



BUILDING RELATIONSHIPS

RECOGNIZING DIFFERENCES

REACHING POTENTIAL

Region III Cooperative

Website:

www.region3sec.org

FACULTY HANDBOOK

2024-2025

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REGION III SPECIAL EDUCATION COOPERATIVE

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OFFICE: 618-462-1031 FAX: 618-462-1035
E-MAIL: mlenger@region3sec.org
kwieckhorst@region3sec.org
mkroeger@region3sec.org
WEB SITE: www.region3sec.org

MEMBER DISTRICTS:

Bethalto Community Unit School District #8
Bunker Hill Community Unit School District #8
East Alton Elementary School District #13
East Alton/Wood River Community High School District #14
Southwestern Community Unit School District #9
Wood River-Hartford Elementary School District #15

EXECUTIVE BOARD
2023-2024

Dr. Jill Griffin	Bethalto School District 101 School Street Bethalto, IL 62010 618-377-7200, Ext. 17200
Mr. Todd Dugan	Bunker Hill School District 504 E. Warren Street Bunker Hill, IL 62014 618-585-3116, Ext. 1003
Mrs. Nancy Werden	East Alton Elementary District 210 East St. Louis Avenue East Alton, IL 62024 618-433-2051
Mr. Rob Miller	East Alton/Wood River H.S. District 777 North Wood River Avenue Wood River, IL 62095 618-254-3151, Ext 2502
Dr. Kevin Bowman	Southwestern School District P. O. Box 728 201 E. City Limits Rd. Brighton, IL. 62012 618-372-3813, Ext 0
Dr. Patrick Anderson	Wood River-Hartford School District 501 East Lorena Wood River, IL 62095 618-254-0607

SPECIAL EDUCATION COORDINATORS

Bethalto District #8

Jen Weber. 618-377-7200 ext. 17215
Sarah Brown, Secretary ext. 17215

Bunker Hill District #8

Suzanne Spickerman. 618-585-3232

East Alton Elementary #13

Heather Strebler 618-433-2202
Helen Reed, Secretary. 618-433-2057

EA/WR High School #14

Emily Zipprich 618-254-3151 ext. 2629
Helen Reed, Secretary ext. 2609

Southwestern District #9

Stephanie Renken. 618-372-3813 ext. 1208
Lauren Baker, Secretary ext. 1207

WR-Hartford District #15

Beth Bequette. 618-254-0607 ext. 2249
Chrissy Malone, Secretary. ext. 2220

Region III Administrative Staff & Faculty

OFFICE STAFF

Director

Messina Lenger

Bookkeeper

Melinda Kroeger

Administrative Assistant

Katie Wieckhorst

ITINERANT STAFF

Audiologist

Haider, Kristen

BCBA

Schuh, Genevieve

Deaf & Hard of Hearing Itinerant

Duke, Tonya

Occupational Therapist

Williams, Kara

Occupational Therapy Assistants

Carroll, Tammy

Courtoise, Jennifer

Haselhorst, Laurie

Link, Sarah

Varble, Alyson

Interpreter

Isaacs, Chantel

Physical Therapist (Contractual)

Luer, Lisa

Physical Therapy Assistants

Davidson, Shawnerly

Psychologists (Contractual)

Pearson, Mary

Speech & Language Pathologist

Massey, Jenna

Nicosia, Kaley

Vision Itinerant

Duckels, Kristy

Social Worker

Weant, Ashley

FACULTY TUITION PROGRAMS

Certified Personnel

Allen, Andy

Fitzgerald, Margaret

Hood, Kim

Kesler, Allison

Miller, Jessica "Quill"

Paul, Mary Beth

Sprague, Val

Tegel, Marcy

Educational Support Personnel

Clowers, Nicky

Colvin, Kim

Crook, Leah

Custer, Sarah

Davidson, Cathy

Deford, Amber

Dilks, Amanda

Elliott, Jodie

Fosnock, Jamie

Hamberg, Ellie

Kimbro, Laura

McVey, Kim

Montano, Alyssa

Perry, Jessica

Rabe, Brittany

Ringhausen, Stormy

Sechrest, Erica

Taul, Klaudia

Vieregge, Linelle

NOTE: Due to printing timelines, some faculty may not be included on this list.

**OFFICE STAFF HOLIDAY SCHEDULE
2024-2025**

September 2, 2024	Labor Day
October 14, 2024	Columbus Day
November 5, 2024	Election Day
November 27-29, 2024	Thanksgiving Break
December 23-January 6 (Office Hours Limited)	Christmas Break
January 20, 2025	Martin Luther King Day
February 17, 2025	President's Day
March 3, 2025	Casimir Pulaski Day
April 17-April 21, 2025	Spring Break
May 26, 2025	Memorial Day
June 19, 2025	Juneteenth
July 4, 2025	Independence Day

Description of Region III Special Education Cooperative

Region III is a decentralized cooperative that was established in 1972 to assist member districts in providing special education services to students ages three to twenty-one in Jersey, Macoupin, and Madison Counties. The following districts are members of the Cooperative:

Bethalto Community Unit School District #8
Bunker Hill Community Unit School District #8
East Alton Elementary School District #13
East Alton-Wood River High School District #14
Southwestern Community Unit School District #9
Wood River-Hartford Elementary School District #15

Each superintendent from our member districts holds a seat on the Region III Executive Board. The Region III Director reports to the Board and provides support and guidance regarding the delivery of special education services in each of the member districts. The Director also develops and supervises programs and services within the cooperative. These programs and services are housed and delivered in our member districts. Programs and services that are provided by Region III Special Education Cooperative include:

Audiology Services
Behavioral Programs & Services
Cross Categorical Low Incidence Programming (CLIP Programs)
Deaf/Hard of Hearing Services
Interpreter Services
Mobility Services
Occupational Therapy Services
Physical Therapy Services
Psychology Services
Speech and Language Therapy Services
Social Work Services
The Journeys Program (Alternative behavioral program 5th-12th Grade)
Visual Impairment Services

Region III Special Education Cooperative specializes in providing special education services to students with low incidence and related disabilities. In order to provide the best possible service to our students, our staff has been well trained in all realms pertaining to special education and evidence-based practices. It is our mission to build **positive relationships** with our students, families, and school districts, **recognize** the differences that make us all, students and staff, unique individuals in order to work together productively to help students **reach** their potential. We want our students, families, and school districts to feel confident in their decision to allow Region III Special Education Cooperative to become part of the educational service delivery process. We offer unparalleled support, exude the highest quality effort, and possess knowledge regarding educating students with low incidence and related disabilities. Our programs offer small class sizes with a low student to educator ratio that includes teachers and paraprofessionals.

Region III Special Education Cooperative Programs and Services

Parent/guardian support and education are an essential part of the services that are offered by the Region III staff. Our programs are based on a holistic approach in the education of students that leads to an outcome-oriented practice. These approaches and practices assist staff members in looking at the student as a whole in order to plan for future skills to be mastered.

Cross Categorical Low – Incidence Programs (CLIP)

The Region III CLIP programs provide special education services for students ages 3 to 21 who have identified low incidence disabilities. These programs deliver instruction using evidence-based practices. Each student receives individualized instruction based on his/her unique needs. The PEAK Relational Training System is used to systematically teach the skills necessary for students to be successful learners. Four different modules are used to achieve this according to the needs of the student: Direct Training, Generalization, Equivalence, and Transformation Modules.

Behavioral Programs and Services

Program Purpose and Philosophy

The Region III Special Education Behavior Programs are part of the continuum of services offered to area students whose behavior is interfering with the success of their education. The purpose of the program is to educate eligible students who are placed in the program via the IEP process. The goals of the program include meeting the educational needs of each student while addressing social and emotional needs, enhancing behavioral skills, and preparing the student for placement in a less restrictive setting.

The philosophy of the program underscores the importance of a holistic view. The student is identified as part of a family unit, so the program lends support to both the family and the child. Parents and guardians are treated with respect and compassion and are included in the program to the fullest extent possible. Ideally, the program staff and parents/guardians of the student should function as colleagues in helping the student achieve their educational and personal goals. The student is also viewed as a whole, and the program lends support to the student in areas of academic success, social and emotional development, as well as in areas of basic needs. Program philosophy also includes the commitment to positive behavior strategies, building positive relationships, building competencies, and building upon success. Increased staff support and a low student-teacher ratio allow for individualization of academic and social instruction.

