



# A.E.R.O.

Special Education Cooperative

## PARENT/STUDENT HANDBOOK 2025-2026

A.E.R.O. Therapeutic Center  
5400 West 77th Street  
Burbank, IL 60459  
(708) 496-3330  
[www.aerod806.org](http://www.aerod806.org)

**Dr. Bill Roseland**  
**Executive Director**

## Administrative Team

**Assistant Director of Business  
Services and Operations**

Elsa Velazquez

**Assistant Director of Curriculum  
& Instruction and Professional  
Development**

Maggie Sheldon

**Assistant Director of Human  
Resources**

Daniel Chiarito

**Assistant Director of Programs  
and Services**

Kerry Spencer

**Program Administrator  
Early Childhood through 7th  
Grade**

Christine Willette

**Program Administrator  
8th Grade through Transition**

Jessica Wilkinson

**Program Administrator  
Pride Program**

Melissa Jasieniecki

**Program Supervisor(s)**

Stephanie Brzuszkiewicz,  
Rachel Aumiller

**Program Supervisor (PRIDE  
Only)**

Nicholas Czerwinski

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**Dear Families:**

**Welcome to a new school year! The A.E.R.O. Special Education Cooperative is extremely excited to welcome you and your children to the newly constructed A.E.R.O. Therapeutic Center or ATC located in Burbank, IL. The ATC is a state-of-the-art facility that will offer your students a wide range of educational opportunities that were not offered in previous years.**

**The A.E.R.O. Special Education Cooperative provides special education programming and services to students with a wide range of abilities. Our programs are designed to provide structured learning opportunities that are highly individualized for your son or daughter to allow them to grow both academically and emotionally.**

**At A.E.R.O., we believe in a collaborative approach and view you, the parent, as an integral part of our team. We look forward to working closely with you throughout the year to ensure your child's success. We encourage you to communicate frequently with the A.E.R.O. staff and to participate in upcoming school events.**

**This Handbook will provide you with general information regarding our programs, policies and procedures. Classroom teachers will be sending home a calendar of events and supply lists. All referenced Governing Board Policies can be found on the A.E.R.O. website at [www.aerod806.org](http://www.aerod806.org).**

**A.E.R.O. reserves the right to amend its policies and procedures, and this Handbook, at any time and without notice. To the extent of any conflict between this Handbook and A.E.R.O.'s policies/procedures or applicable law, the policies/procedures or law will control.**

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

**Dr. Bill Roseland  
Executive Director  
A.E.R.O. Special Education Cooperative**

Effective communication starts with:

- I. Teacher
- II. Program Administrator
- III. Assistant Director
- IV. Executive Director
- V. Executive / Governing Boards

### MISSION STATEMENT

*Why do we exist?*

The A.E.R.O. Special Education Cooperative's mission is to provide a full continuum of innovative services for students with disabilities through cooperative planning and effort with our member districts, educators, parents, students, and the community. We provide safe and nurturing learning environments and are committed to promoting inclusive efforts to maximize the success of students. A.E.R.O. encourages the involvement of students with disabilities as active members in the classroom, school, and community.

*Approved by:*

Executive Board – May 06, 2015  
Governing Board – May 18, 2015

### VISION STATEMENT

*Where do we want to go?*

The A.E.R.O. Special Education Cooperative is vested in programs and services that equip all learners and their families with differentiated and advanced knowledge, skills, and opportunities that lead to success. A.E.R.O. is steadfast in creating optimal learning environments that enhance growth, encourage creativity, and provide excellence in school support systems. We seek to expand innovative approaches, empowering partnerships, and fostering distinguished accessibility to learning.

*Approved by:*

Executive Board – May 06, 2015  
Governing Board – May 18, 2015

# **STRATEGIC PLAN**

## **FISCAL HEALTH AND FACILITIES**

**GOAL 1: Operate a fiscally responsible, fair and equitable financial structure for all member districts.**

### **ACTION STATEMENTS**

1. Evaluate current A.E.R.O. financial structure.
2. Identify viable alternative cooperative financial structures.
3. Evaluate and forecast future A.E.R.O. cooperative expenses.
4. Report all findings to the A.E.R.O. Boards.

**GOAL 2: Provide stable and state of the art facilities conducive to 21<sup>st</sup> century learning.**

### **ACTION STATEMENTS**

1. Provide stable and state of the art facilities conducive to 21st century learning.
2. Explore opportunities for state-of-the-art facilities for all A.E.R.O. programs.
3. Obtain facilities that allow flexibility for future programming and student needs.
4. Provide and maintain appropriate equipment and technology.
5. Obtain a commitment from member districts to provide stable A.E.R.O. classrooms equitable to the general education classrooms.

## **A.E.R.O. CLIMATE & COMMUNITY**

**GOAL 1: Create culturally responsive, high-achieving learning environments that engage students with disabilities, staff, families, and communities as essential partners, in order for all students to reach continuously higher levels of student learning which prepare them to be a contributing member of society.**

# **STRATEGIC PLAN**

## **A.E.R.O. CLIMATE & COMMUNITY**

### **ACTION STATEMENTS**

- Expand on and develop new partnerships with the community resources in order to increase opportunities and experiences outside the classroom, including local businesses and agencies within the participating A.E.R.O. member districts.
- Expand and create programs, resources and services that provide parents support and professional development to promote student success.
- Expand and create new ways to effectively communicate between A.E.R.O. administration, A.E.R.O. staff, parents, member districts, local community agencies and businesses, increasing awareness and understanding of what A.E.R.O. provides to the special needs populations of our member districts.
- Identify cost effective ways and/or means to provide parents with information and resources to support their child's current and future needs.
- Assist school districts to view A.E.R.O. classrooms as a valued resource of the school community throughout member districts that adequately deliver the curriculum and instruction of all programs.
- Encourage member districts to make a commitment to space/classroom needs that will allow for appropriate integration of A.E.R.O. students.

## **SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

**GOAL 1: Expand programs and services to embrace the diverse needs of each individual student, which encompasses a well-rounded approach with a strong emphasis on academic, social-emotional, and functional curricula all aimed at preparing the learner for future education, employment and independent living.**

# **STRATEGIC PLAN**

## **SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

### ***ACTION STATEMENTS***

1. Define and design community-based transition programs that provide opportunities for post high students to meet their individual transition goals.
2. Expand upon and establish additional community partnerships with outside agencies to assist in providing mental health and behavioral supports.
3. Explore the potential of developing a year-round calendar for programs and services.
4. Create fifth year programs that extend the services to students who are transitioning from high school.
5. Establish a process that defines the effectiveness of each A.E.R.O. program and service.
6. Expand school-based transition programs that increase learning opportunities for students with significant medical, physical and behavioral needs.

## **CURRICULUM, INSTRUCTION, AND TECHNOLOGY**

**GOAL 1: Maximize student learning, empowerment, and achievement within a rigorous standards-based learning environment through the integration of technology, curriculum, instruction, and assessment.**

### ***ACTION STATEMENTS***

1. Develop, implement, and expand the use of technology in all areas of instruction for all students.
2. Investigate, evaluate, and provide for the ongoing expansion of curriculum, instruction, assessment, and technology across grade bands and diverse abilities.

# **STRATEGIC PLAN**

## **CURRICULUM, INSTRUCTION, AND TECHNOLOGY**

### ***ACTION STATEMENTS***

3. Determine, identify, and create multiple measures of student performance outcomes.
4. Create a data warehouse for staff to better monitor student achievement and implement a dashboard to monitor progress and student achievement.
5. Investigate options and develop a plan for bridging technology between home and school.
6. Investigate additional options and expand capacity for professional development for A.E.R.O. programs and member districts.

**GENERAL  
INFORMATION  
&  
PROCEDURES**



**A.E.R.O.**  
Special Education Cooperative

## **PARENT INVOLVEMENT**

The success of our programs is dependent upon the creation of an effective working partnership between students, family, and staff.

As parents, you are valued members of our team. We encourage you to be involved in your student's educational programming and in the many school activities which will be offered to you and your child throughout the year.

You will be kept up to date regarding your student's progress through several means: written correspondence, phone conversations, possible home visits, classroom visitations, and school conferences. You are welcomed and encouraged to observe your student's classroom. Please follow the procedures for classroom observations.

Phone contacts with staff should be made before and after class hours.

## **CLASSROOM OBSERVATION PROCEDURES**

A.E.R.O. parents, or independent education evaluators or qualified professionals retained on behalf of parent/child, have the right to reasonable access to educational facilities, personnel, classrooms, and buildings as set forth by the Illinois School Code and the policies and procedures of A.E.R.O., the serving district, and the resident district, as applicable.

### **Visitor Policy**

Receptionist must sign each visitor in and out. Visitors must relinquish driver's license, state ID, or passport when signing in for submission to the Visitor Aware Management System. Receptionist will scan the identification card and issue an A.E.R.O. Visitor's Badge. Visitor's badge must be worn and in plain sight (visible). All visitors will be escorted to their destination by A.E.R.O. Staff. Before exiting the building, the visitor must return the visitor badge.

### **Classroom Observations**

A.E.R.O. parents are encouraged to observe their child's classroom. Prior written requests from parents to observe their student's classroom may be made to a staff member at any time using the A.E.R.O. or serving district's "Request to Access Classroom(s) or Personnel" form. If possible, the purpose of the observation should be established prior to the observation. All requests to observe will be forwarded to the Program Administrator as soon as they are received.

The Program Administrator and the instructional staff will determine when the observation will be scheduled. The Program Administrator and/or teacher (staff member) will arrange the observation time with the parent(s). Observations are generally set for one hour in

duration. All observers will be required to sign a confidentiality statement as part of the "Request to Access Classroom(s) or Personnel" form.

The Program Administrator or other designated personnel may accompany the parent(s) during the observation to provide further details or clarify any questions the parent(s) might have while observing.

## **NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAM**

A.E.R.O. is a participant in the National School Lunch and Breakfast Programs, Community Eligibility Provision. This means that all students that attend the A.E.R.O. Therapeutic Center will receive a free breakfast and lunch.

## **RECREATIONAL AND ADAPTED PHYSICAL EDUCATION SERVICES**

State law requires that a physical education program be provided for all students. A.E.R.O. operated programs include an adapted physical education program taught by a special physical educator. The program may include peer tutors who interact with the students and help them learn new sports skills. This program is individualized and provides activities which encourage fitness, team games, sports skills and recreational games.

As part of the functional development of a student, it is important that each student be able to utilize their spare time in a healthy and appropriate manner. Recreational and physical education pursuits can provide positive social interaction plus incorporate educational learning experiences. Included in this area are recreational activities, individual and team sports, plus general physical educational activities.

## **RELATED SERVICE LOGS**

Related service logs are made for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services administered pursuant to a student's IEP. The logs record the delivery and minutes for each type of service. Parents/guardians may request a copy of related service logs at any time.

## **OT/PT SERVICES**

Occupational Therapists and Physical Therapists work closely with the teacher to keep them informed and integrate services/skills to the classroom setting. Therapy is to assist the student to minimize the effect of the disability on the ability to learn, function and to move within the school environment. Evaluation and treatment are based on educational needs.

