or keep their own medications, including over-the-counter drugs. If your child needs to carry an asthma inhaler or epipen, please indicate your permission on the same medication form.

1. Depending on the needs of your child, only adults should transport medication to school. When it is absolutely impossible for the parents/guardians or their adult designee to do so, please call the school by 9:30 a.m. to ensure that their child has delivered the medicine to the school nurse or school administrator. This policy applies to refills as well as to new prescriptions. No medication is to be kept in lockers, lunches, coats, or backpacks.
2. All prescription medication must be in a pharmacy container labeled with the student's name, dosage, and directions for administration. This applies to refills as well as to new prescriptions. For medications administered both at home and at school, parents/guardians can request a duplicate bottle from the pharmacist for use at home.
3. Prescription medication must be accompanied by a dated, written order from the physician that includes the name of the medication, the dosage, method and time of administration, and possible side effects. Also included should be the anticipated effect of the medication on the student. These forms are available from the school's health office.
4. Any change in dosage or routine of administration must be accompanied by a new, signed order from the physician.
5. Medications will be administered only by the school nurse or the nurse's properly instructed designee. This person may supervise the self-administration of medication.
6. All over-the-counter medications must be accompanied by a dated and signed written request from the parent/ guardian. This request should include the name of the medication, its dosage, and time of administration. The medication must be in the original container and have the child's name written on it. This request will be honored for a three-day period only. If the need for over-the-counter medication extends beyond three days, then the medication must be accompanied by a written order from the child's physician.
7. MVSEC reserves the right to request an opinion from a physician regarding the child's

current health status before administering any medication.

8. All medication orders from physicians and medication requests from parents/guardians expire at the end of each school year. New orders must be provided at the beginning of each school year.

ILLNESS AT SCHOOL

If your child becomes ill at school, the school will notify you. If you cannot be reached, the school will attempt to contact the persons designated on the emergency form. The child will be permitted to lie down until someone can pick him or her up at school.

CONTAGIOUS DISEASES

A child who shows signs of illness should not come to school. This is for the sick child's own benefit and for the protection of other children. Some of the symptoms of communicable diseases include an elevated temperature (higher than 99 degrees Fahrenheit), purulent discharge from the nose, uncontrolled bouts of coughing, an unidentified skin rash, vomiting or diarrhea, and red eyes or discharge from the eyes. A child displaying any of these symptoms should be kept home from school until the symptoms have been gone for 24 hours or until a physician has examined the child and determined that the child can return to school. The school will notify you if a child displays any of these symptoms at school. Please notify the school if your child has any contagious diseases, such as strep throat, chicken pox, conjunctivitis (pink eye), impetigo, or head lice.

INDIVIDUAL HEALTH PLANS

If your child requires a specific plan in order to manage his/her medical condition, please contact MVSEC's Certified School Nurse at (331)228-6042. She will meet with you, seek consent to confer with your physician, and develop a health plan for your child. Health plan information will be shared with host school nursing staff and classroom staff.

SEVERE FOOD ALLERGIES

Some students have severe food allergies. Recent legislation has erected guidelines for all school districts to follow their respective guidelines and is available on the district website. Staff who work in Mades-Johnstone Center follow the guidelines for District 303.

MEDICAID REIMBURSEMENT

Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students. Therapy and diagnostic services provided to a student may be partially reimbursable. The reimbursement process requires the cooperative to provide Medicaid with your child's name, birth date and Medicaid number. Federal law requires cooperatives to notify parent/guardians if they intend to release student data to Medicaid even if you have already provide Medicaid with your child's information as part of your Medicaid application. Only data for Medicaid eligible students will be released to Medicaid.

If you do not object to the release of information to Medicaid, do nothing. Otherwise, you may state your objection in writing and forward it the Executive Director. You can object to the release of this data now or at any time in the future. If you deny the release of the data the cooperative must continue to provide health services to your child. At no time can the cooperative charge you for the cost of the health services.

When considering your decision, please note that this program has no impact on current or future Medicaid benefits. Under federal law, your decision to participate in the program CANNOT:

- a) decrease lifetime coverage of any other public insurance benefit,
- b) result in the family paying for services that would otherwise be covered by Medicaid,
- c) increase your premiums or lead to discontinuation of benefits or insurance, or
- d) result in loss of eligibility for home and community –based waivers.