Journeys Program

The Region III Journeys ALOP (alternative learning opportunity program) provides general and special education services for students with social, emotional, or behavioral needs in grades 5 – 12. Journeys School provides an evidenced based program designed to meet the unique set of challenges that may impact the ability of the student to be successful in other educational settings. General or special education curriculum is utilized to meet the needs of the students. All students receive individualized attention when completing curriculum requirements. The program focuses on cultivating each student's ability to effectively problem solve, manage the decision-making process, and maintain appropriate social skills. The six therapeutic processes of Acceptance and Commitment Therapy (ACT), designed by Dr. Mark Dixon, BCBA-D, are essential to the success of the program. ACT lessons are presented daily by teachers, professionals and, at times, students. The ACT language is built upon and utilized throughout the school day. Additionally, a series of graduated active learning experiences (STEAM, life skills, etc.) provides an opportunity for students to ground learning in work-based activity. The STEAM approach helps our students to develop critical thinking and problem-solving abilities in a collaborative setting, which will prepare them for life after school. This program includes hands-on instruction in areas including electricity, construction, cooking, measuring, gardening, painting, woodworking, plumbing, laundry, social skills, career building, and other components or activities. Learning academic skills in an applied setting helps our students understand how these skills are used and why we need them.

Contract Information

An Agreement between the Region III Special Education Cooperative and the Region III Special Education Association IEA/NEA was reached on June 15, 2022, and is in effect through the 2024-2025 school year. A copy of that Agreement will be distributed to all employees. Additional copies are available at the Region III Office or through the President of the Region III Special Education Association IEA/NEA. Nothing in this employee handbook shall supersede Federal or State law and/or collective bargaining agreements.

Region III Special Education Cooperative Executive Board Approved an updated Region III policy manual. The manual is available at the Region III office and on our website www.region3sec.org There are references to the policy manual throughout this handbook. Please refer to the policy manual for more detailed information.

ABSENCES/LEAVES

To maintain a productive work environment, the cooperative expects employees to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on employees and the cooperative. In instances when employees cannot avoid being late to work or are unable to work as scheduled, they are required to notify their supervisor as soon as possible before they are scheduled to work.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including discharge. Absence of three working days without reporting will be considered a voluntary resignation.

The cooperative may require a physician's certificate during a leave of absence of more than 3 days for personal illness, or as it may deem necessary in other cases. If you are housed in a district, **you must report your absence to the district office in addition to the Region III office.**

All personal leave requests are **REQUIRED AT LEAST THREE DAYS IN ADVANCE** of the leave. You must request time off in the Axiom program. If approved by the director, the employee will receive an approval notice in their Region III email account. **If you do not receive one, it is the employee's responsibility to contact the office to see if it was approved.** Refer to Section 8.3 of the Agreement for further information.

All staff must report illness to the Region III office. This includes any speech pathologist assigned to low incidence tuition programs, vision and hearing itinerant teachers, OT/PT staff, interpreter, and the audiologist.

Refer to Article 8 of the Agreement for further information on leaves.

ADVANCEMENT ON SALARY SCHEDULE

In order for any employee to advance on the Region III salary schedule, they must have been employed before January 1 of the previous school year.

ADVANCEMENT ON SALARY SCHEDULE FOR ACADEMIC CREDIT

In order for a teacher to be eligible for movement on the salary schedule, the following must occur: Coursework must be taken in the teacher's presently established major or minor teaching fields or in professional education courses. Courses must be at graduate level from an accredited college or university. Graduate hours applied to the BS+ column must be for courses taken after the completion of the Bachelor's Degree. Graduate hours applied to the MS+ column must be for courses taken after the completion of the Master's Degree. Courses must be approved by the Director of Region III for salary increment before matriculating into the course. An official transcript must be submitted by October 1 of the year in the school year in which payment will be made.

ANNUITY PROGRAMS

Annuity programs are available for payroll deduction. Contact your Association Representative for further details or refer to Section 4.16 of the Agreement.

CALENDAR

Staff housed within a school district should follow that district's calendar. Any special days or events scheduled within a building may be followed by Region employees.

EMPLOYEE DRESS CODE

All employees will be required to appropriately for the school setting. Clothing must cover private areas at all times while bending, kneeling, or leaning down. Clothing should allow an employee to move as needed. Pants, capris, dresses, and skirts are acceptable. Pants cannot have holes in them. Shorts are not allowed. Shoes should be clean,

comfortable, and attached securely to the employee's feet. Jewelry that hangs from the body is not acceptable. Employees can wear alternative, appropriate clothing if performing activities or duties that may soil or stain personal clothing. Employees are required to have a clean and presentable change of clothes if engaging in formal meetings, or not currently involved in the alternative activities and duties.

Dress Down Fridays

Employees are welcome to wear jeans and shorts of appropriate length on Fridays. However, if an employee is housed in a district building, they must follow the district's casual dress policy.

Special Days

Special Days established by the program or school district in which the program is housed may impact this dress code and will be accepted by the Director.

EMPLOYEE RECORD/EMPLOYEE STATUS CHANGES

Any changes in name, address, phone numbers, marital status, and persons to be contacted in case of an emergency must be turned into the Region Office as soon as possible in order to keep employment records current.

INSERVICE TRAINING

All Region III employees are eligible for in-service training activities. A "Request for Inservice Training Activity" form must be completed and submitted to the Director for approval at least 30 days prior to the event. The request MUST have the approval of the local administrator before being submitted to the Director. Registrations can be paid with a purchase order with prior notification to the office.

MEDICAL INSURANCE

The Board shall pay up to \$575.00 per month towards the individual's premium for health/hospitalization, vision and dental insurance through the 2024-2025 school year. If a family or dependent plan is taken, that same amount shall be applied toward the plan. Eligibility in the Cooperative Insurance Program shall be determined by the insurance carrier. Refer to Section 11.5 of the Agreement for further details.

WORKPLACE HARASSMENT PROHIBITED (Policy 5:20)

The cooperative shall provide employees an employment environment free of unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

Employees and nonemployees (persons who are not otherwise employees and are directly performing services for the Cooperative pursuant to a contract with the Cooperative, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known, and potential witnesses are available. Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Benefits

COBRA INSURANCE

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their dependents (qualified beneficiaries) the opportunity to continue health insurance coverage under the cooperative's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; or a dependent child who no longer meets eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage of the group rates plus administration fee.

The cooperative provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee's rights and obligations.

It is the employee's responsibility to inform the Plan Administrator of the following events for eligibility purposes:

- The participant becomes entitled to Medicare benefits
- The participant and spouse become divorced
- The participant and spouse become legally separated
- A participant's child ceases to be a dependent under the plan

Uniformed Services Employment and Reemployment Rights Act (USERRA)

Any employee whose absence from employment is necessitated by reason of service in the uniformed services will be granted an unpaid leave of absence and will have the right to be reemployed if he or she:

- Ensures that the cooperative receives advance written or verbal notice of his or her service
- Has five years or less of cumulative service in the uniformed services while with the cooperative
- Returns to work or applies for reemployment in a timely manner after conclusion of service; and
- Has not been separated from service with a disqualifying discharge or under other than honorable conditions

Upon the expiration of such leave of absence, each employee will be restored to his/her former job classification or to a position of like seniority, status and pay; unless circumstances of the cooperative have changed as to make it impossible or unreasonable to do so.

General Information

ACCIDENT REPORTING AND INVESTIGATION

Employees must report any accident or injury to their building administrator immediately following the accident or injury. Employees will assist in completing an accident/injury report and update administration regarding recovery from accidents or injuries following doctor visits. The Administration will investigate all accidents and injuries and report to the Director efforts to prevent any further accidents and injuries.

BLOODBORNE PATHOGENS

The cooperative recognizes the potential risk its staff has to accidental occupational exposure to bloodborne pathogens and desires to educate and protect employees to minimize the possibility of exposure. The Bloodborne Pathogens Exposure Control Plan contains specific information regarding the cooperative's policies and procedures.

All employees of the cooperative are instructed as to the correct handling of body fluids and tissue. All positions in the cooperative have been categorized into classifications to determine the likelihood of occupational exposure to blood, body fluids or tissue from other people. Classification 1 employees hold positions in which required tasks routinely involve a potential for that exposure. These employees and all others who are involved in an exposure incident are entitled to receive vaccinations for Hepatitis B at the cooperative's expense. Classification 1 employees receive a handbook and appropriate cleanup materials to properly handle incidents.