### **SPEECH AND LANGUAGE SERVICES**

In A.E.R.O. operated programs, students who require speech/language therapy are provided services individually, in small groups and/or in class language activities based on the individual needs of the students.

### **SOCIAL WORK SERVICES**

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

### **VISION / HEARING ITINERANT SERVICES**

Diagnostic and itinerant vision and hearing services are available as needed through C.A.S.E.

## **PRE-VOCATIONAL TRAINING**

Placement in work experience and training situations is provided to students (18-22) in preparation for post-secondary independent living and adult life.

## **NURSING SERVICES**

School Health is very important for parents, students, and staff within the A.E.R.O. Programs. We have developed standards and policies to protect the health of our parents, students, and staff. For information about these standards and policies, contact one of our School Nurses.

## **ATTENDANCE AND ABSENCES**

It is important to remember that some of our students may become very ill when exposed to colds and flu. Students with cardiac and/or respiratory problems are particularly at risk. If you know or suspect that your child has an infectious illness, please keep them at home to ensure their comfort and well-being as well as the general health of other students and staff. Please follow:

- If your child has any sign of infection or illness they are to remain at home.
  - ❖ Signs of infection may include:
    - Green, yellow or crusty drainage
    - temperature of 100°F or above
    - redness and/or swelling of specific area
- We notify parents when students exhibit changes in behavior that could indicate illness. By early detection, we may be able to prevent more serious illness. Children occasionally do not communicate when they feel ill and we need to become aware of a child's specific symptoms.
  - ❖ Signs of illness may include:
    - vomiting
    - diarrhea
    - chills, fever
    - fatigue, lethargy
    - coughing
    - congestion or drainage
- It is recommended that children remain at home **24 hours** after temperature is normal and the student is **symptom free**.

- Children with infectious and/or communicable diseases are required to bring a note to return to school, signed and dated by their health professional. The note should indicate:
  1. diagnosis
  2. permission to return to school and date of return
  3. restrictions (if any)
  4. medication (if indicated)

***Parents may be required to send a note indicating the reason their child is absent due to a minor illness and any precautions or restrictions.***

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

## **PHYSICAL AND IMMUNIZATION COMPLIANCE**

The State of Illinois guidelines are followed.

School physicals and immunizations are required upon entrance into a program, Kindergarten, 6<sup>th</sup> grade and High School (9<sup>th</sup> Grade). All sections on the Physical Form must be completed, signed and dated. Proof of the physical exam and immunizations must be submitted by October 15.

***Students who fail to submit appropriate proof of the required physical exam and immunizations by October 15 will be excluded from school.***

Athletic physicals are yearly. Copies of camp physicals are acceptable for the athletic requirement.

If you have any medical concerns or general health questions, feel free to contact one of our School Nurses.

## **DENTAL EXAMINATIONS**

Dental exams are required for students in Kindergarten, 2<sup>nd</sup> grade, 6<sup>th</sup> grade, and 9<sup>th</sup> grade.

## **HEARING & VISION**

During the school year, an attempt is made to assess each student's functional hearing and vision through screening. Vision screening is not a substitute for a complete eye and vision examination by an eye doctor. Your child is not required to undergo this vision screening if an Optometrist or Ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

## **EYE EXAMS**

All children enrolled in Kindergarten and/or school for the first time shall have an eye examination. This exam must be performed by a licensed physician or a licensed Optometrist.

## **ORAL HYGIENE**

We encourage oral hygiene after lunch, in school. We encourage brushing and mouth care at home and the importance of semi-annual dental exams by a dentist.

## **FOOD ALLERGIES**

A.E.R.O. maintains a food allergy management program designed to reduce the risks associated with food allergies, provide appropriate accommodations for students with food allergies, and identify proper procedures for responding to allergic reactions. For additional information, please see Board Policy 7:285 at [www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative)

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the Program Administrator at (708) 496-3330 or one of our School Nurses.

## **MEDICATION**

The Illinois Department of Human Services and the Illinois State Board of Education recommend guidelines that include:

- a. Medications administered at school should be limited to those required during school hours which are necessary to maintain the student in school and those needed in the event of an emergency.
- b. A written order for prescription and non-prescription medications must be on file at the school in addition to the parent's written consent to give the medication.

- c. Medication must be brought to the school in a container labeled appropriately by a pharmacist or in the original container for non-prescription medications.

School staff are not allowed to administer medication without a *School Medication Authorization Form* completed and signed by the student's parent/guardian; prescription and/or written authorization from the student's physician, physician assistant, or advanced practice registered nurse; and properly labeled medication container. Arrangements for administering non-prescription or prescription medications can only be made by a parent speaking to our nurse at (708) 496-3330.

Please contact your child's School Nurse to obtain the required forms for medication administration in school. See Board Policy 7:270 at [www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative) for additional information regarding administering medication to students and student self-administration of medication.

## **NIT/LICE PROCEDURES**

Students diagnosed with live head lice or nits **will not** be sent home early from school. It is the recommendation of both the Centers for Disease Control and Prevention and the National Association of School Nurses that students be sent home at the end of the school day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. The A.E.R.O. School Nurse will accurately assess and provide appropriate health information for treatment and prevention to parents of affected students and classmates. Students will be allowed to return to class after proof that appropriate treatment has begun.

## **STUDENT ABSENCE POLICY**

Our policy on student absence is as follows:

1. If a child is kept at home, a parent must notify the school in the morning, giving the reasons for his/her absence. **Please call the AERO Therapeutic Center at 708-496-3330 to report an absence. Please call before 9:00 a.m. so as not to interrupt instruction.**
2. **If an absence is not phoned in, A.E.R.O. staff will follow up with a phone call.**
3. After any absence of three or more days, a doctor's note is requested when the child returns to school.
4. A physician's note may also be requested if a student is absent for more than 9 of the previous 180 regular attendance days and is thereafter absent due to illness.

5. When a student is absent without valid cause, he/she can be considered truant or chronically truant. When a child has been absent 5% or more of the time (9 days total or more per year) we may notify the truant officer.
6. The student's home school district will be notified of chronic truancy.
7. Public Act 102-0321 amends the compulsory attendance article of the School Code by allowing students to take up to five mental or behavioral health days per year. A student is not required to provide a medical note and must be given the opportunity to make up any schoolwork missed during such absences. Following the second mental health day, a student may be referred to the appropriate school personnel.

Absence(s) will be considered "unexcused" and without valid cause if they do not meet the requirements of Board policy, or if any required documentation is not provided.

These requirements are for everyone's protection. We want to make sure that the child is safe at home with an adult and that no child is returning to school with a serious communicable disease.

***In accordance with the Illinois School Code, students may be excused from school attendance due to the observance of religious holidays without penalty.***

## **TRANSPORTATION PROCEDURES**

Many of our students within A.E.R.O.-operated programs are provided with transportation to and from school. The transportation company will contact you several days before school starts to let you know the pick-up time. RichLee Bus Company will provide you with information on how and when to contact them if your child is sick or unable to attend school. The transportation company has a very safe record and riding a school bus is a good learning experience for your child. The following are safety and discipline procedures, which must be followed:

1. **An adult must be available to assist their child on departure in the A.M. and arrival in the P.M.**
2. **When riding the bus, students are expected to:**
  - a. **Keep their seat belts buckled.**
  - b. **Refrain from loud and excessive talking.**
  - c. **Remain in their seats.**
  - d. **Avoid eating and drinking on the bus.**
3. **Students will be provided the necessary assistance to enter and exit the bus. This may include the use of a stroller or wheelchair provided by the parent or A.E.R.O. programs. Students are not to be carried up and down the bus steps.**

**4. Children should be dressed and ready when the bus arrives. The bus is required to wait 3 minutes only.**

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

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

**Parents should notify the bus company, as well as the school, when a child will not be attending class – in advance, if possible. The RichLee Bus Company phone number is (708) 425-3075.**

***If you have any further questions or problems, please call the Program Administrator at A.E.R.O. (708) 496-3330.***

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

The bus drivers have been informed by RichLee Bus Company to follow this procedure. The drivers will try to inactivate the stop arm between loading some students if the traffic gets backed up.

Please note that all car drivers must stop when the bus arm is out. The police will be monitoring the situation and may issue tickets to stop-arm violators.

## **DIGITAL VIDEO AND AUDIO RECORDING OF BUS ROUTES**

As part of our ongoing goal to keep students safe, RichLee Vans has installed GPS (global positioning systems) and digital video cameras (with audio) in all buses used to transport A.E.R.O.'s students to and from school, on field trips, and other school-related activities. All bus routes will be video recorded, including sound, each school day. Buses have been labeled inside and out stating that recording is occurring. Generally, the recordings are kept for a seven-day period following original recording and then are destroyed by RichLee Vans.

As a security measure, the recordings are accessible only to management personnel at RichLee (bus drivers have no access to recordings). The A.E.R.O. Administration is authorized to request recordings from RichLee Vans. A.E.R.O. personnel, member district

personnel, and parents/guardians must contact A.E.R.O.'s Director or Assistant Director to report any incidents on the bus. Bus video/audio recordings are confidential and may only be used by school officials and law enforcement personnel for investigations, school disciplinary actions, proceedings under the Juvenile Court Act, and criminal prosecutions, related to incidents occurring in or around the school bus, and in accordance with the Illinois School Student Records Act. See the Student Records section of this Handbook for more information.

## **SCHOOL CLOSING PROCEDURES**

Each of our school sites is responsible for the decision to close the school due to inclement weather and/or emergency reasons. Emergency closing information will be posted on the Emergency Closing Center website, school district websites, and broadcasted on local TV and Radio Stations as follows:

### **Emergency Closing Information on the Internet:**

**A.E.R.O. Therapeutic Center website – [www.aerod806.org](http://www.aerod806.org)  
Emergency Closing Center website – [www.emergencyclosingcenter.com](http://www.emergencyclosingcenter.com)**

You may also tune in to the radio and local TV stations for the school closings.

In the event of a declared “emergency day” A.E.R.O. will implement its State Board of Education’s approved “e-Learning Plan 2022-2025”. See appendix A.

## **GENERAL EDUCATION STANDARDS**

**Equal Educational Opportunities:** Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, A.E.R.O. will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that A.E.R.O. remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure (Board Policy 2:260) [www.boardpolicyonline.com/ada/?b=aero](http://www.boardpolicyonline.com/ada/?b=aero) [special education cooperative](http://www.boardpolicyonline.com/ada/?b=aero)

**Sex Equity:** No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Uniform Grievance Procedure

(Policy 2:260). A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10 of the School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School Code).

Education of Children with Disabilities: A.E.R.O. provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in A.E.R.O., as required by the Individuals with Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. Related inquiries should be directed to the Program Administrator.