Your consent allows the cooperative to recover a portion of the costs associated with providing health services to your child. The reimbursement is returned to the child's home district and supports vital special education services.

Curriculum and Instruction

CURRICULUM

As a special education cooperative, the curriculum used is highly individualized. It is specialized to meet the needs of students with a wide range of instructional needs. For more information about the curriculum, please contact your child's teacher or program coordinator.

ASSESSMENT

Ongoing progress monitoring and assessment are the hallmarks of a quality special education experience. You can expect reporting on that progress 3-4 times per year and at your child's annual review.

In addition, the state requires that students in grades 3-8 be tested in the spring on the PARCC assessment with or without accommodations indicated on your child's IEP. Students in the 11th grade will take the SAT examination. In some cases, an alternate assessment is more appropriate. If so, your child would take the Dynamic Learners Map Alternate Assessment (DLM-AA). You will be notified of the spring testing arrangements. If you have questions, please contact your teacher.

Parent/Community Information

PTO

Each host school has a PTO (Parent Teacher Organization), which works to foster close relations between home and school. The PTA is run by volunteers and welcomes all parents/guardians to attend meetings and participate in its activities. MVSEC parents are encouraged to join their host school PTA's and become a part of the school culture.

FINANCIAL ASSISTANCE FOR FIELD TRIPS

MVSEC believes that field trips and community outings are an extension of the learning that occurs in our schools. Some fees may be charged for tickets and/or transportation to and from these events. No student will be excluded from these events due to financial hardship. If you have concerns, please discuss these circumstances with your teacher or program coordinator who will make the necessary arrangements.

VOLUNTEERING

MVSEC encourages parents and community members to volunteer in the schools. If you would like to volunteer in the program or school, please contact your teacher or PTA representative.

FOX VALLEY SPECIAL RECREATION ASSOCIATION (FVSRA)

Fox Valley Special Recreation provides many types of recreational opportunities for students with disabilities. In addition, the organization may provide individual assistants for children who wish to participate in park district programs. For more information, please contact 630-907-1114.

FAMILY SERVICES AND RESOURCES

Families in need may contact their program's social worker for information about available resources. Other resources regarding support groups, recreation, advocacy and many other topics can be located on MVSEC's website at www.mvse.org.

PARENT NETWORK

MVSEC hosts meetings for parents to explore topics of interest, share resources and provide support and have some family fun. Information about these meetings is available from your child's teacher and on the MVSEC website and Facebook page.

Student Responsibilities

CARE OF SCHOOL PROPERTY AND GROUNDS

MVSEC requires that all students respect school property and the property of others. We expect families to support this concept. The care and participation of all of us are needed to maintain the appearance and safe conditions of our schools. Our schools are privileged to have high-quality equipment and instructional materials, including computers and software. We ask that students treat all school property with care and take precautions to avoid damaging any district property. While we understand that materials and equipment do not stay new forever and that normal use results in normal wear and tear, but, students and parents/guardians may be held financially responsible for damage to equipment, books, and other materials if the damage is intentional or if student negligence is involved.

USE OF CELL PHONES AND ELECTRONIC DEVICES

MVSEC students in host buildings follow the guidelines for electronic devices as other students in their school.

STUDENT BEHAVIOR (FORMERLY KNOWN AS STUDENT DISCIPLINE)

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

When and Where Conduct Rules Apply

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

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a student or staff member; (b) endanger the health or safety of students, staff; or (c) threaten or damage school property.

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.

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

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

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others,

including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a Cooperative staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.

17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Executive Director or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a student or staff member; or (b) endanger the health or safety of students, staff, or threaten or endanger school property.

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

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

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

Disciplinary Measures

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

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.

3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The Cooperative will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

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

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

School staff members shall not use isolated time out and physical restraints other than as

permitted in Section 10-20.33 of the School Code, State Board of Education rules, and procedures developed by the Executive Director. Neither isolated time out nor physical restraints shall be used to discipline or punish a student.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alikes” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Executive Director, and the Executive Director’s determination may be modified by the Board on a case-by-case basis. The Executive Director or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

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

Re-Engagement of Returning Students

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

Required Notices

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

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is

authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

Student Handbook

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

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

TEEN DATING VIOLENCE PROHIBITED

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of the policy, the term *teen dating violence* occurs whenever a student who is 13 to 22 years of age uses or threatens to use physical, mental, or emotional abuse to control and individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

SEARCH AND SEIZURE

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

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. In addition, the Building Principal shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Executive Director may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials,

including searches conducted through the use of specially trained dogs.