CELL PHONES

This policy outlines the use of personal cell phones at work and the safe use of cell phones by employees. This policy applies to phone calls, text messaging, pictures, etc. Region III Special Education Cooperative does not expect employees to use their personal cell phones for business use. The use of cell phones is not permitted on school grounds during the school day for **personal use. Making personal phone calls and sending text messages can only be done on the employees' personal time. No one shall clock in or out on any unauthorized device.**

While at work, employees are expected to exercise the same discretion in using personal cellular phones as is expected for the use of cooperative phones. Excessive personal calls during the workday, regardless of the phone used, can interfere with employee productivity and can be distracting to others. Employees are therefore encouraged to make personal calls on non-work time where possible and to ensure that friends and family members are aware of the cooperative's policy. Flexibility will be provided in circumstances demanding immediate attention. The cooperative will not be liable for the loss of personal cellular phones brought into the workplace.

When using cell phones and other portable devices, employees are expected to observe all relevant state and Federal Laws.

EMPLOYEE RECORD/EMPLOYEE STATUS CHANGES

Any changes in name, address, phone numbers, marital status, and persons to be contacted in case of an emergency must be turned into the Region Office as soon as possible in order to keep employment records current.

FINGERPRINTING AND CRIMINAL BACKGROUND CHECKING POLICY

The Director or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database are performed on each employee as required by School Code. A copy of the record of convictions obtained from the Illinois State Police may be provided by the cooperative to the applicant and the Director or designee shall notify the applicant if the applicant is identified in either database. Any information concerning the record of convictions obtained by the cooperative shall be confidential and may only be transmitted or shared with the President of Board of Directors, Director or designee, Regional Superintendent, State Superintendent, State Teacher Certification Board, or any other person necessary to the hiring decision.

The cooperative retains the right to not employ or to discharge any employee who makes any false or misleading statement on, or omits facts from, his or her employment application or documents, if there is any criminal history records check, Statewide Sex Offender Database check, State Child Murderer and Violent Offender Against Youth Database check, or background investigation, or if the cooperative is prohibited from employing the employee under Section 10-21.9 of the Illinois School Code.

PARKING

All employees shall park on cooperative premises in a designated area. Employees will refrain from parking in designated handicap parking areas. When going to a new assignment or building, you can contact the office or other personnel from that building to find out about parking.

PUBLIC INFORMATION PROCESS

The Principal and the Director are the public relations officers of the school. Contacts with the media should be routed through the Principal first and then the Director. If a member of the media contacts an employee about a school-related issue, the Principal and/or Director should be informed.

PURCHASE ORDERS

No supplies will be reimbursed without prior approval. Please request your supplies by using the purchase order process. The office will either purchase your supplies or the Wal-Mart card will be provided for you to make your purchases. You can find a copy of the purchase order form in your FORMS section of this handbook. If you have any questions, please contact the Region office.

Purchase Orders for supplies and/or services must be completed with item #'s (if ordering online), price and approved by the Director. **NO** order will be filled or paid without a Purchase Order. Purchase Order numbers will be assigned at the Region III Office. If the Purchase Order is not completely filled out, it will be returned to you and may delay your request.

SOLICITATION AND DISTRIBUTION

Employees may not solicit or distribute literature concerning outside events or activities during employees working time or the working time of any employee. (Working time does not include lunch periods, work breaks, or any periods in which employees are not on duty.) In addition, the posting of written solicitations or literature on cooperative bulletin boards is restricted. These bulletin boards display important information and employees should consult them frequently for: Employee Announcements, Internal Memoranda, Job Openings, Organization Announcements, Payday Notice, Workers Compensation Insurance information, etc. If employees have a message of interest to the workplace, they may submit it to the administration for approval.

STUDENT ATTENDANCE

Region III student attendance **MUST** be completed by the teachers each month and sent to the Region III Office. If parents do not call off their child, by law, we have to contact the parent/guardian before marking them unexcused. There is a key for your reference on how to code each absence on your attendance sheets. Parents need to contact the teacher directly if the program is housed in a district building.

NEW THIS YEAR: On the day of the third unexcused absence, please notify the office and a call will go out to the family about attendance. On the day of the sixth unexcused absence, the director will call the family and every day of an unexcused absence after, a call will come out from the office.

DO NOT PROCRASTINATE!!! Please have attendance completed on the last working day of the month. Email the office secretary when it is completed.

TIME CLOCK

All staff are to complete timesheets on a monthly basis using AXIOM. Staff members shall not use an unauthorized computer/cellphone to clock in and out. If you forget to clock in or out on a particular day, please complete a change request in the time clock. **DO NOT CALL THE OFFICE!** Please put all requested days off in the time clock for approval. At the end of each month, you will need to review the time sheet for accuracy. Once you have reviewed your time sheet you will click on the submit button.

TOBACCO

In keeping with Region III Special Education Cooperative's intent to provide a safe and healthful work environment and in compliance with the Illinois School Code and Smoke-Free Illinois Act, smoking is prohibited in all school buildings, vehicles used for school purposes, and school property. Further, the use of tobacco is prohibited on school property by any employee, student, or other person when such property is being used for any school purposes. "School purposes" include but are not limited to all events or activities or other use of school property that the Board or in which pupils of the cooperative participate. "Tobacco" shall mean cigarette, e-cigarette, vaping, cigar, or any other electronic nicotine delivery system or tobacco in any other form, including smokeless tobacco products in any other form, including smokeless tobacco which is any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked. This policy applies equally to all employees and visitors.

TOOLS AND EQUIPMENT

The cooperative may supply all equipment, tools, and other items to assist in the performance of duties. All items shall be collected at the end of the workday and returned to their proper location. Equipment should be cleaned on

a regular basis. When turning in computers, iPads, laptops, or other electronic equipment, you should wipe it down before turning it in.

TRAVEL

Employees shall be reimbursed for approved travel at the current Federal mileage rate. Travel/mileage reimbursement forms are available online and are included in the back of this handbook. Travel forms must be submitted by the first of each month and will be paid for after Board approval.

USE OF TECHNICAL RESOURCES

Region III Special Education Cooperative maintains photocopiers, facsimile machines, and printers. Utilization of these technical resources is not to be conducted in any way that may be disruptive to Region III operations or in violation of Region III policy or law.

Region III Special Education Cooperative technical resources are provided exclusively to assist in the conduct of the cooperative business, however, occasional use of technical resources for personal purposes is permissible so long as it does not interfere with business or the employee's assigned duties, is not related to outside school business activities, does not conflict the cooperatives policy or law, and is approved by the building principal or Director.

Information sent and stored on facsimile machines is the property of Region III. By using the cooperative's technical resources, all individuals knowingly and voluntarily consent to their usage being monitored and acknowledge the cooperative's right to conduct such monitoring. Individuals should not expect that facsimile transmissions are confidential or private and should be aware that all types of business records are subject to inspection, review, or disclosure without prior notice for any business purpose or as required by law. In general, these communications are treated no differently than any other business record or correspondence, and may be used in administrative, judicial, or other proceedings.

WORKMAN'S COMPENSATION

All injuries on the job are to be reported directly to the Principal's Office of the building you are assigned **and Katie Wieckhorst at the Region III Cooperative office**. You **must** fill out an accident form. Please fill out Employee Information and Injury Information, Medical Release form, and if you decline participation in the Preferred Provider Program (PPP) you must send a note saying you decline participation in PPP and send to Katie Wieckhorst by fax 618-462-1035 or email kwieckhorst@region3sec.org on the day of injury. A Worker's Compensation Injury Form, Medical Authorization Form and information on your rights and responsibilities on seeking treatment is provided under forms in this booklet, or you can access on the Region 3 website: www.region3sec.org Katie will contact the work comp carrier and report your injury. **Failure to report injury in a timely manner could result in a denial of claim by the work comp carrier.**

POLICY BRIEFS

Region III Policies are continually reviewed and updated. This most recent policy manual is posted on the Region III website and is always updated with the most recent information.

The following policies, which affect students and personnel, are in force at Region III. Information is given for some of the policies. For more detailed policy information, please see the Region III Policy Manual on the website.

EQUAL EMPLOYMENT OPPORTUNITY AND MINORITY RECRUITMENT (5:10)

The cooperative shall provide equal employment opportunities to all persons regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status. For more detailed information regarding this policy, see the Region III Policy Manual Section 5:10.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or Complaint Manager for the Uniform Grievance Procedure. These individuals are listed in the Region III Policy Manual.