In accordance with School Code Section 14-6.01, parents/guardians are notified that students with disabilities who do not qualify for an individualized education program pursuant to the federal Individuals with Disabilities Education Act and implementing provisions of the School Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. Inquiries regarding the identification, assessment, and placement of such children should be directed to the AERO Assistant Director at (708) 496-3330.

## **BULLYING, INTIMIDATION, AND HARASSMENT PREVENTION**

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

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important Cooperative goals.

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

- ❖ During any school-sponsored education program or activity.
- ❖ 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.
- ❖ Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

- ❖ Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school Cooperative or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a Cooperative or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from [105 ILCS 5/27-23.7](#)

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

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

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

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

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the

integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

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

### Bullying Prevention and Response Plan

The Director or designee shall develop and maintain a bullying prevention and response plan that advances the Cooperative's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this Cooperative. However, nothing in the Cooperative's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Cooperative named officials or any staff member. The Cooperative named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

**Nondiscrimination Coordinator:**

**Title IX Coordinator:**

Ms. Maggie Sheldon, Assistant Director

Ms. Maggie Sheldon, Assistant Director

A.E.R.O Special Education Cooperative  
5400 W 77th St., Burbank, IL 60459

A.E.R.O Special Education Cooperative  
5400 W 77th St., Burbank, IL 60459

msheldon@aerod806.org

msheldon@aerod806.org

708-496-3330

708-496-3330

**Complaint Managers:**

Ms. Melissa Jasieniecki, Program Administrator

Ms. Maggie Sheldon, Assistant Director

P.R.I.D.E. Program  
5400 W 77th St., Burbank, IL 60459

A.E.R.O. Educational Center  
5400 W 77th St.,  
Burbank, IL 60459

mjasieniecki@aerod806.org

msheldon@aerod806.org

708-496-3330

708-496-3330

1. Consistent with federal and State laws and rules governing student privacy rights, the Director or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the

availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

2. The Director or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

1. The Director or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
2. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
3. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
4. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
5. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other

policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

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

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

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

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

- ❖ The Director or designee shall fully implement the Board policies, including without limitation, the following:
  1. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  2. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
  3. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  4. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the Cooperative's educational program as required by State law.

5. 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.
  6. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  7. 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.
  8. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  9. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (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 photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
13. The Director or designee shall fully inform 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:
- Communicating the Cooperative's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
  - 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.
  - Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
  - Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

### Reporting

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the A.E.R.O. Complaint Manager or any staff member with whom the student is

comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the A.E.R.O. Complaint Manager or any staff member. Anonymous reports are also accepted.

**Anonymous Reporting** - Parents and/or students can report incidents of bullying utilizing an online form located on the homepage of the Cooperative website at [www.aerod806.org](http://www.aerod806.org). Reports can be submitted anonymously or with contact information for a follow-up phone call. Students can report information anonymously by using the contact form on our website.

[www.aerod806.org/contact-locations-directions](http://www.aerod806.org/contact-locations-directions)

## **HARASSMENT PROHIBITED**

### **7:20 Harassment of Students Prohibited**

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

#### **Sexual Harassment Prohibited**

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

#### **Making a Report or Complaint**

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Assistant Director, or Program Administrator, a Complaint Manager, or any

employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

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

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

**Nondiscrimination Coordinator:**

**Title IX Coordinator:**

Ms. Maggie Sheldon,  
Assistant Director

Ms. Maggie Sheldon, Assistant Director

A.E.R.O Special Education  
Cooperative

A.E.R.O Special Education Cooperative

5400 W 77th St.,  
Burbank, IL 60459

5400 W 77th St., Burbank, IL 60459

msheldon@aerod806.org

msheldon@aerod806.org

708-496-3330

708-496-3330

**Complaint Managers:**

Ms. Maggie Sheldon,  
Assistant Director

Dr. Bill Roseland, Executive Director

A.E.R.O. Special Education  
Cooperative

A.E.R.O. Special Education Cooperative

5400 W 77th St.,  
Burbank, IL 60459

5400 W 77th St., Burbank, IL 60459

msheldon@aerod806.org

broseland@aerod806.org

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

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

### Investigation Process

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

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

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

For any other alleged student harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

### Enforcement

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

### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Sexual Harassment Grievance Procedure*).

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

## **TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURE**

### **2:265 Title IX Sexual Harassment Grievance Procedure**

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

### Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual

Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

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

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

#### Definitions from [34 C.F.R. §106.30](#)

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

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

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

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

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

#### Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and

assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, or a Complaint Manager.

3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

### Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

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

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

### **Title IX Coordinator:**

Maggie Sheldon

5400 W 77th St., Burbank, IL 60459

msheldon@aerod806.org

708-496-3330

### Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual*

*Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

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

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

#### Formal Title IX Sexual Harassment Complaint Grievance Process

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

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with [34 C.F.R. §106.45](#). The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with [34 C.F.R. §106.45](#) before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### Enforcement

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

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

## Retaliation Prohibited

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

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

## **UNIFORM GRIEVANCE PROCEDURE**

### **2:260 Uniform Grievance Procedure**

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

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) *et seq.*
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681](#) *et seq.*, excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Sexual Harassment Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) *et seq.*
4. Title VI of the Civil Rights Act, [42 U.S.C. §2000d](#) *et seq.*
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), [42 U.S.C. §2000e](#) *et seq.*
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) *et seq.* (Title IX sexual harassment complaints are addressed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)

9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

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

#### Right to Pursue Other Remedies Not Impaired

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

#### Deadlines

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

#### Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any Cooperative Complaint Manager. The

Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

### Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

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

The Director will keep the Board informed of all complaints.

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

### Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Director shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the

Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Director or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

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

#### Appointing a Nondiscrimination Coordinator and Complaint Managers

The Director shall appoint a Nondiscrimination Coordinator to manage the cooperative's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Director shall appoint a Title IX Coordinator to coordinate the Cooperative's efforts to comply with Title IX.

The Director shall appoint at least one Complaint Manager to administer this policy. If possible, the Director will appoint two Complaint Managers, one of each gender.

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

#### **Nondiscrimination Coordinator:**

#### **Title IX Coordinator:**

Ms. Maggie Sheldon, Assistant Director

Ms. Maggie Sheldon, Assistant Director

A.E.R.O Special Education Cooperative

A.E.R.O Special Education Cooperative

5400 W 77th St., Burbank, IL  
60459

5400 W 77th St., Burbank, IL  
60459

msheldon@aerod806.org

msheldon@aerod806.org

708-496-3330

708-496-3330

**Complaint Managers:**

Ms. Maggie Sheldon, Assistant Director

Dr. Bill Roseland, Executive Director

A.E.R.O. Special Education Cooperative

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5400 W 77th St., Burbank, IL  
60459

5400 W 77th St., Burbank, IL  
60459

msheldon@aerod806.org

broseland@aerod806.org

708-496-3330

708-496-3330

**CONCEALED CARRY**

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

## **STUDENT DISCIPLINE**

- Cell Phones and paging devices are prohibited in all school environments.
- All students will follow the student dress code of the serving school district.
- All drugs, alcohol, controlled substances, guns, and weapons are strictly prohibited on all school campuses.
- Gang and gang related activity is prohibited on school grounds. Failure to comply will result in involvement by local law enforcement.

Please see Policy 7:190 at

[www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative) for additional information regarding student discipline, including prohibited student conduct, where and when conduct rules apply, and disciplinary measures that may be imposed.

## **SUSPENSIONS**

### **Suspensions**

Due to the importance of consistent school attendance and participation in school activities, A.E.R.O. Therapeutic Center and A.E.R.O. operated classrooms will function with limited suspensions. Student suspensions will be in accordance with 23 Illinois Administrative Code, Subpart E, Section 226.400. Parents who object to a suspension may request a review of the suspension as described in AERO Board Policy 7:200 and Section 10-22.6 of the Illinois School Code.

[www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative)

Students may be suspended in accordance with the procedures summarized below.

### **Suspensions of 1-3 Days**

- In the written suspension decision, the administration must explain (1) the specific act of gross disobedience or misconduct; and (2) the rationale for the specific duration of the suspension.
- Suspensions of three days or less may only be used if the student's presence poses a threat to school safety or a disruption to other students' learning opportunities.
- Students must be provided an opportunity to make up any missed work for equivalent academic credit.

### **Suspensions for 4 Days**

- In the written suspension decision, the administration must (1) explain the specific act of gross disobedience or misconduct; (2) explain the rationale for the specific duration of the suspension; and (3) document whether other behavioral and disciplinary interventions were attempted or whether the administration determined that there were no other appropriate and available interventions.
- The administration may only use suspensions of 4 days if other appropriate and available behavioral and disciplinary interventions have been exhausted and the students' presence in the school (1) poses a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupts, impedes, or interferes with the operation of the school.
- Students must be provided an opportunity to make up any missed work for equivalent academic credit.

### Suspensions of 5-10 Days

1. In the written suspension decision, the administration must (1) explain the specific act of gross disobedience or misconduct; (2) explain the rationale for the specific duration of the suspension; and (3) document whether other behavioral and disciplinary interventions were attempted or whether the administration determined that there were no other appropriate and available interventions; and (4) document whether appropriate and available support services are to be provided or whether it was determined that there are no appropriate and available services for the student.
2. The administration may only use suspensions of 5-10 days if other appropriate and available behavioral and disciplinary interventions have been exhausted and the students' presence in the school (1) poses a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupts, impedes, or interferes with the operation of the school.
3. Students who are suspended must be provided with appropriate and available support services during their suspensions, unless it is determined that there are no appropriate and available support services for the student.
4. Students must be provided an opportunity to make up any missed work for equivalent academic credit.

## **THE USE OF BEHAVIORAL INTERVENTIONS**

The A.E.R.O. Therapeutic Center and its member districts, in accordance with School Code Section 14-8.05, have developed the following behavior interventions policy and procedures for students receiving special education services within A.E.R.O. programs.

Behavioral interventions shall be used in consideration of the child's physical freedom,

social interaction, and the right to placement in the least restrictive environment and shall be administered in a manner that respects human dignity and personal privacy. A fundamental principle of this policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of aversive or more restrictive interventions while continuing to provide a Free Appropriate Public Education to all students with identified special education needs.

While positive interventions alone may not always succeed in managing behavior that impedes the child's own learning or the learning of others, the use of more restrictive interventions should always be considered to be temporary and approached with caution and regulation. The use of restrictive interventions should maintain respect for the individual student's dignity, personal privacy and safety, and adhere to applicable laws, regulations, and professionally accepted practices.

These supports, particularly in the area of social-emotional well-being, provide a process for children to acquire the knowledge, attitudes, and skills they need to:

- Recognize and manage their emotions.
- Demonstrate caring and concern for others.
- Establish positive relationships.
- Make responsible decisions.
- Handle challenging situations constructively.

Despite supports, problem behaviors can still occur. The response of a teacher, administrator, or other school staff to behavior that has the potential to threaten the well-being of a student or an adult is of paramount importance. Physical restraints and time outs, as defined in the School Code and administrative rules, must be interventions of the last resort and applied judiciously in the rarest of situations. Physically restraining or placing a student in time out can carry many risks to the student's physical well-being, emotional health, self-image, and reputation in the school community. Use of these interventions can also erode trust among stakeholders in the student's education and inhibit the student from being educated in a safe and healthy learning environment. There are rare incidents in which it may be necessary to restrict a student's movements to ensure the safety of the student or others. State laws and federal guidance provide parameters for the use of time out and physical restraints when circumstances warrant.