Students

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

When feasible, the search should be conducted as follows:

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

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

Seizure of Property

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

Video Cameras and/or Monitors

To assist in maintaining security and to deter inappropriate conduct, Mid-Valley may position video cameras and/or monitors in public areas of school property, such as in the hallways, stairwells, gymnasium, cafeteria, school buses, and exterior locations of school buildings. Appropriate disciplinary action may be taken for misconduct which is recorded or observed from the cameras and/or monitors.

Only those people with a legitimate educational or administrative purpose may view and/or listen to the electronic video and/or audio recordings. Where appropriate, the video recording may be shared with law enforcement officials.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

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

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

PREVENTION OF AND RESPONSE TO BULLYING

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important Cooperative goal.

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

For purposes of this policy, the term *bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For purposes of this policy, the term *bullying* includes harassment, intimidation, retaliation, and school violence.

A student who is being bullied is encouraged to immediately report it orally or in writing to the Cooperative Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to the Cooperative Complaint Manager or any staff member. The Cooperative will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information.

The Executive Director or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The Cooperative Complaint Manager shall address the complaint promptly and equitably. After an investigation, the Complaint Manager shall file a written report of his or her findings with the Executive Director for his or her action. The student may appeal any decision to the Board.
 - b. 6:235, *Access to Electronic Networks*. This policy states that the use of the Cooperative's electronic networks is limited to: (1) support of education and/or research, or (2) a

legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the Cooperative's *Authorization of Electronic Network Access*.

- c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Those characteristics are also identified in the second paragraph of 7:180, *Preventing Bullying, Intimidation, and Harassment*.
- d. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation. It encourages anyone with information about an incident of teen dating violence to report it to any school staff member.
- e. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.
- f. 7:310, *Restrictions on Publications*. This policy prohibits students from: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

Full implementation of the above policies includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting bullying.

- 2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
- 3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the Cooperative's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
- 4. Fully informs staff members of the Cooperative's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
 - a. Communicating the Cooperative's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3)

inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.

- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.
5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report: (a) alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (b) locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
 7. Communicates the Cooperative's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
 8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
 9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the Cooperative's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
 10. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

Appropriate Use of Online Resources

INTRODUCTION

Students in MVSEC Programs have the opportunity to use online resources such as the Internet. Students use online resources, just as any other reference material, to gather information. The use of the Internet should be consistent with education and the overall goals of MVSEC. MVSEC and their host schools have taken precautions to protect students from gaining access to inappropriate information. All computers with access to online resources have a filtering device installed. However, the filtering device may not block all inappropriate information, so a responsible adult will supervise students while they are using online resources. In addition, students will receive instruction in the appropriate use of online resources.

APPROPRIATE USE

Students are responsible for following the guidelines for appropriate use of online resources. In general, the guidelines are:

- Students will use online resources in pursuit of knowledge related to their instructional program. All other uses prohibited.
- There will be a purposeful inquiry behind any search for information.
- Students should not give out personal information while online.
- Students will use computer equipment responsibly.
- Students will learn and follow copyright laws and other ethical considerations.

Safety: Students should act in a safe manner while online. They should:

- not give out personal information while online.
- not give out personal information about other people.
- not agree to meet anyone they encounter online.
- tell a teacher, parent, or trusted adult if they come upon any information online that is mean, offensive, or makes them feel uncomfortable.

Ethical use: Students should act responsibly while online. They should:

- respect and follow copyright laws.
- respect the privacy of others. Students will not try to learn or use the passwords of others and will not read, copy, or change the files, or accounts of others.
- download or send only material that is accurate, inoffensive, non-threatening, and legal.

Responsible equipment use: Students should:

- handle equipment with care,
- report any damage to a staff member,
- not play games or use computer resources for non-academic activities, and
- not waste or take supplies such as paper or printer ink.

Accuracy of information: Students should:

- handle equipment with care and report any damage to a staff member.
- not play games or use computer resources for non-academic activities.
- not waste or take supplies such as paper or printer ink.

CONSEQUENCES

Students not following the appropriate use guidelines will have their access to online resources restricted. Students who repeatedly seek out inappropriate information will have their access revoked.

RESTRICTIONS ON PUBLICATIONS

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

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

Students are prohibited from creating, distributing and/or accessing at school any publication that:

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