WORKPLACE HARASSMENT PROHIBITED (5:20)

COMMUNICABLE AND CHRONIC INFECTIOUS DISEASE (5:40)

DRUG AND ALCOHOL-FREE WORKPLACE; E-CIGARETTE, TOBACCO, AND CANNABIS PROHIBITION (5:50)

All Cooperative workplaces are drug- and alcohol-free workplaces. All employees are prohibited from engaging in any of the following activities while on Cooperative premises or while performing work for the Cooperative: 1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance. 2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on Cooperative premises or while performing work for the Cooperative when alcohol consumption is detectable, regardless of when and/or where the use occurred. 3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on Cooperative premises or while performing work for the Cooperative when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to Ashley's Law, 105 ILCS 5/22-33. The Cooperative considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position. Upon the Director or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Director or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the Cooperative from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test. For more information, please see the Policy Manual Section 5:50.

ABUSED AND NEGLECTED CHILDREN REPORTING (5:90)

Any cooperative employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services on its Child Abuse Hotline 800-25ABUSE or (217)524-2606. The employee shall also promptly notify the Director and the Building Principal immediately that a report has been made.

Any employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline (800)843-5678 or online at www.cybertipline.com. The Director and the Building Principal shall be immediately notified of the discovery and that a report has been made. For more detailed information regarding this policy, see the Region III Policy Manual.

EMPLOYEE ETHICS, CODE OF CONDUCT, AND CONFLICT OF INTEREST(5:120)

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others. Please refer to the Policy Manual for more detailed information in addition to 105 ILCS 5/22-85.5(e) See also: General Rules of Conduct page 18 of this handbook.

PERSONAL TECHNOLOGY AND SOCIAL MEDIA; USAGE AND CONDUCT (5:125)

RESPONSIBILITIES CONCERNING INTERNAL INFORMATION (5:130)

FAMILY AND MEDICAL LEAVE (5:185)

Conditions of Family and Medical Leave of Absence

The following conditions apply to a leave of absence pursuant to this policy:

1. In its discretion, the cooperative may require an employee taking an approved leave of absence to periodically report on his or her status and intention to return to work.
2. An employee taking leave of absence may not engage in other work or employment during the leave

TEACHER QUALIFICATIONS (5:190)

Leaves for Victims of Domestic Violence, Sexual Violence, or Gender Violence(5.250)

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, or gender violence, or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, or gender violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the Cooperative employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12- month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the Governing Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the Cooperative, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2

SCHEDULES AND EMPLOYMENT YEAR (5:300)

EDUCATION OF HOMELESS CHILDREN (6:140)

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State Law. The Director shall act as or appoint a Liaison for Homeless Children to coordinate the policy's implementation. This is typically a resident district staff member.

ACCESS TO ELECTRONIC NETWORKS (6:235)

RELEASE DURING SCHOOL HOURS (7:90)

ADMINISTERING MEDICINES TO STUDENTS (7:270)

STUDENT RECORDS (7:340)

School student records are confidential and information from them shall not be released other than as provided by law. Any record that contains personally identifiable information or other than as provided by law. Any record that contains personally identifiable information or other information that would link the document to an individual student is a school student record if maintained by the cooperative, except (1) records that are kept in the sole possession of a school staff member, are destroyed not later than the student's graduation or permanent withdrawal and are not accessible or revealed to any other person except a temporary substitute teacher and (2) records kept by law enforcement officials working in the school.

GENERAL RULES OF CONDUCT

To ensure orderly operations and provide the best possible work environment, the cooperative expects employees to follow rules of conduct, performance, and attendance. This will protect the interests of all employees and the cooperative .

For the guidance of all employees, listed below are some rules of conduct, performance, and attendance. Violation of any of these rules may result in disciplinary action, including discharge, at the cooperative's discretion. This list is by way of illustration only and should not be deemed to limit the cooperative's right to discipline or discharge for other reasons not specifically listed.

The following acts are prohibited and constitute violations of the cooperative Rules of Conduct.

1. Possession of any dangerous weapon or explosive device while on cooperative property.
2. Reporting to work under the influence of, or introducing, possessing, or using on cooperative property, any intoxicating or controlled substance (including drug paraphernalia) not prescribed by a licensed physician. Employees with prescription drugs, which could impair motor function, must advise their administrator when first reporting for work after receiving such a prescription.
3. Fighting with, threatening, intimidating, coercing, physically abusing or interfering with another employee or persons doing business with the cooperative.
4. Taking or receiving, without authorization, goods, materials, equipment, or property belonging to the cooperative, employees, or persons doing business with the cooperative.
5. Practicing or promoting discrimination against or harassment of another employee or group of employees on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability.
6. Willful destruction of property, including but not limited to falsification of report(s); employment application; tallies; data; timecard(s); commission of deliberate error; concealment of such acts committed by employee or others.
7. Insubordination (refusal to carry out administrator's instructions). Using profane or abusive language or displaying abusive conduct toward an employee or person.
8. Participation or instigation of horseplay, scuffling, pranks, and/or otherwise creating a disturbance in the workplace.
9. Committing any felony or misdemeanor crimes as prohibited by federal, state, or local laws or failure to report unlawful conduct to the appropriate administrator immediately.
10. Transactions of personal business, including telephone calls, during working hours (excluding lunch) without consent of an administrator.
11. Use of a seatbelt is required while riding in or operating a cooperative vehicle on public roads.
12. Negligent work performance, concealment, or failure to report errors, which may result in economic damage or adverse conditions.
13. Sleeping during working time.
14. Failure to report an accident or injury to the appropriate administrator.
15. Excessive employee absenteeism or tardiness or failure to notify of absence or tardiness within an hour of the scheduled work time.
16. Leaving cooperative premises during working hours without permission. Unauthorized entrance on cooperative property during non-working hours.
17. Working in an unsafe manner or violating cooperative safety policies and procedures.
18. Falsification of employee applications.
19. Improper use of sick leave or unpaid personal leave.
20. Unauthorized use of cooperative equipment.
21. Making modifications in equipment or buildings including heating, cooling, electrical, water or sewer systems unless authorized by job descriptions or supervisors.
22. Unauthorized possession or use of cooperative keys, keycards, or access fobs, including master keys.
23. Bringing personally owned equipment or furniture to school without advance written authorization from the building administration. If permission is granted, the cooperative assumes no liability for lost, damaged, or stolen personal property.

24. Promoting the services, products, ideologies (political, religious, or organizational), or goals of non-school organizations, exclusive of educational goals.
25. Failing to be truthful to the Board of Education or the administration in regard to matters relating to employment or directly related to the employee's work duties.
26. Falsifying documents, or creating documents, which are substantially misleading.
27. Making false claims for insurance or any other benefit.
28. Misrepresenting to any other person the extent of her or his job authority or purporting to act on behalf of the cooperative when not authorized to do so.
29. Incurring expenses or entering into contracts on behalf of the cooperative without the authority to do so.
30. Failure to conduct oneself in a safe manner at all times. Failure to read, understand and apply all safety instructions related to procedures or equipment, or defeating or attempting to defeat any safety device.
31. Working under the influence of any intoxicating liquor or illegal drug; concealing or maintaining any intoxicating liquor or illegal drug in or on any school property or at any school sponsored event; working while bearing the odor of alcohol or illegal drugs.
32. Engaging in acts that are dangerous to property, health, safety, or welfare of the Coop, students, other employees, or the general public. This rule shall not be deemed violated by accidental acts that are not intended by the employee, but the employee shall act with prudence and ordinary caution at all times.
33. Engaging in activities during non-school hours that intentionally cause injury or harm or attempt to cause injury or harm to other employees, children, their property, or the cooperative or its property. Any employee who has been convicted of any felony offense or who has committed any criminal acts involving substantial risk of harm to other persons or property may be unsuitable for school employment and is subject to discharge, at the discretion of the Board.
34. Bringing onto school property or to any school activity firearms, ammunition, explosives, fireworks, or other substances or devices likely or capable of causing harm to persons or property.
35. Failure to report to the direct supervisor any damaged or broken equipment or other school property in his or her assigned area of responsibility.
36. The loss of driving rights or privileges for any position requiring a current driver's license shall be cause for dismissal. The employee must advise the cooperative of lost driving privileges.
37. Failure to maintain or the loss of any certificate, license, or other document issued by any governmental entity or office necessary or required for the employee's position shall be cause for dismissal.
38. Failure to promptly deposit, report or account for any funds, gate receipts, or other money or property of the cooperative, students, or others coming into the employee's hands as a result of the employee's work, responsibilities, duties, or employment.
39. Unauthorized use, retaining without authorization, or stealing money or property of students, other employees, or others.
40. Release, disclosure, or granting access to information found in any student record except in the exercise of job responsibilities, or when such disclosure would constitute a violation of the Illinois School Student Records Act or the Family Educational Rights and Privacy Act. Employees may seek clarification of their responsibilities under this rule from their immediate supervisor.
41. Release, disclosure, or granting access to information found in any employee file or disclosure of confidential information about other employees without advance authorization from a supervisor. Employees may seek clarification of their responsibilities under this rule from their immediate supervisor.
42. Educational support employees shall not discipline students except as authorized by job description.
43. Fighting and physical altercations of all kinds. Employees may take reasonable steps to protect themselves from physical violence and may reasonably restrain a student to protect the employee, another employee, other students, or cooperative property.
44. Engaging in any behavior while at school, at its sponsored events, or during work hours, which constitutes gross disrespect for the property or rights of others including but not limited to insensitive remarks about another person's race, color, religion, creed, national origin, sex, age, ancestry, or marital status. Such remarks will result in employee discipline.
45. Using profanity when speaking to parents or students or addressing other employees utilizing profanity.
46. Engaging in any sexual or romantic relationship with any student. Employees shall not make sexually suggestive remarks or engage in sexual conduct or acts on or towards students. Employees shall not illegally discriminate against students on the basis of the student's sex. Employees shall personally report evidence of any such activity to the Superintendent. No employee shall instruct or dissuade another employee from making such a report.
47. Making unwelcome sexual advances toward or requesting sexual favors from other employees. Engaging in verbal or physical conduct or communication of a sexual nature which constitutes sexual harassment or otherwise creates an intimidating, hostile, or offensive work environment.