The Illinois Administrative Code Part 23 IAC 1.285 states:

[www.ilga.gov/commission/jcar/admincode/023/023000010B02850R.html](http://www.ilga.gov/commission/jcar/admincode/023/023000010B02850R.html)

“Isolated time out, time out, and physical restraint, as defined in this Section, shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the student, and the school staff members or members applying the intervention have been trained in its safe application under this

Section. (Section 10-20.33(b) or 34-18.20(b) of the School Code). Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.”

Public Act 102-0339 was signed into law August 13, 2021. It amends the Illinois School Code and specifies that the use of isolated time out, time out, and physical restraint will be limited to instances in which the student’s behavior poses an “imminent danger of serious physical harm.” Public Act 102-0339 further amended School Code 105 ILCS 5/2-3.130, 105 ILCS 5/10-20.33, and 105 ILCS 5/34-18.20, requiring ISBE, in collaboration with stakeholders to establish goals and benchmarks to accomplish the systemic reduction of isolated time out, time out, and physical restraint use.

Additional components of Public Act 102-0339, include the provision of standards for the use of isolated time out, time out, and physical restraints; specify training components; provision of additional notifications/resources to parents; and the elimination of the use of prone restraints by June 30, 2022. ISBE regulations frame isolated time out, time out, or physical restraint as interventions that are to be used in tandem with other positive intervention strategies.

Pursuant to School Code Section 14-8.05, it is noted that parents/guardians may access additional information regarding behavioral interventions from the Illinois State Board of Education (ISBE) at [www.isbe.net](http://www.isbe.net) or 100 N. First Street, Springfield, IL 62777.

### **BEHAVIOR INTERVENTION ADVISORY COMMITTEE**

A.E.R.O. and its member districts have established a Behavior Intervention Advisory Committee, inclusive of Parents, Educators and Stakeholders to ensure compliance with 105 ILCS 5/14-8.05, to provide advice regarding the behavioral intervention policy and procedures.

A.E.R.O. employs Behavior Intervention Specialists to assist IEP teams in the development of Behavior Intervention Plans, consult with A.E.R.O. and member district educators, and train staff members on the proper use of behavioral interventions, supervision of the implementation of intervention plans and procedures, and in the data collection and reporting process.

### **BEHAVIORAL INTERVENTION PROCEDURES**

A.E.R.O.'s behavioral intervention procedures are designed to promote the use and maintenance of the best professional standards and practices in the use of behavioral interventions. The use of behavioral interventions should promote the learning of more appropriate, desirable behaviors, while incorporating procedures and methods that are consistent with generally accepted practices in the field of behavioral interventions. A.E.R.O.'s behavioral intervention procedures predominantly apply to those students requiring a Behavior Intervention Plan (BIP) as determined appropriate by the IEP team. Behavioral procedures such as those designed as part of a BIP, represent interventions intended to enhance the benefits the student derives from the educational setting.

**Positive and non-restrictive interventions** are used to promote appropriate behaviors and reduce negative behaviors. They are preferred due to the low risk of side effects and the high priority placed on behavior change rather than on behavior control. Positive and non-restrictive interventions may be used without the development of a formally written BIP or as prescribed within the IEP.

**Restrictive Interventions** may be appropriate in emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions should be used in conjunction with positive interventions and be replaced by less restrictive procedures as quickly as possible. In connection with the use of restrictive interventions, a functional behavior assessment (FBA) will be conducted and/or a behavioral intervention plan (BIP) will be developed or reviewed as warranted and as required by law.

***Non-Restrictive Interventions/Procedures:***

- Contingent exercise
- Differential reinforcement
- Direct instruction
- Environmental/activity modification
- Modeling
- Parent contact
- Peer involvement
- Planned ignoring
- Positive reinforcement
- Prompting
- Proximity control
- Redirect student (verbal, nonverbal signal)
- Removal from task
- Response-cost
- Self-management / monitoring
- Shaping
- Teaching alternative behaviors
- Teaching self- reinforcement
- Time out (non-exclusionary)
- Token economy
- Verbal feedback
- Verbal reprimand

*Depending upon the student's needs, IEP, etc., these interventions may become restrictive in nature. Refer to selected definition of terms. Refer to restrictive procedures.*

***Restrictive Interventions/Procedures:***

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions prove to be unsuccessful. Restrictive interventions should be used for the least amount of time needed to change the student's behavior, then replaced by less

restrictive interventions.

### **Time Out and Physical Restraint**

These time out and physical restraint procedures apply to all A.E.R.O. students. Time out and physical restraint shall **not** be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

Time out and physical restraint will be used only if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the behavior(s). **A.E.R.O. does not utilize isolated time out.**

Imminent danger of serious physical harm means a situation where a student presents a danger to the safety and well-being of the student or another person and is likely to cause immediate physical harm.

A written record of each episode of time out or physical restraint must be created by the Director or designee using the ISBE *Physical Restraint and Time Out* form and submitted to ISBE and maintained in the student's temporary record. When a student requires physical management, the student's parent/guardian will be notified within 24 hours.

**Time Out** means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult for part of the school day, only for a brief time, in a non-locked setting.

"Time Out" does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

**Physical restraint** means holding a student or otherwise restricting a student's movements. "Physical restraint", as permitted, includes only the use of specific, planned techniques. "Physical Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:

- Prevent a student from completing an act that would result in potential physical harm to the student or another or damage to property.

Physical restraint shall be subject to the following requirements and limitations. Physical restraint must end immediately when:

- The threat of imminent danger of serious physical harm ends; or
- The student indicates the inability to breathe or staff supervising the student recognizes that the student may be in respiratory distress.

The staff involved in physically restraining a student must periodically halt the restraint to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.

A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have hands free of restraint for brief periods unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

Mechanical restraint, chemical restraint, corporal punishment, and expulsion with cessation of services are prohibited by Board Policy and shall not be used.

All A.E.R.O. staff will receive training on behavioral interventions and the safe application of physical interventions supervising a student in time out. To this end, A.E.R.O. has adopted the Crisis Prevention Institute Nonviolent Crisis Intervention method of de-escalation and physical management. All employees will be trained in de-escalation and physical management along with trauma informed care.

## **DELEGATION OF RIGHTS NOTICE**

For students receiving special education services, all educational rights transfer from the parents to the student when the student reaches the age of 18. Parents of students receiving special education services shall be provided with notification of the transfer of rights and a copy of the delegation of rights form one year prior to the student's 18<sup>th</sup> birthday.

## **HIGH SCHOOL GRADUATION/DIPLOMA**

In accordance with the Individuals with Disabilities Education Act (IDEA), the Illinois School Code, and the Illinois State Board of Education (ISBE) regulations, special education programs and services shall end once a student is granted a high school diploma or turns

22 years of age. Students who turn age 22 during the school year are allowed to finish the school year.

A student with a disability who has an IEP providing for special education, transition planning, transition services, or related services beyond the student's four years of high school is permitted and encouraged to participate in the graduation ceremony of his or her high school graduation class, at which time the student will receive a certificate of completion. The student's IEP team, including the parents and a representative from the resident school district, will determine whether a student receives a high school diploma or a certificate of attendance/completion.

## **STUDENT RECORDS**

Under the Family Educational Rights and Privacy Act ("FERPA"), the Illinois School Student Record Act ("ISSRA"), the Mental Health and Developmental Disabilities Confidentiality Act ("MHDDCA"), and their respective rules and regulations, procedures have been established for requesting and granting access to the records of a student kept on file by the A.E.R.O. Therapeutic Center.

Student records are defined as any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for: 1) information kept in a school staff member's sole possession destroyed not later than the student's graduation or permanent withdrawal, and not revealed to any other person except a temporary substitute teacher; (2) information maintained by law enforcement officers working in the school; (3) video or other electronic recordings created and maintained by law enforcement officers working in the school or for security or safety reasons or purposes; (4) electronic recordings made on school buses; and (5) any reports received by a law enforcement agency and law enforcement records transmitted to the appropriate school official by a local law enforcement agency under a reciprocal reporting system.

The content of video or other electronic recordings created and maintained by law enforcement officers working in the school or for security or safety reasons or purposes may become part of a student's records to the extent that A.E.R.O. uses and maintains this content for a particular reason (e.g., disciplinary action, compliance with a student's IEP) regarding a specific student. Such recordings that become part of a student's records are not a public record and shall be released only in conformance with federal and State law.

A.E.R.O. maintains only those student records necessary to provide special education and related services to a student during his or her participation in an A.E.R.O. program. A.E.R.O. returns all student records in its possession to the student's resident district upon the student's exit from A.E.R.O. programs. Permanent records are maintained at each student's resident district for at least sixty years after a student has transferred, graduated or otherwise permanently withdrawn from school. Temporary records are maintained for at least five

years after a student has transferred, graduated or otherwise permanently withdrawn from the school.

A student's permanent record includes information such as:

- Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents/guardian(s);
- Academic transcript, including grades, graduation date, and grade level achieved.
- The unique student identifier assigned and used by the student information system;
- Attendance record;
- Health record (i.e., medical and dental documentation necessary for enrollment);
- Record of release of permanent record information; and
- Scores received on all State assessment tests administered at the high school level.

A student's temporary record contains all other records concerning the student that are maintained by A.E.R.O. or the resident district and by which the student may be individually identified (except for certain records excluded from the definition of "school student record"). The temporary record includes information such as:

- Record of release of information from the temporary records;
- Scores received on the State assessment tests administered in the elementary grade levels (K-8);
- The completed home language survey form;
- Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction;
- Information regarding an indicated report of abuse or neglect pursuant to the *Abused and Neglected Child Reporting Act*;
- Biometric information, if any;
- Health-related information;
- Accident reports; and
- Related service logs.

The temporary record also may include information such as:

- Family background information;
- Intelligence test scores;
- Aptitude test scores;
- Reports of psychological evaluations;
- Achievement level test results;
- Participation in extracurricular activities (including any offices held in school-sponsored clubs or organizations);
- Honors and awards received;
- Teacher anecdotal records;

- Other disciplinary information;
- Special education records;
- Records associated with Section 504 plans; and
- Any verified reports or information from other persons, agencies, or organizations of clear relevance to the education of the student.

Parents will be notified by their resident district prior to the destruction of any records and will have the right to request a copy of any records prior to destruction. Before A.E.R.O. destroys or deletes any information from a student's records, the parent/guardian will be given reasonable prior notice at his or her last known address and an opportunity to copy the record and information proposed to be destroyed or deleted.

The parents/guardians of students under 18 years of age are entitled to inspect and copy information in their child's permanent and temporary records. Students under 18 years of age may inspect or copy information in their permanent records. When the student reaches 18 years of age, graduates from high school, marries, or enters military service, all rights and privileges accorded to parents/guardians become exclusively those of the student. Requests to inspect or copy information in a student's records must be made in writing and directed to the Director or Assistant Director. Access to the records will be granted within 10 business days of A.E.R.O.'s receipt of a request, or within 5 additional business days thereafter if an extension is warranted. The parent or the school may choose to have a qualified professional (such as a psychologist, counselor, or other adviser) present to interpret the information contained in the temporary record.

Except as otherwise provided by law, access to student records will be limited to parents/guardians, their authorized persons, and/or the student. Generally, A.E.R.O. must receive the prior, specific, dated, written consent of the student's parent/guardian in order to release student record information. The student's prior written consent may also be necessary where the student is age 12 or older and the student records include information protected under the MHDDCA. However, prior written consent of the parent/guardian or student is not required to disclose student information as follows:

- To A.E.R.O., resident district, and serving district employees and school officials with legitimate educational and/or administrative interests. A school official is an Executive Board member; a Governing Board member; a person or company with whom A.E.R.O. has contracted as its agent to provide a service instead of using its own employees (e.g., attorney, auditor, insurance representative, medical consultant, therapist, independent evaluator, data analysis/reporting firm, cloud computing providers and/or providers of educational software or apps, such as Google); or a student teacher, volunteer, or other person to whom A.E.R.O. has outsourced institutional services or functions. An A.E.R.O. employee or school official has a legitimate or administrative interest if he/she needs information in the student record(s) in order to fulfill his/her professional responsibilities.
- Directory information, which includes:

- ❖ the student's name, address, grade level, and birth date and place,
  - ❖ the parents'/guardians' names, mailing addresses, e-mail addresses, and telephone numbers,
  - ❖ photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications (e.g., yearbook, newspaper, or sporting or fine arts program), except that:
    - o No photograph highlighting individual faces shall be used for commercial purposes, (e.g., solicitation, advertising, promotion, fundraising) without the prior written consent of the parent/guardian, and
    - o No image on a school security video recording shall be designated as directory information,
  - ❖ Academic awards, degrees, and honors,
  - ❖ Information related to school-sponsored activities, organizations, and athletics,
  - ❖ Major field of study, and
  - ❖ Period of attendance in school.
- To the official records custodian of a school district in which the student has enrolled or intends to enroll, upon request of the school district. This includes, but is not limited to, the disclosure of student records in connection with determining an appropriate placement for a student under the IDEA.
  - In connection with an emergency as provided in federal and State law.
  - In response to a court order.
  - To any person as specifically required by federal or State law.
  - To juvenile authorities when necessary for the discharge of their official duties upon their written request.
  - Secondary students' names, addresses, and telephone listings will be disclosed to military recruiters and institutions of higher learning upon request.

Parents/guardians may request that directory information of their child not be released by A.E.R.O., or students' names, addresses, and telephone listings not be disclosed to military recruiters and institutions of higher learning, by contacting the Director/Assistant Director.

Parents/guardians have the right to challenge or request an amendment to any entry, except for grades, in their child's records on the basis of accuracy, relevance, propriety, or violations of the student's privacy rights. However, when the student's records are being forwarded to another school to which the student is transferring, no challenge may be made to references to expulsions or out-of-school suspensions. A hearing may be requested and A.E.R.O.'s decision may be appealed.

No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under State law.

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

## **PROTECTION OF PUPIL RIGHTS**

Pursuant to the Protection of Pupil Rights Act (20 U.S.C. §1232h), A.E.R.O. maintains a policy addressing:

1. A parent's right to inspect (upon request) a survey created by a third party before the survey is administered or distributed by A.E.R.O. to a student, and procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.
2. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the following items (including the right of a parent to inspect (upon request) any survey containing one or more of such items):
  - i. Political affiliations or beliefs of the student or the student's parent.
  - ii. Mental or psychological problems of the student or the student's family.
  - iii. Sex behavior or attitudes.
  - iv. Illegal, anti-social, self-incriminating, or demeaning behavior.
  - v. Critical appraisals of other individuals in a close family relationship.
  - vi. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
  - vii. Religious practices, affiliations, or beliefs of the student or the student's parent.
  - viii. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).A parent may decline to allow their child to participate in any such survey by sending a written opt-out request to the Program administrator.
3. A parent's right to inspect (upon request) any instructional material used as part of the educational curriculum for the student, and procedures for granting a parent's request for reasonable access to instructional material within a reasonable period of time after the request is received.
4. The administration of physical examinations or screenings.

5. The collection, disclosure, or use of personal information collected from students for marketing purposes, including arrangements to protect student privacy in the event of such collection, disclosure, or use.

Please see Policy 7:15 at

[www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative) for additional information. Requests to inspect any survey or instructional materials should be directed to the Program administrator.

## **AUTHORIZATION FOR INTERNET AND ELECTRONIC NETWORK ACCESS**

Internet access is provided by A.E.R.O. Therapeutic Center to assist employees and students in obtaining education-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

This Authorization does not attempt to state all required or prescribed behavior by users. However, some specific examples are provided. **The failure to follow the terms of the *Authorization for Internet and Electronic Network Access* will result in the loss of privileges, disciplinary action and/or appropriate legal action.** The signature(s) at the end of this document is legally binding and indicates the party that signed has read the terms and conditions carefully and understands their significance.

### **Terms and Conditions**

All Internet data that is composed, transmitted, or received via A.E.R.O.'s Network, Information, and Communication Systems is considered to be part of the official record of the A.E.R.O. Therapeutic Center and may be considered a school student record pursuant to the Family Educational Rights and Privacy Act (FERPA) and Illinois School Student Records Act (ISSRA). As such, this data is subject to disclosure to law enforcement, school personnel, school board members, and ISBE, and as allowed by FERPA and ISSRA. Consequently, employees should always ensure that the business information contained in email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of the A.E.R.O. Therapeutic Center. As such, the A.E.R.O. Therapeutic Center reserves the right to monitor and intercept Internet traffic, and retrieve and read any data stored, sent, or received through our Network, Information, and Communication Systems.

1. Acceptable Use – Access to A.E.R.O.'s Internet and user account must be for the purpose of teaching and learning, administration, economic development, or research, and be consistent with the educational objectives of A.E.R.O. All Network, Information, and Communication Systems are to be used for business purposes only.

2. Privilege – The use of A.E.R.O.'s Internet and user account is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The Director will make all decisions regarding whether or not a user has violated this Authorization and may revoke or suspend access at any time; his or her decision is final.
3. Unacceptable Use – You are responsible for your actions and activities involving the Internet. Some examples of unacceptable use include, but are not limited to the following:
  - a. Accessing, submitting, posting, publishing, or displaying any abusive, profane, discriminatory, offensive, obscene, harassing, threatening, intimidating, or disruptive messages or images to any employee, student, or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.
  - b. Using the Internet for private, financial, or personal gain and/or commercial or private advertising.
  - c. Stealing, using, or disclosing someone else's personally identifiable information, including account or password, without authorization.
  - d. Copying, pirating, or downloading software and electronic files without permission.
  - e. Posting material authored or created by another without his or her consent.
  - f. Sending or posting confidential material, trade secrets, or property information outside of the organization.
  - g. Violating copyright law. The unauthorized use, installation, copying or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee or student did not create the material, does not own the rights to it, or has not gotten authorization for its use, it should not be posted on the Internet.
  - h. Failing to observe licensing agreements.
  - i. Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions.;
  - j. Sending or posting messages that defame or slander other individuals.
  - k. Attempting to break into the computer system of another organization or person.
  - l. Refusing to cooperate with a security investigation.
  - m. Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities.
  - n. Using the Internet for political causes or activities, religious activities, or any sort of gambling.
  - o. Jeopardizing the security of the organization's Network, Information, and Communication Systems.

- p. Sending or posting messages that disparage another organization's products or services.
  - q. Passing off personal views as representing those of the organization.
  - r. Sending anonymous email messages including phishing and spam.
  - s. Using Network, Information, and Communication Systems for making telemarketing, prank, or phishing calls.
  - t. Engaging in any other illegal activities.
  - u. Using the Internet while access privileges are suspended or revoked.
4. Network Etiquette – You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
- Be polite. Do not become abusive in your messages to others.
  - Use appropriate language. Do not swear or use inappropriate language.
  - Do not reveal students or employees personally identifiable information (PII).
  - Recognize that the electronic mail (Email) is not private and is subject to FOIA. Technology personnel who operate the system have access to all Email messages. Messages relating to or in support of illegal activities may be reported to the authorities.
  - Do not use the network in any way that would disrupt its use by others.
  - Consider all communications and information accessible via the network to be private property.
5. No Warranties – A.E.R.O. makes no warranties of any kind, whether expressed or implied, for the service it is providing. A.E.R.O. will not be responsible for any damages you suffer. This includes the loss of data resulting from delays, non-deliveries, or service interruption caused by negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. A.E.R.O. specifically denies any responsibility for the accuracy or quality of information obtained through its services.
6. Indemnification – The user agrees to indemnify A.E.R.O. for any losses, costs or damages including reasonable attorney fees, incurred by A.E.R.O. relating to, or arising out of, any breach of this Authorization.
7. Security – Network security is a high priority. If you can identify a security problem on the Internet, you must notify technology personnel or Director. Do not demonstrate the problem to others. Keep your account and password confidential. Do not use another individual's account without written permission. Attempts to authenticate as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the Network, Information, and Communication Systems.
8. Data Privacy - The use of technology resources including websites, software, applications, extensions, plugins, APIs, and etc. where personally identifiable information (PII) is collected requires individuals to:

- a. Submit technology resources for vetting and approval by the Data Privacy Officer.
  - b. Not enter into contracts, sign written agreement, or accept the terms and conditions on behalf of A.E.R.O., and via the A.E.R.O. Internet and user account, unless so authorized, when signing up for resources or online services until these resources are vetted and approved by the Data Privacy Officer.
  - c. Notify the Data Privacy Officer immediately when a suspected data breach occurs and complete the Security Incident Response form.
  - d. Not sell, rent, lease, or trade PII or other data that belongs to the cooperative. Sharing, transferring, disclosing, or providing access to PII and data that belongs to cooperative is prohibited unless the recipient is school personnel, a school board member, or ISBE. Student PII can also be shared with the student's respective member school district school personnel and parent(s) or as:
    1. Permitted by State or federal law to law enforcement officials to protect the safety of users or others or the security or integrity of the operator's service;
    2. Required by court order or State or federal law; or
    3. To ensure legal or regulatory compliance.
  - e. All data belongs to the cooperative and cannot be used for personal use or used outside the cooperative.
9. Vandalism – Vandalism will result in cancellation of privileges and any other disciplinary action. This includes, but is not limited to, uploading or creation of computer viruses, denial of service attacks, and computer hacking.
10. Telephone Charges – A.E.R.O. assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment line costs.