48. Aide, solicit or engage any student, or any employee in any activity that is illegal or immoral. Employees shall personally report evidence of illegal or immoral activity to the Superintendent.
49. Conviction of any felony offense involving dishonesty or violence, or that would have precluded an employee's initial employment as a matter of law irrespective of the jurisdiction, shall be cause for dismissal.
50. Willfully refusing to obey written or oral instructions of the immediate supervisor, a member of the administrative staff.
51. Willfully refusing to obey the policies, rules and regulations of the Board of Education or attempting to violate the Board of Education policy, rule, or regulation.
52. Willful behavior that interrupts the orderly process of school affairs.
53. Repeated minor incidents of misbehavior may be cause for discharge, if other disciplinary measures have failed to deter misconduct.
54. To knowingly surrender or deliver a child to a person other than the child's parents (or in the case of divorce, the custodial parent) or other guardian, without the approval from the parent, legal guardian, or the building principal. No employee shall intentionally surrender or deliver a child to a person who is prohibited such contact by an Order of Protection, or other Order of Court
55. Failure to personally report evidence of child abuse to the DCFS Hotline. No employee shall instruct or dissuade another employee from making such a report. The employee shall notify the building principal that a report has been made.
56. Outside employment that may interfere with the performance of job duties.
57. Accepting unauthorized rebates, gifts, gratuities, premiums, or promotional materials from suppliers for personal use or gain.
58. Utilizing cooperative computers, networks, or Internet access to view, obtain, or download any pornographic or sexually explicit material.
59. Failing to maintain strict confidentiality of passwords or other security techniques or accessing any computer, network, server, or other information thereon that the employee is not authorized to access.
60. Violation of any copyright, including, but not limited to copyright in software, information, music, data, or other material obtained over the Internet.

Classroom Information

Certified Staff Roles and Responsibilities

The job description documents are designed to define the responsibilities of the classroom and support staff within the Region III programs. It should be recognized that the program staff functions as a team. There should be some duties that are performed by all staff members to ensure that each student's needs are met. Other more specific duties will be reserved and performed only by the classroom teacher and or therapist as part of the case management duties.

These duties include but not limited to:

- ❖ Communicate with building administrator(s) in relation to job duties & other duties as assigned. Chain of command is required to be followed. The director of Region III will be the first contact when building administrators request additional duties outside of the Region III job description.
- ❖ Communicate with district transportation services. Confidentiality policies and procedures are required to be followed when communicating with transportation staff.
- ❖ Communicate consistently with parents/guardians (written, phone calls, & electronic). Certified staff will be the parents/guardians point of contact when disbursing information concerning programs and services. If a non-certified staff is approached by a parent or guardian, they should refer them to the classroom teacher or other certified staff.
- ❖ Certified staff, who are a part of a student's IEP team, are required to write appropriate goals and objectives at least annually. These goals and objectives are targeted throughout the school year using specific, meaningful, and consistent stimulus. This should be done systematically and recorded in the manner that is specified in the IEP. Student progress is recorded on the progress report, which is part of the IEP system currently being used by Region III Special Education Cooperative. This report should be sent home to parents at least as often as a report card is sent to parents. If a student does not have goals for a specific subject that is required for a grade level, the case manager is responsible for teaching the content of the subject. Report cards should be filled out and sent home with all students. Report cards have been developed for each program.

All staff members should have a firm understanding of their roles and responsibilities and faithfully carry them out in order to meet all program needs. Staff members should make every effort to perform their work without negatively impacting the roles and work of others. At the same time, staff members should be flexible enough to help out in other roles when unusual circumstances occur.

Social Media

Region III Special Education Cooperative employees need to be aware of our commitment to the confidentiality of our students and their families. Region III employees should notify any affiliated personnel and or volunteers of this policy. We, as Region III employees and any other affiliated personnel and or volunteers, need written permission to take photographs of our students. A separate permission slip is required for the use of those photographs in a media format for a specific event or date. Any unauthorized use of photographs and student information is unacceptable. Region III Cooperative now has a Facebook page. This is being used to promote the cooperative, our staff, and the great programs that we have available to students. Please share this information with parents in your newsletters. Use of any photos or information about students requires written consent from parents/guardians. We will never use names. Also, photos of the students that expose their face fully will be very limited.

Parent Support and Education

In order for children to be successful with their educational and life goals, it is imperative for parents and staff to work together to cultivate and reinforce interpersonal and life skills. While developing cooperative relationships with parents, guardians, families, and caregivers, staff can learn more about the student's life. At the same time, the family unit can develop hope and skill in addressing their child's needs. As we build and nurture a caring and supportive relationship with parents and families, we create the opportunity for them to become a catalyst of positive change in their child's life. Good communication is the key to building these relationships with parents and families.

Communication with Parents and Families

- ❖ Back to School Letter
- ❖ New Student Letter

- ❖ Daily Notes Home
- ❖ Phone Calls
- ❖ Monthly Newsletter
- ❖ I.E.P. Progress Reports
- ❖ Parent-Teacher Conferences
- ❖ I.E.P Process
- ❖ Remind.com

Remind.com

All staff should use Remind to communicate with parents. All classroom teachers will have a Remind Classroom set up for you. Teachers will have access to invite parents via email or text message. You can message individuals or your group. This is for your safety. If this information is requested (FOIA or due process), it is easily accessible and can be printed with a timestamp.

Tips for Communicating with Parents

Communication with parents should be straightforward and simple, avoiding educational jargon. It is important to establish a comfortable, non-threatening environment in which parents can easily understand the information being conveyed. Parents should be encouraged to share their concerns and opinions about school and those concerns should be addressed.

Set Your Objectives

Don't communicate with families simply to check a box on a checklist. Create a conversation in order to further your aims in the classroom.

Do you want to have better student attendance? Do you want to bring more parents into the classroom to share professional experiences with students? Whatever your goals are, keep them in mind when designing your plan.

Communicate High Expectations

Research has shown that parental expectations are one of the strongest predictors of student achievement. Your **parent-teacher communication** plan should be designed to set clear, consistent, and high expectations for student performance in class. This will put parents on your side and enable them to reinforce your expectations in the home.

Communicate Early & Often

When the time comes that you need to execute a parent-teacher communication with a family about academic or behavioral problems in the classroom, the family's reaction is far more likely to be supportive if you've already demonstrated your commitment to high standards. Communicating high standards from the beginning for the year will set you up to have more objective conversations with families about individual students.

Be Aware of School Wide Communications

Parents will not only be hearing from you. The school will be communicating with them about school-wide issues as well. Be sure that they are aware of the full range of resources that the school offers as well as how other services connect to the shared goals that you have for their students. Parents need help in making these connections to create a more holistic education and will appreciate sound advice about what students can gain from specific activities offered by the school.

Moving forward, Region III will be using the Remind App to communicate pertinent and emergency information with staff and families.

Choose Communication Tools that Work for Parents

Ask parents what communication methods are best for them. Do not assume that parents are all the same. Using multiple communication methods allows parents to hear from you in ways that work for them.