## ONLINE RESOURCES

Following are links to websites that you may find useful:

<b>Description</b>	<b>Web Address</b>
Assistive Technology Information (Infinitec)	<a href="http://www.myinfinitec.org">www.myinfinitec.org</a>
Illinois Assistive Technology Guidance Manual (Infinitec)	<a href="http://www.isbe.net/Documents/assist-tech-guidance-manual.pdf">www.isbe.net/Documents/assist-tech-guidance-manual.pdf</a>
Illinois State Board of Education (ISBE)	<a href="http://www.isbe.net">www.isbe.net</a>
ISBE - Parents & Students	<a href="http://www.isbe.net/Pages/Special-Education-Parents-of-Students-with-Disabilities.aspx">www.isbe.net/Pages/Special-Education-Parents-of-Students-with-Disabilities.aspx</a>
ISBE Special Education Services - Parent Rights	<a href="https://www.isbe.net/Documents/Parent-Guide-Special-Ed-Aug20.pdf">https://www.isbe.net/Documents/Parent-Guide-Special-Ed-Aug20.pdf</a>
Summit School District 104	<a href="http://www.sd104.us">www.sd104.us</a>
Willow Springs School District 108	<a href="http://www.willowsspringsschool.org">www.willowsspringsschool.org</a>
Indian Springs School District 109	<a href="http://www.isd109.org">www.isd109.org</a>
Central Stickney School District 110	<a href="http://www.sahs.k12.il.us">www.sahs.k12.il.us</a>
Burbank School District 111	<a href="http://www.bsd111.org">www.bsd111.org</a>
Ridgeland School District 122	<a href="http://www.ridgeland122.com">www.ridgeland122.com</a>
Evergreen Park Elementary School District 124	<a href="http://www.d124.org">www.d124.org</a>
Argo Community High School District 217	<a href="http://www.argohs.net">www.argohs.net</a>
Reavis High School District 220	<a href="http://www.reavisd220.org">www.reavisd220.org</a>
Oak Lawn Community High School District 229	<a href="http://www.olchs.org">www.olchs.org</a>
Evergreen Park Community High School District 231	<a href="http://www.evergreenpark.org">www.evergreenpark.org</a>

## **A.E.R.O. ACCESS ACADEMY**

A.E.R.O. ACCESS ACADEMY is your Professional Development connection for the A.E.R.O. Therapeutic Center. We offer wide-ranging topics in various formats, such as:

- Workshops
- Professional Learning Communities
- Round Table Discussions
- Technology Labs
- Train-the-Trainer
- Topic Series
- Administrator Academy
- Lending Library

Offerings are FREE and available to all A.E.R.O. staff, district staff, parents, guardians, and community members from the 11 member districts. All other participants are welcome to join us for a minimal fee. Visit [www.aerod806.org](http://www.aerod806.org) under the Parent tab for a full listing.

## **A.E.R.O. POLICIES**

Select Board Policies in the A.E.R.O. Governing Board Policy Manual may be found on the A.E.R.O. website: [www.boardpolicyonline.com/ada/?b=aero\\_special\\_education\\_cooperative](http://www.boardpolicyonline.com/ada/?b=aero_special_education_cooperative)

Please refer to the website for additional policies, including:

- Policy 7:185, Teen Dating Violence Prohibited
- Policy 7:290, Suicide and Depression Awareness and Prevention

Copies of the policies also may be requested at A.E.R.O.'s Administrative Office.

## **MISCELLANEOUS NOTICES**

**Pesticide Application:** Before pesticides are used on Cooperative premises, the Director or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235, and the Lawn Care Products Application and Notice Act, 415 ILCS 65. Prior notice is not required if there is imminent threat to health or property.

**Asbestos Management:** Local education agencies are to engage in asbestos management activities in accordance with the regulations established by the Illinois Department of Public Health (IDPH). Such activities may include: (1) ongoing building surveys (including six-month surveillances and three-year re-inspections) to identify and safely manage previously-installed asbestos-containing products; (2) advance review of building renovations, by the Designated Person, to ensure that asbestos-containing materials will not be disturbed without proper safeguards; (3) procedures to ensure that work requiring removal or repair of asbestos-containing material is conducted by trained and qualified persons only. Individuals who wish to review asbestos management records should contact the school's administrator.

**School Visitation Rights Act:** Pursuant to the School Visitation Rights Act, parent/guardians are notified that an employer must grant an employee leave of up to 8 hours during any school year, no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during nonwork hours; however, no leave may be taken unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee must provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours' notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.

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

**CPR and AED Training Video:** The Illinois High School Association is required to post on its website a training video on hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AEDs). Parents are encouraged to view the video.

# A.E.R.O. Programs

A.E.R.O. Special Education Cooperative operates a number of programs which are housed within the A.E.R.O. Therapeutic Center and additional locations. A.E.R.O. is a PBIS organization. PBIS is a data-driven decision making framework for establishing the social culture and multi-tiered behavioral supports needed for an organization to be an effective learning environment for all youth and staff.

Additional information regarding A.E.R.O. Programs can be found in the following pages:

# C.O.N.N.E.C.T. Program

The A.E.R.O. Connect Program is designed to **Create Opportunities for New Employment and Community Transition** for students who have completed their High School program. The A.E.R.O. Connect Program focuses on the individual transition goals for employment, education, training, and independent living skills for each student enrolled. Students are provided opportunities to expand their employment skills, academic knowledge and skills for independent and community living, with the support of the special educator and the transition department.

**Program Administrator:** Nicole Englehart

**Case Manager:** Lisa Poe

# Communication Development (CD) Program

The Communication Development Program serves students in first through eighth grades with severe speech and/or language deficits that interfere with their educational achievement in the general education setting or resource setting. The CD program supports and reinforces speech and language development throughout the entire school day so that students can be successful in the general education setting. A full-time special education teacher and a part-time speech/language pathologist are assigned to each CD class. Together the speech/language pathologist and teacher develop instructional methods that focus on further development of students' language skills in the academic and social contexts. These methods are reinforced by the instructional assistants and related service personnel. To further enhance speech and language development, the program utilizes community-based activities and the home setting as vehicles for students to apply the skills they are learning to the "real world".

## **2024 - 2025 CD Program Sites**

**Program Administrator:** Allison Thiele

**Case Manager:** Lisa Poe

### **A.E.R.O. Therapeutic Center**

5400 West 77th Street

Burbank, IL 60459

(708) 496-3330

# EARLY CHILDHOOD PROGRAM

The Early Childhood Program (EC) serves students 3 through 5 years of age with delays in physical development, intellectual development, communication development, and/or adaptive development. The early childhood program focuses on the developmental areas: intellectual, speech and language development, gross and fine motor, social-emotional and self-help skills. The children learn through a structured instructional program that is aligned with the Early Learning Standards and includes Research-Based Interventions. Program goals are:

1. To foster health and physical development.
2. To provide for intellectual development.
3. To promote social awareness.
4. To promote a positive self-concept.
5. To promote curiosity and creativity.
6. To promote parent involvement in the child's program and progress.

**Program Administrator:** Allison Thiele

**Case Manager:** Lisa Poe

Half/Full Day Early Childhood Class

**A.E.R.O. Therapeutic Center**

5400 West 77th Street

Burbank, IL 60459

(708) 496-3330

# FUNCTIONAL ACADEMIC LEARNING PROGRAM (F.A.L.P.)

The Functional Academic Learning Program serves students in kindergarten through post-high school, with mild-moderate autism, cognitive, physical, behavioral, and/or health impairments, in integrated school settings throughout our member districts. Key components of the Functional Academic Learning Program include:

- Program emphasis is on the development of critical academic and life skills through a collaborative team-based approach.
- The Functional Academic Learning Program addresses the need for each child and young adult to develop the academic and functional life skills necessary for adult life and to experience social interactions and relationships with peers in educational and community environments.
- Daily instruction focuses on communication, socialization, daily living skills, leisure skills, motor development, community-based instruction, health management, vocational training/instruction, behavior management, and assistive technology.
- Curriculum content is aligned with the New Illinois Learning Standards (NILS). Research-Based Interventions are included as part of the curricula.
- Students within the program have access to related services as indicated on their IEP.
- The goal of the Functional Academic Learning Program is to prepare our students to become participating members of their communities. Through individualized instruction, our students work towards individual goals that will enable them to achieve academic, functional, and post-secondary success.
- Parent participation is an integral component in the educational program. Ongoing communication and collaboration is encouraged.

## **2024 - 2025 F.A.L.P. Program Sites**

**Program Administrators:** Allison Thiele and Nicole Englehart

**Case Manager:** Lisa Poe

<b>A.E.R.O. Therapeutic Center</b> 5400 West 77th Street Burbank, IL 60459 (708) 496-3330	<b>REAVIS High School District 220</b> 6034 W 77th Street Burbank, IL 60459 (708) 599-7200
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# MULTI NEEDS PROGRAM

The Multi Needs Program, housed at A.E.R.O. Therapeutic Center, serves students in pre-kindergarten through post-high school with severe/profound intellectual disabilities, multiple disabilities, physical impairments, health impairments, and/or autism within a self-contained educational setting. Key components of the Multi Needs Program include:

- ❖ Program emphasis is on the development of critical academic and life skills through a collaborative team-based approach.
- ❖ Daily instruction focuses on communication, socialization, daily living skills, leisure skills, motor development, community-based instruction, health management, vocational training/instruction, behavior management, and assistive technology.
- ❖ Curriculum content is aligned with the New Illinois Learning Standards (NILS). Research-Based Interventions are included as part of the curricula.
- ❖ Students within the program have access to related services as indicated on their IEP.
- ❖ The goal of the Multi Needs Program is to prepare our students to become participating members of their communities. Through individualized instruction, our students work towards individual goals that will enable them to achieve academic, functional, and post-secondary success.
- ❖ Parent participation is an integral component in the educational program. Ongoing communication and collaboration is encouraged.

## **2024 - 2025 Multi-Needs Program Sites**

**Program Administrators:** Allison Thiele and Nicole Englehart

**Case Manager:** Lisa Poe

### **A.E.R.O. Therapeutic Center**

5400 West 77th Street

Burbank, IL 60459

(708) 496-3330

# S.T.A.R. PROGRAM

## STUDENTS TEACHERS ACHIEVING RESULTS

The S.T.A.R. Program serves students in pre-kindergarten through post-high school with autism, intellectual, and other related impairments. The S.T.A. R. Program utilizes the principles of Applied Behavior Analysis (ABA) for skill acquisition and behavior management, Verbal Behavior (VB) for language acquisition and learning, and structured teaching strategies for communication and structure. Key components of the S.T.A.R. Program include:

- Program emphasis is on the development of critical academic, communication, social, and life skills through a collaborative team-based approach.
- Utilizes the principles of Applied Behavior Analysis, Verbal Behavior, and structured teaching.
- Daily instruction focuses on communication, socialization, daily living skills, leisure skills, motor development, community-based instruction, health management, vocational training/instruction, behavior management, and assistive technology.
- Curriculum content is aligned with the New Illinois Learning Standards (NILS). Research-Based Interventions are included as part of the curricula.
- Students within the program have access to related services as indicated on their IEP.
- Parent participation is an integral component in the educational program.
- Ongoing communication and collaboration are encouraged.