Some traditional options, like notes and calls home, can be time intensive, but work for some parents. There are also tons of techie ways that can be a little easier to switch up. While email may be great for some parents, you can also try texting, twitter, or a classroom blog to provide a range of options. There are some online tools, such as SnappSchool.com, that will let you do multiple methods at once.

See sample parent survey form on page 54.

Measure Your Success

Pay attention to results. Are your communications getting parents engaged? Do they show up? Do they return permission slips? Do students arrive prepared for class? What methods are providing the most response from parents and students? You can adapt your plan to make the best use of your time. If most parents respond best to email, then you can save yourself some calls home.

Don't let it be an item on the checklist; make it a strategy for achieving your larger classroom goals. Whatever your plan, open up the lines of communication with parents and set them up to talk with their kids each day about their school day. This alone can be a powerful thing.

Attendance: Region student attendance **MUST** be completed by the teachers each month. The office has access to your classroom attendance sheet in the Drive. If parents do not call off their child, by law, we have to contact the parent/guardian before marking them unexcused. Excused absences should be marked with a “2” unless it is a mental health day then it should be marked with an “8”. Unexcused absences should be marked with a “3”. Hospitalizations should be marked with “5” and Medically homebound should be marked with “4” . If a student attends a half day mark it with “.5”. These codes can also be found on the teacher’s attendance sheets. Parents need to contact the teacher directly if the program is housed in a district building. **DO NOT PROCRASTINATE!!! Please send them on the last working day of the month.**

Grades:

Grades are to be taken on daily work and projects, quizzes and tests and recorded in a grade book. Report cards are sent home quarterly. Each teacher should have an explanation of how grades are taken and weighted within each subject.

Daily Documentation of Student Behavior:

Classroom teachers use a daily tracking sheet to record incidents of behaviors and progress on IEP goals. Resulting data can then be charted on a monthly graph to show general trends in behavior improvement and/or decline. The monthly chart is useful in gauging the effectiveness of the Behavior Intervention Plan, as well as determining other influencing factors in a student’s behavior. In addition, this data will be cited in the quarterly IEP review. All teachers must use a monthly chart to show progress on goals. These charts must be uploaded to the IEP on Outreach at least each quarter and during annual review meetings or re-evaluation meetings.

The ABC (Antecedent, Behavior, Consequence) Sheet is used to document minor behaviors, major behaviors, and refusals that do not require the use of isolation or restraint. These forms are used to collect essential information and document the data needed to make data driven decisions regarding behavior, responses to behavior and guide interventions.

Documentation of Crisis Behavior:

All incidents of isolation or restraint must be documented using the state “Physical Restraint and Time Out Form”. This form can be found on Google Drive>Shared Drives>Region III Forms>Isolation Restraint Form Info>RTO Form Link. Click on the link and it will take you to the form on the isbe.net site. You can fill it in from the computer. The most recent state Guidance Document can be found in the same folder.

Time out, in Illinois’ regulatory language, 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 trained under subsection (i) for part of the school day, only for a brief time, in a non-locked setting” [23 IAC 1.285(a)(2)]. Time out includes situations only when the student is in a monitored enclosure, defined at 23 IAC 1.285(a)(4), due to exhibiting behavior that poses an imminent danger of serious physical harm to self or others, not if the student is being disruptive and needs to cool down in a sensory room, reflection area, or in another setting that offers other positive or therapeutic supports.

“Isolated time out” means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances. If all other requirements under Section 1.285 are met, isolated time out may only be used when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression [23 IAC 1.285(a)(1)].

“‘Isolated time out’ or ‘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” [23 IAC 1.285(a)(3)].

- Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when the student poses a physical risk to himself, herself, or others, there is no medical contraindication to its use, and **the staff applying the restraint have been trained in its safe application.**

- Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.
- Prone or supine physical restraint is allowed only until July 1, 2021, and only if certain additional criteria are met. 23 IAC 1.285(d)(5), provides that until July 1, 2021, prone and supine physical restraint is prohibited unless specific criteria are met.
- If all other requirements described in the regulation are met, isolated time out may be used when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression.
- School personnel must make a reasonable attempt to contact parents on the same day of the incident.
- The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
- A written record of each episode of isolated time out or physical restraint is required to be prepared no later than the beginning of the following school day after the incident occurred. The records must be maintained by a designated cooperative/school official. The designated school official must record the incident in the Student Information System with the ISBE no later than two school days after the incident occurred.
- The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.
- A parent must be notified of the incident, in writing, within one business day after the incident occurs.
- A student shall be released from time out, isolated time out or restraint immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student or others. No less than once every 15 minutes, a trained adult must assess whether the student has ceased presenting the specific behavior for which the time out, isolated time out or restraint was imposed.
- If an episode of time out or isolated time out exceeds 30 minutes or a student has repeated episodes in a three hour period, or an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period, a licensed educator knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation to consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance). The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the director.

In Illinois regulations, a physical restraint is defined as “holding a student or otherwise restricting the student’s movements” [23 IAC 1285(b)] and includes only the use of specific, planned techniques.

Physical restraint or restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices that are accomplished with limited force and designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property. 105 ILCS 5/10-20.33 and 105 ILCS 5/34-18.20

“Momentary periods of physical restriction” are considered physical escorts under the definition provided by the US Department of Education. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. [US Dept. of Ed. Restraint and Seclusion: Resource Document, pg. 10]

However, a forcible removal of a student from a classroom or other setting may constitute or evolve into a physical restraint if more than limited force is needed to do so.

Requirements of Staff

1. The state approved "Physical Restraint and Isolation" form must be completed if isolation and/or restraint occurs.
2. All parts of the form must be completed.
3. If an incident occurs, please notify parents with a phone call, if at all possible, on the day of the incident. Written notice of the incident should occur within one business day after the incident occurs.
4. Document when parents were notified with the written document but also if a phone call was used as notification.
5. Be specific and objective when documenting the incident (narrative).
6. Do not use the student's name within the narrative. Write "student".
7. Document choices given and language that you use during the incident.
8. Document the expectation in order to leave the room or area of isolation.
9. Document the plan for the future. Be specific. If a different intervention will be utilized, state it. If you continue with the plan, state why.
10. Review the documentation and reflect on the success of the intervention and plan. If a behavior occurs multiple times, the team should discuss the plan and possible changes to improve success.

Documentation of Student Progress of Annual Goals and Objectives:

Data should be consistently recorded on each goal and objective on a consistent basis, based on the criteria of each goal as written in the IEP. Data sheets should be used to record this data. The case manager should use this data to review progress with the director during data meetings and make changes necessary to ensure progress and target skills necessary to make gains.

Quarterly Progress of the IEP Goals:

Each quarter, a student's IEP is reviewed at the time that report cards for the general education students are reviewed and issued. A summary of the progress the student has made on their annual goals is recorded on the progress report located on the electronic IEP system, or outreachtime.com. The completed report should be printed and sent home to the parent/guardian. The criterion for mastery written for each goal should be used when reporting progress on this report (i.e. 3 out of 4 trials, or 70% accuracy). Progress must be reported using data.

Region III Special Education Cooperative IEP Process, Policies and Procedures

The IEP Process

The design of the IEP process is to include parents in the decision making regarding the education of their child following the legal requirements set forth by IDEA and the school code. Evaluating, planning, implementing, and reviewing are done in an effort to inform parents and staff of the needs of a student so that IEP team members, including parents, can make decisions on how to meet those needs effectively.

The team consists of the coordinator from the student's home district, the classroom teacher, the parents or guardian, specialists in related services, a regular education teacher, future teacher if placement change is being discussed.

A transition plan is part of the IEP if ***the IEP implementation period includes the date when the student turns 14 ½.***

Additional people need to be invited to the IEP, including the students and any outside agencies that will provide the team with community and agency information. Consent must be given, using the transition consent form to invite any outside agency before the agency is invited to the IEP. Also, the student's name must be included on the Notice of Conference form. These completed documents are mandated for the transition plan.

For more information on transition see: www.isbe.net/documents/secondary-transition-pres16oz.pdf

The Protocol for Inviting Outside Agencies to the IEP Meeting

1. The teacher will discuss student needs with the student and parents.
2. The teacher will determine the most appropriate agency/agencies to invite. If you need assistance with this, you can contact Paula Bradford, transition specialist with ROE 41 at pbradford@roe41.org
3. The teacher will need to complete the permission form.
4. The teacher will send home the completed permission form to invite outside agencies from Embrace to be signed by the parent/guardian.
5. Parents will sign and return the form to the classroom teacher.
6. The teacher will file this form into the student file.
7. The case manager will contact the agency granted permission to attend IEP in order to obtain information needed for the IEP meeting when permission has been granted.
8. The agency will be listed on the notice of conference when permission has been granted.