### 2024 - 2025 S.T.A.R. Program Sites

Program Administrators: Allison Thiele and Nicole Englehart

Case Manager: Lisa Poe

#### **A.E.R.O. Therapeutic Center**

5400 West 77th Street

Burbank, IL 60459

(708) 496-3330

# P.R.I.D.E. PROGRAM

## Personal Responsibility through Independence and Developmental Education

The PRIDE Program is for those students who are not experiencing success at their home school due to their behavior/emotional disorder. Program goals include:

- To provide an educational atmosphere that fosters a desire by students to succeed in school.
- To strengthen academic skills and functional performance.
- To develop within each individual student a positive self-concept.
- To help students learn to cope with everyday stress, regardless of its origin.
- To prepare all students to live independently both socially and vocationally.
- To mainstream students back to their resident district school whenever appropriate.
- To instill within each student, the emotional and physical ability to function as an independent, self-sufficient adult.

### 2025 - 2026 P.R.I.D.E. Program Site

**Program Administrator:** Melissa Jasieniecki

**Case Manager:** Nick Czerwinski

#### **A.E.R.O. Therapeutic Center**

5400 West 77th Street  
Burbank, IL 60459  
(708) 496-3330

#### Program Components- Educational

All subject matter will be developed on an individual basis, taking into consideration the student's present level of achievement rate, ability of learning, and the graduation requirements of the student's resident elementary or high school district. When appropriate, elective subjects will be offered as part of the total curriculum. Curriculum is aligned with the New Illinois Learning Standards (NILS).

Vocational- Vocational awareness and occupation information will be part of the educational curriculum through the Career Facilitator. Students will be assisted with

exposure to the community work experience. Assistance will also be given to students and parents with referrals to adult and transition services.

### Recreational and Adaptive Physical Education

As part of the total development of a student, it is important that each student be able to utilize their spare time. Recreational and physical education pursuits can provide positive social interaction plus incorporate educational learning experiences. Included in this area are recreational activities, individual and team sports, plus general physical educational activities.

### Therapeutic Components

Although the P.R.I.D.E. Program is educational in nature, the need for the therapeutic milieu is ever present. Depending on the needs of the individual student, one or more of the following components may be incorporated:

Reality Therapy: A method of therapy that emphasizes behavior in the real world and the student's responsibility for his/her behavior and the consequences thereof.

Individual Counseling and Therapy: Based upon the nature and intensity of a student's issues, individual counseling and therapy will be conducted by the school social worker.

Behavior Modification: The use of learning theory principles to bring about changes in specific target behaviors. For different students this will involve various forms of positive and negative consequences to bring about the desired behavioral changes.

Behavior Contracting: The use of a very specific set of written responsibilities which are agreed upon by the student and the staff member.

Natural Consequences: The gain and loss of privileges which students would normally encounter in society.

Time Out and Physical Restraint: See "General Procedures" – The Use of Behavioral Interventions.

The aforementioned techniques are not inclusive of all the possible therapeutic approaches that might be utilized.

### Behavior Level and Charting System

Students' behavior is monitored by a charting system. Behavior is redirected and framed in a way that lets them know what they are expected to do. This is modeled after PBIS classroom management. Students' behavior is monitored in 5-minute increments. If a student's behavior becomes disruptive and is able to be redirected within this time frame, the student will earn that time increment. If the student's behavior cannot be redirected within a 5-minute time increment, the student will not earn time for that time increment. Each level consists of 15 days beginning that level on day zero. If a student does not make their day and/or they don't earn enough time to maintain their level, they will drop one day at a time.

<b>Maximum # of minutes = 415</b>
<b>Level Criteria: level 1-4 consist of 15 days</b>
Level 1 - (80%) earn 332 minutes (-83)
Level 2 - (85%) earn 353 minutes (-62)
Level 3 - (90%) earn 374 minutes (-41)
Level 4 - (95%) earn 394 minutes (-21)
Upper Levels - (98%) earn 405 minutes (-10)

### Intervention Room

Students may be required to serve time in the intervention room for major behavioral codes. Within the intervention room, students will have an opportunity to de-escalate with the intervention room staff. Students will be required to complete processing sheets based on their behavioral code and verbally reflect with the intervention room staff. Time in the intervention room is based on the major behavioral code and can range from 20-60 minutes. Students do not earn time while in the intervention room.

Upper Level Letter: A student must write and receive approval on an Upper Level letter prior to moving on to Level 5. The letter should be written and submitted no later than Level 4 Day 10. The letter should include the reasons the student was referred to P.R.I.D.E., the changes the student has made at P.R.I.D.E., and the goals he/she may have for the future. The letter must be approved by the school principal/designee.

Level Criteria: is needed to be able to participate in the following activities:

- Driver Education, Level 4 or higher
- Sports, clubs, and dances at Home School; Level 4 or higher
- Graduation Ceremonies; Level 3 or higher
- All final decisions in participation based on district administrative approval

### Reintegration Process

The reintegration process may entail several phases to insure the student's success. Reintegration can only take place at the beginning of a semester for grades 7<sup>th</sup> through 12<sup>th</sup>. The student must be on Level 5 at the semester to be considered for reintegration. The amount of time the student will be integrated will be determined by the IEP team.

### Closed Campus

Any high school student who exits the school building without permission will not be allowed to return for the remainder of that school day and parents will be contacted by the Program Administrator or designee.

### Police Intervention

Police will be contacted when deemed necessary if:

- A student verbally or physically threatens a staff member.
- A student physically attacks a staff member.
- A student is in possession of a weapon or illegal substance.
- A student is in possession of a weapon or illegal substance and refuses to be searched.
- A student leaves the building without permission and parent requests us to call police.
- Any time the Program Administrator feels police intervention is warranted.

### P.R.I.D.E. Attendance Policy

In order for the P.R.I.D.E. Program to be effective, consistent attendance is mandatory. Excused absences will be given to students only for the following reasons:

- |                      |                    |
|----------------------|--------------------|
| Sickness             | Religious Holidays |
| Death in Family      | Court Appearances  |
| Medical Appointments | **Vacation Time    |
| Family Emergency     |                    |

### Tardy and Late Arrivals

All students are expected to arrive at school by 8:30 a.m. every school day. All students who arrive past 8:30 a.m. will be considered tardy and must report to the office for a tardy slip. If a student receives an unexcused tardy it may result in a possible penalty of points on their grade average. Oversleeping and/or missing the van is not considered an excused tardy.

### Dress Code

P.R.I.D.E. takes great pride in the appearance of our students and encourages appropriate dress as well as good grooming daily. Our dress code allows for student individualism as well as maintaining an environment conducive to learning and appropriate for the educational setting.

The following items are prohibited:

- Any jewelry, tattoo(s), or apparel which displays obscene words, pictures or designs.
- Any article that conveys a sexually suggestive remark.
- Clothing with alcohol, tobacco or drug related messages.
- Any item(s) that suggest gang affiliation.
- Inappropriate tattoo(s) must be covered before entering the school building.
- Any clothing determined to be revealing, including but not limited to low-cut tops, spandex, halter tops; skirts, dresses or shorts that do not extend beyond the fingertips fully extended and/or reach mid thigh.
- Slippers
- Sunglasses
- Do-rags and bandanas

- Rubber bands and sweat bands
- Any hairstyle/eyebrow including those with designs cut in or dyed in that exhibit gang affiliation or are deemed disruptive to the educational environment.
- Accessories which could be considered weapons, including but not limited to spiked wrist wear or ankle bands, spiked rings or lengthy chains including chains attached to wallets.
- Cell phones (see below), ipads, smart watches and video games.

The rules below must be followed:

- a. Pants with holes; must be beyond the fingertips fully extended or under knees.
- b. All pants must fit around the waist and be properly fastened. Student's underwear must not be showing.
- c. Clothing is limited to two layers - no more than two tops and two bottoms.
- d. Shirts must not expose skin when arms are raised above the head.
- e. Yoga pants and leggings are acceptable as long the shirt covers the behind entirely.
- f. Hats and hoods are allowed in the hallways during arrival and dismissal only. Hats should not be hooked to belt loops.
- g. Ear piercings are allowed though each ear must be pierced in the same location and earrings must match.

It is at the discretion/interpretation of the principal/designee to decide if the student's apparel conforms to P.R.I.D.E. 's Dress Code Policy. When it is determined that the student's clothing does not comply with the dress code, a parent/guardian may be called and asked to bring in an appropriate change of clothing for the student.

### Cell Phones

Cell phones are prohibited in all school environments. Any student who is found to have a cell phone or other prohibited electronic devices in their possession at the A.E.R.O. Therapeutic Center will have it confiscated. The first time a device is found on a student, he/she will receive a verbal warning and their parents will be contacted. The confiscated device will be returned to the student at the end of the school day. Any further offenses, the parent will be contacted and will need to make an appointment to pick up the device. A.E.R.O. Therapeutic Center will not be responsible for any cell phones or electronic devices brought into the school building.

### Gang-Related Activities

Students will not be allowed to commit any act, verbal or non-verbal, gestures, handshakes or drawings, showing membership or affiliation to a gang. Students will not be allowed to commit any act in furthering the interest of any gang, including soliciting others and/or inciting other students to act with physical violence upon any other person(s). Any student who engages in any of the above activities will be subject to disciplinary action. All gang-related items will be confiscated and not returned. Gang and gang-related activity is prohibited on school grounds. Failure to comply will result in involvement with local authorities.

### Destruction and/or Loss of School Property

All students will be charged for any destruction and/or loss of school property such as desk damage, wall damage, damaged or lost textbooks or technology devices. Charges will be based on current costs.

### Transportation

P.R.I.D.E. students are transported to school in A.E.R.O. owned Chevrolet Suburban vans, driven by ATC Staff. Since this transportation is considered part of the school day, students are encouraged to use this service daily. Students are assigned bus routes with approximate daily pick up and drop off times. Students are expected to be dressed, ready, and watching for their bus to arrive at least 10 minutes prior to their assigned pick up time. Drivers will only wait **2 minutes** for each student before leaving and continuing on with their route. Parents are required to provide a consistent address for drop off and pick up. If no one is present to meet the student when being dropped off, the home school district and/or police will be notified.

If your child needs assistance to get on and off the Suburban, a responsible adult or family designee will need to be available in the morning and afternoon to assist the student. When riding the bus, students are expected to:

1. Keep their seat belts buckled;
2. Refrain from loud or excessive talking;
3. Remain in their seats;
4. Avoid eating or drinking on the bus. Students are not allowed to bring open containers on the school van.
5. No cell phones or other electronic devices are allowed on the school bus.
6. If a student exits the school bus at an unauthorized stop, disciplinary action may be taken.

### Alcohol, drug and tobacco possession/consumption

When there are concerns about a student being under the influence of a substance (marijuana, alcohol, etc.) we will take the following steps:

- The student will be escorted to the Nurse's Office to be assessed. Nurse will determine if the student exhibits symptoms similar to being under the influence.
- If the Nurse determines the student is under the influence of a substance, the
- Nurse/Administration will contact the parent(s) and notify them that the student needs to be picked up. If the parent(s) cannot pick the student up in a reasonable time or the student is exhibiting symptoms that cause an unsafe environment, the student may be transported via ambulance to the hospital.
- If a student has a vape, THC, marijuana, illegal drugs, etc. in their possession, Burbank Police Department may issue a ticket. Parent(s) will also be contacted.
- Depending on the severity of the situation, the student may serve an in-school suspension or an out of school suspension.

If a student arrives at the PRIDE van in the morning with an odor of marijuana or appears under the influence, the van driver will call into the office and an administrator will contact the parent(s).

### Arrival Procedures

In order to maintain order and security at PRIDE, all students will be searched upon arrival to school. This will include students and their personal effects. Searching may also include students going through metal detectors and being thoroughly checked and wanded if needed.

Only students in grades K-5 may have book bags (clear bags preferred) and lunch boxes. Students grades 6-12 may not bring book bags or purses. They may bring lunch boxes or lunch in a clear plastic bag.

If a student in any grade is reintegrating part-time to their home school, they may have a book bag. Any electronic devices provided by the home school must remain in the student's book bag in their locker. Students are not allowed to utilize those devices without approval from the program administrator.

All students will be assigned a locker. Students may leave gym shoes in their locker.

Students are not allowed to bring the following items to school:

1. Cologne
2. Perfume
3. Makeup (chapstick or lip gloss is permitted)
4. Hair products
5. Eye drops
6. Cough drops
7. Allergy medication
8. Vitamins
9. Open drinks (must be sealed)
10. Fast food beverages
11. No more than \$10
12. Other personal items
13. Any item deemed distracting to the educational environment by administration

If these items are brought to school, they will be confiscated upon searching and returned to the student's driver to give to him/her when the van drops off at home. The second time the items are brought to school, they will be confiscated and a parent will need to make arrangements with administration to pick them up.

# APPENDIX A

**The AERO Therapeutic Center e-Learning Plan 2022-2025**



# A.E.R.O.

Special Education Cooperative

## e-Learning Plan 2022-2025

A.E.R.O. Therapeutic Center  
5400 West 77th Street  
Burbank, IL 60459  
(708) 496-3330  
[www.aerod806.org](http://www.aerod806.org)

Approved by A.E.R.O. Governing Board 3/21/2022

### **A.E.R.O. School District 806 e-Learning Plan**

The A.E.R.O. e-Learning Plan was developed in accordance with Public Act 101-0012. A local school district/cooperative's e-Learning plan must be adopted by Board resolution and the local Regional Office of Education must approve the program prior to the use of an emergency day. Public Act 101-0012 allows school districts statewide to utilize e-Learning days in lieu of emergency days and maintains flexibility for students to engage in instruction outside of the classroom.

The A.E.R.O. e-Learning Plan is designed for students with disabilities and will include activities that support student progress toward achievement of their annual goals and objectives, all while taking into consideration the health, safety, and well-being of students and staff.

We extend our appreciation to the A.E.R.O. Governing Board and the A.E.R.O. Executive Board for their ongoing support and dedication to learners with diverse abilities.

#### **Benefits of utilizing e-Learning for emergency days:**

- Ensures the safety of students and staff on days of inclement weather or health advisory closings.
- Maintains the school calendar by not adding on emergency days at the end of the school year to be made up.
- Avoid unexpected interruptions in learning and services provided to students.
- Promotes school and family collaboration on generalizing skills to the home environment.
- Promotes flexible learning in the digital age and learning beyond the school walls.

#### **A.E.R.O. e-Learning Program Goals:**

- The A.E.R.O. e-Learning Plan is the blueprint for how a Free and Appropriate Public Education (FAPE) will be provided to A.E.R.O. students during emergency school closings.
- Utilize the Internet, digital learning platforms, electronic devices, or other similar means of electronic communication for instruction and interaction between teachers and students to meet the needs of students.
- Incorporate digital and/or print learning experiences for students. The e-Learning plan is a Combination of Synchronous and Asynchronous Learning Activities with at least 2.5 hours of synchronous learning with real-time instruction and interaction between students and their teachers.
- Ensure that learning opportunities are aligned with students' Individual Education Program (IEP). Students who have direct related services will engage in an activity provided by the related service provider (OT, PT, Speech, etc.) on an e-Learning day.
- Provide staff and students adequate training to ensure e-Learning day participation.

- Ensure all teachers and staff who may be involved in the provision of e-Learning have access to hardware and software that may be required for the program.
- A.E.R.O. employees will provide remote learning instruction and services from their homes unless otherwise directed by the A.E.R.O. administration.

### **Timelines:**

- A.E.R.O. Staff will be expected to work their regular hours of 8:15am - 3:15pm. Outlying sites will be expected to work their regular hours.
- If possible, students and staff will be notified of a potential e-learning day before the end of the school day prior to a closure.
- Students will be reminded to bring home their devices (iPads and/or Chromebooks).
- By 5:30am on the day of a closure, notification is communicated to all staff and families via email, robocalls, website, and social media postings. Also, parents/guardians will be notified of an e-Learning day via School Messenger.
- By 9:00am - All lessons will be posted in Google Classroom.
- By 9:00am - All students should log on and begin working on the day's activities.
- 9:00am-2:00pm Staff are available and supporting students using a combination of virtual meetings and email.
- Upon returning to school, all student work from the e-Learning day must be completed and submitted to teachers.

### **Student Expectations**

A.E.R.O. families will be expected to report student absences either via the REMIND app or by emailing the classroom teacher by 8:30am.

- Students will be assumed present unless called in by 9:00am.
- Students can access work available by paper packet or electronically through the e-Learning website by 9:00am.
- Students should complete assignments and submit them to their teachers by the deadline communicated by the teacher.
- Students can communicate with teachers via email or other electronic applications, such as Remind App, that are in use by the specific teacher.
- Students without internet access at home can return completed work to A.E.R.O. Therapeutic Center between 9:00am and 2:00pm.

### **Teacher Expectations**

- Teachers create electronic coursework and assignments as needed for each e-Learning day.
- Teachers will notify their direct supervisor of a parent request for paper materials and assignments. Teachers will provide via email, resources to immediate supervisors within 24 hours of parent request, to accommodate for copying and distribution.

- Assignments should be aligned to course curriculum and to students' IEP goals.

### **Expectations for Education Support Personnel (ESP)**

Paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during an e-Learning day that these professionals are included in the daily learning activities of our students. A.E.R.O. paraprofessionals should work under the direction of the classroom teacher and may contribute to remote/virtual instruction in the following ways:

- Creation of non digital instructional materials
  - Example: visual schedules, reinforcement charts, sensory activities, tangible reinforcers, academic activities (For examples, see plan's Appendix A)
- Creation of digital instructional materials
  - Example: create a video of a read-along/song for morning meeting, find digital materials that align with individual student learning plans and add to Google Classroom
- Participate as requested in synchronous learning activities as well as parent meetings
- Support the work of related service professionals assigned to the classroom
- Collect student data as directed by classroom teacher or related service staff

### **Related Services Provider and Educational Support Personnel Expectations**

- Related service providers and ESPs will be available between the hours of 9:00am and 2:00pm to provide additional resources and activities to support classroom teachers.
- Continue to collect information for all upcoming eligibility meetings and annual reviews.
- Will participate via phone meetings, as needed, per immediate supervisor.

### **Nurse Expectations**

- Nurses will be available from 9:00am and 2:00pm during e-Learning days to respond to any health related emails/questions concerns from staff, parents, and families.
- Continue to collect information for all upcoming eligibility meetings and annual reviews.
- Will participate via phone meetings, as needed, per immediate supervisor.

### **Teacher Tips**

- Make things simple. Whenever possible, use technologies with which your students are familiar.
- Clearly articulate desired learning outcomes.

## **REQUIRED STATEMENT OF ASSURANCES**

- Collective Bargaining Provision: The A.E.R.O. Education Association (AEA) was consulted and documentation of approval is included in the application.
- Future Revisions: The A.E.R.O. e-Learning Plan will be reviewed annually and prior to implementation in a given school year.
- Ensure and verify at least 5 clock hours of instruction or school work, as required under ILCS 105 Section 10-19.05, for each student participating in an e-learning day.
- Assurance that there is access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program. A.E.R.O. has provided laptops/notebooks to staff.
- To the extent to which student participation is within the student's control as to the time, pace, and means of learning. Each student is learning at their own pace. Each student's instructional plans are guided by his/her teacher and monitored. All instructional staff including related services are working from 8:15am to 3:15pm each day. Outlying sites will be expected to work their regular hours.
- Provide effective notice to students and their parents or guardians of the use of a particular day(s) for e-Learning.

## Appendix A

### Remote Learning Resources and Digital Tools

[Remote Learning for Students With Autism Spectrum Disorder](#)

[Remote Learning for Students with Significant Intellectual or Multiple Disabilities](#)

[Supporting Individuals with Autism through Uncertain Times](#)

[Remote Learning resources](#) compiled by the A.E.R.O. Behavior Intervention Department

**Boom Cards** Click the links below created by A.E.R.O. Center teacher, Maggie Thompson on how to use Boom Cards to engage students.

Click [here](#) or an overview of how Maggie Thompson uses Boom Cards in her Multi-Needs classroom.

**Google Classroom:** Click [here](#) to access several short screencast videos about how to use Google Classroom.

Click [here](#) to watch a short screencast by A.E.R.O. Center P.R.I.D.E. teacher Jordan Singer, who uses Google Classroom to differentiate her assignments.

**Google Slides:** Click the links below to access short screencasts by A.E.R.O. Center Multi-Needs teacher Kristin Aardsma on using Google Slides to make morning meeting more interactive.

Click [here](#) to view video on Preventing Click to Advance/Direct Select Activities.

Click [here](#) to view video on linking videos and websites.

Click [here](#) to view video on creating drag and drop activities.

**Google Forms:** Click the links below to access short screencasts by A.E.R.O. Center P.R.I.D.E. teacher Jordan Singer to learn how to use Google Forms as an assessment tool.

Click [here](#) to view a video on how to create a Google Form assignment.

Click [here](#) to view a video on how to set a Google Form to “auto grade.”

**Remind:** Click [here](#) to watch a short overview on Remind.

Click [here](#) to watch a short screencast by Outlying S.T.A.R. teacher Craig Olson, who uses Remind to communicate with families and send work home.

**Screencastify:** Click [here](#) to view several short videos on how to use Screencastify.

[Click here](#) to see a short overview of how S.T.A.R. teacher Kaleigh Passman uses Screencastify to conduct read alouds for her students.

**Zoom and Google Meet:** Click [here](#) to read an overview of how to use Google Meet for Remote Learning.

Click [here](#) to visit the Zoom YouTube Channel, which includes many helpful “how-to” videos.