The IEP Annual Review

Before the student's annual review date, all IEP team members should review progress on the student's IEP and consider continuing or changing goals and objectives. The team members should collaborate as needed to ensure student success. The case manager prepares the IEP, and the related service providers prepare their sections of the IEP to submit at the meeting.

The IEP Meeting Set-Up

The case manager can schedule IEP meetings for the entire year at the beginning of the year. The case manager is encouraged to set up a meeting thirty days prior to the due date of the annual review. The case manager contacts the coordinator from the student's home district to schedule the annual review meeting. The case manager should then contact the parents to coordinate a meeting date. After a date and time is set, fill out the Notification of Conference Form with ALL appropriate team member names and their role in the meeting. Then email the coordinator and secretary to let them know the notice is ready to be sent out. You can put a notice in the student's backpack. The case manager is responsible for sending out a reminder to parents either written or by phone. Parents are given at least a 10 day written notice of the IEP review meeting. This guideline should be followed closely. The forms for this process can be accessed through the Region III IEP electronic system or Embrace/Outreach.

Goals and Objectives

The IEP includes goals and objectives to elicit desired progress. The goals are written for long term use, to be completed within one year and to be reviewed, at a minimum, annually at the student's annual IEP review. The objectives are smaller steps leading to the completion of the long-term goal statement. Parents should receive information regarding the student's progress on annual goals and objectives as often as general education students receive progress reports on their work in school. At Region III, case managers will send IEP progress notes home quarterly.

Educational Placement

Placement in the Least Restrictive Environment occurs near the end of the IEP meeting, once all of the information available on the student has been provided. The IEP team, including the parent, reviews the student's educational needs and chooses the placement in which those needs can best be met. Related services are also discussed at this time and may include speech services, social work, counseling services, occupational therapy, physical therapy, and

nursing services. Other areas that may be discussed as part of the IEP team meeting may include “Transfer of Rights” for students who are seventeen or who will be turning seventeen during the course of the school year. Students fourteen and over begin transitional planning for life after high school. Accommodations for classroom assessments and assignments will be discussed as part of the IEP process.

The Domains Review

The domain review meeting is the setting where a team of staff members, and the parent, determine what type of evaluations are necessary to get a full view of the student educationally. At the meeting, the following domains are discussed: Academic Achievement, Functional Performance, Cognitive Functioning, Communication Status, Health, Hearing/Vision, Motor Abilities, Social/Emotional status. After the discussion, the team will determine whether or not additional information is needed to determine eligibility for special education services. A meeting to discuss the domains is not required by law, however, collecting relevant data from team members is required by law.

Re-Evaluation Meeting

At least every three years a re-evaluation must take place to determine continued eligibility of special education services. A discussion of the domains must take place and need for additional information determined. The case manager is responsible for notifying the district if the student is up for re-evaluation during the school year. The case manager should notify the coordinator at least 3 months prior to the due date if at all possible. The district will identify who needs to be invited to the domains meeting/re-evaluation meeting, fill out the Conference Notification Form and send the notice out. The case manager may send a copy home with the student.

Extended School Year Services

The need for ESY services should be discussed with the coordinator before the IEP meeting. This should always be discussed at the meeting with the parents. The case manager will need to present data that supports the recommendation for extended school year services. The decision should be based on the needs of the student. Loss of knowledge or skills or an extraordinarily long time in learning skills (regression and recoupment) can be part of but not the only reason for determining ESY. Factors you may consider when discussing ESY: Nature and severity of disability (degree of impairment), student’s rate of progress, areas of learning crucial to self-sufficiency and independence. You should fill out the ESY Data Collection Form located in the forms folder in the drive before the annual review meeting to discuss the recommendation with the team.

Common Questions related to the IEP Process and Placement

The process for placing a student in a Region III Special Education Program is as follows:

- The student is identified to have difficulty in the regular classroom which is interfering with his/her education and/or the education of other students.
- The student evaluation is initiated by the district special education coordinator and completed by members of the district IEP team. If the student is a candidate for the Region III Program, the special education coordinator will contact the Region III Director to initiate the referral process.
- A meeting is conducted by the special education coordinator and IEP team including the parent/guardian to determine eligibility for special education services. If a student is eligible for special education services within Region III, the student is placed within a continuum of services appropriate to his/her specific needs.

The process for a student exiting from a Region III Special Education Program is as follows:

- During placement in the Region III program, a student’s IEP is evaluated on an annual basis at the very minimum. Progress monitoring is completed throughout the school year. This data is used to determine any changes that should be made to improve success. The teacher should discuss recommendations for a change of placement with the director first. If a student achieves a satisfactory level of improvement, or the teacher believes that the student needs more intensive services, the teacher might recommend placement into a program that can better meet the needs of the student.
- Change in placement is a team decision. Data must be collected and analyzed to assist the team in making a decision.

Accessing Related Services

If a student appears to need a referral for a related service, the case manager must first contact the Director to discuss concerns. The case manager may be directed to notify the special education coordinator in the student's home district. The coordinator will guide the process in the steps that will need to be taken to make a referral for an evaluation. There may be a referral form that needs to be filled out and submitted. ***In addition, parent consent must be obtained prior to any student evaluation.***

Region III Special Education Cooperative Classroom Organization & Set-Up

The following are suggestions for setting up your Region III Classroom. It is important to maintain order and organization. Students respond to an uncluttered, purposeful, attractive environment. Items in the classroom

should have an identified storage space and should be returned there when not in use. Putting things away can successfully incorporate transitions between activities. Every effort should be made to store extra or unneeded furnishings, materials, supplies, etc. away from the learning space.

Space and Environment

Arrange the physical environments in ways that enhance learning and engagement. This includes room arrangement, seating arrangement, personal space, workspace, storage space, and group areas. Provide sufficient personal space for each student as space allows. Provide a study desk close to the teacher/assistant desk to provide individual instruction and or proximity control, as needed. Student's personal items should be kept in a designated area such as a student locker, student mailbox, or cubby area. A designated "cool off" space should be in each classroom for students to access.

Task, Text, and Materials

Adapt tasks, text, materials, and curriculum to meet the needs of individual students according to his/her IEP. Modify materials in order to meet these needs.

Things to consider:

- the objective of the lesson
- task set up
- level of difficulty in relation to student skill level
- length of the task in relation to the student's ability to stay on task
- the number of steps you are requiring the student to complete with assistance and without assistance
- how the activity will end
- how will the student participate
- what accommodations and modifications can be made for each task and activity to promote independence
- how much time the students will have to wait for "their turn"
- Should this activity be set up in stations

Time and Schedule

Consider how to organize the pace, flow, and structure of the day. A posted schedule is required for all classrooms and needs to be updated as changes are made. Copies of these schedules need to be given to the Region III Office.

Things to consider:

- each student's processing and "wait" time
- Routines and rituals
- Organizational tools – picture or printed calendars, schedules, and checklists for the classroom or individual students
- Closure activities
- Timekeeping tools – clock and timers
- Waiting and transition activities – things to do, or hold while waiting to move from one activity to the next
- Length of events – how long do you predict each activity will last
checkout / sign up for activities
- Make sure you utilize as much time for instruction as possible
- How much time is being utilized for instruction
- You must meet the required time as stated on the IEP

Communication and Social Skills

Help students express their thoughts and feelings in an appropriate and effective way. Communication skills include making requests, gaining assistance and or attention, identifying discomforts, and seeking information and or clarification. Other skills include providing clear and concise verbal directions and redirections and visual cues (non-verbal cues). Social skills include expressing feelings and viewpoints, interaction, conversation, and turn taking, group skills such as contributing and sharing, and use of problem-solving techniques. If you have questions about supporting optimal communication with your students, please contact the SLP, Tammy Pickerill.

Teacher Checklist for Classroom Set-Up

- _____ Classroom rules posted (expectations stated clearly and positively)
This may be developed with the student's input.
- _____ Behavior Management System is posted
(Level system clearly defined, rewards & consequences)
- _____ Description of the classroom behavior management to handout to parents
- _____ Back to School Letter / New Student Letter
- _____ Lesson Plans (including all materials) prepared one week in advance
- _____ Information Binder for Substitutes
- _____ Evacuation/emergency work folder to include emergency forms for each student
- _____ Designated cool-off space (include prepared work and supplies needed for each individual student in order for instruction to continue in an alternate location during a behavioral crisis situation)
- _____ Data forms per goal and or objective for each student.
- _____ All materials needed for instruction on each individual student goal and or objective. (Each student should have a folder/binder to include all data forms and I.E.P information)
- _____ Temporary student files (**white folder**) Student Files should include (attendance, state testing results, report cards, behavior data and graphs, individual emergency plans, custody papers, release of information forms, medication release forms and probation forms)
- _____ Class schedule (all behavioral classrooms should include a time for mindfulness)

There are many ways that teachers assist students in increasing motivation and positive behavior choices and decreasing opportunities for negative behaviors. Utilizing some of the following suggestions may help a new teacher avoid problem areas and make things run more smoothly.

Increase motivation and positive behavior:

- Increase student control and choices
- Increase opportunities for positive attention
- Increase students' status, self-esteem, and self-image
- Match teaching strategies to meet student strengths

Classroom Rules

When establishing classroom rules, select no more than 5 – 6 rules. Focus whenever possible on what students are supposed to do, rather than on what they should not do. Use simple language. Make rules that are broad enough to apply to many situations, but still clearly communicate the expectations. Tailor rules to the age-level of the students in your class. Focus on the behaviors that require the most attention, rather than on things that do not happen often or pose much of a problem. Post the rules in the classroom in a manner that they can be easily read from a variety of locations.

Limits and Boundaries

Provide clear and fair rules and expectations based upon safety and respect – not just compliance. This includes:

- Safety rules
- Situation specific rules – by time and place
- Written rules, rules using pictures
- Personal space and boundaries
- Social etiquette
- High standards and expectations
- Laws and policies
- Code of ethics – personal values
- Rights, privileges, and responsibilities

Choices and Options

Involve the students more fully in plans, decisions, goals, and activities of the daily schedule. Ask for their input into schedules and plans, choices between and within activities, negotiations and compromise, and input into goals and objectives. Consider rewards and incentives that reinforce student efforts at participation and self-control. Consider the types of rewards and schedule of reinforcement to be used. Provide students feedback that helps them to learn from the results of their actions.

Respectful Refusals and Dignified Escapes

Help students learn to use polite refusals, asking for a break, making graceful exits from settings, and offering acceptable alternatives to a disliked activity.

Calming and Coping Strategies

1. **Distraction or Change:** Shift the student's focus away from the source of their concern.
2. **Exercise:** Provide a constructive outlet for releasing and re-channeling excess energy.
3. **Calming Tasks:** Introduce a simple, compelling task that helps the student to refocus their attention.
4. **Mindfulness:** Teach this strategy to focus students' awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.
5. **Listening and Acknowledgement:** Listen supportively and without judgment as to student's worries or concerns.
6. **Relaxation:** Explore strategies for reducing and managing anxiety and stress.
7. **Sensory:** Explore an array of calming sights, sounds, scents, touch, tastes, and movements.
8. **Brief Interruption:** Briefly stop or prevent the behavior from occurring, just long enough to give the student time to relax, regroup, and regain their composure.

9. Respectful Space: Find a respectful spot where the student can relax and regain composure with supervision.
10. Sufficient Time: Provide a clear and sufficient time frame in which to relax and regroup.

Use of Cool-Off Space

Each classroom should have a designated area where students can go or be taken to calm down and pull themselves together before rejoining the current activity. It would be helpful if the area could be located in a corner of the room to take advantage of secured walls. The space should be partially enclosed by tall cabinets, file cabinets, etc. to give the student a sense of removal, privacy, security, and safety. The cool-off space may be used at the student's request, at teacher direction, to assist in controlling student behavior, or other classroom needs. A bean-bag chair is a valuable furnishing for the cool-off space.

If the disturbance caused by an upset student is distracting to the rest of the class, a better option may be a cool-off space in another room. In the case where a student is unable to regain control of his/her behavior within a desirable time, or is in need of being restrained, the student can be moved to a cool-off space located outside of the classroom.

Some guidelines for using the program cool off space are:

- ✓ Classroom guidelines for addressing student misbehavior will be tried prior to removing the student from class. The program cool-off space is **not** the first line of defense in addressing student behavior.
- ✓ The crisis team should be involved in the move to the program cool-off space and the resolution of the problem situation.
- ✓ Students should not be dropped off and picked up at the cool-off space, expecting or assigning other staff to handle the problem behavior. This undermines the classroom teachers' portrayal of authority.
- ✓ Other staff members should attend to the other students and let the staff member who removed the child handle the problem behavior. Do not provide an audience for the child while in the cool off space. Do not provoke the student at any time during the problem behavior.
- ✓ The student should be in the view of the staff member the entire time that they are in the cool off space.
- ✓ Time should be carefully recorded on the student's use of the program cool off space for accuracy of documentation.
- ✓ Follow documentation guidelines carefully

Restraint and Time Out

All program staff are required to satisfactorily complete CPI Training and to become proficient in using the CPI model to de-escalate problem situations, resolve conflicts peacefully and use strategies that focus on non-physical intervention. Time out, isolated time out and restraint is only to be used in situations where a student and/or staff are in imminent danger of hurting him/herself or others. See "Documentation of Crisis Behavior" in this document for more information. You will also find the Guidance Document in the I/R Information and Forms Drive. This is a Shared Drive.

When To Involve School Administrators

In an emergency, contact the building administrator. When a student's challenging behavior involves injury to self or others and/or damage to the school environment, the building administrator and Region III Director shall be contacted. The teacher and administrators will discuss how to proceed and move forward. Each incident will be dealt with on an individual basis.

A Behavior Intervention Plan is to be reviewed and is part of the IEP for a student who exhibits problem behaviors. When a student exhibits problem behaviors, the IEP team must meet to analyze data and determine what behavior modifications may be needed and/or adjusted in order to assist the student in being successful.

Job Descriptions

Audiologist

Behavioral Coach

Educational Support Staff

Occupational Therapy Assistant

Physical Therapy Assistant

Principal

Speech Language Therapist

Teachers

TITLE: Audiologist

CONTRACT TERM

220 days

A. ROLES AND RESPONSIBILITIES

- Perform diagnostic assessment and interpretation of findings for at risk children (infancy through 21 years), to identify degree and nature of hearing loss which may interfere with a child's ability to learn in a regular classroom and/or develop normal speech and language skills (approximately 600 evaluations per year).
- Report findings and make recommendations to parents, physicians, special educators and hearing aid providers regarding educational and medical planning for children identified with either temporary or permanent hearing loss.
- Perform annual and semi-annual evaluations for children placed in special classes for the hearing impaired, including audiometric re-assessment, and electroacoustic and performance analysis of classroom amplification equipment (approximately 40 evaluations per year).
- Evaluate (at least annually) mainstreamed hearing impaired students to monitor hearing sensitivity, analyze performance of amplification device(s) used in the classroom, and provide educational recommendations and counseling to parents and educators in view of the students' academic and social progress (approximately 100 per year).
- Make earmold impressions (on school sites) for any student utilizing FM amplification systems for signal/noise enhancement in the classroom (approximately 80 per year).
- Perform tympanometry and otoscopy screenings for developmentally disabled infants and children, and autistic children on site (William Bedell.)
- Assist physicians and other professionals at Inter-Agency Otologic/Audiologic Clinics (IDPH, DSCC) to provide diagnosis and counseling for families with a hearing impaired child, and to help that family obtain financial, educational and medical assistance and follow-up service for that child.
- Provide assessment for students with suspected central auditory processing disorders, who have learning difficulty, and to provide counseling for the parents and educators regarding the implications of and remediation for a central auditory processing disorder.
- Act as a resource person for parents, special educators and professionals regarding hearing loss, its effect on learning potential, and treatment/remediation counseling, disseminating written information, speaking at workshops and in-service programs attendance at student staffing, and provision of technical assistance on a case-by-case basis.

- Attend professional seminars and workshops to meet continuing education requirements for state licensure and national association certification, read professional publications to enhance knowledge and skills with current research findings, diagnostic techniques, and educational trends regarding hearing loss in children; in addition to meeting all other requirements to maintain licensure and certification.
- Be responsible for all equipment and instrumentation necessary for audiological assessments. Schedule annual calibration of equipment.
- Be responsible for scheduling children, and keeping records up to date on all children seen; documentation of other activities associated with audiological services.
- Be responsible for completion of all necessary Medicaid billing forms.
- All other duties as assigned by the Director.

B. RISK CARE MANAGEMENT RESPONSIBILITIES

- Responsible for keeping the room and surrounding area inspected daily and kept from hazards.
- Participates in MDC and IEP conferences as needed.
- Completes all evaluations as a part of the case study component.
- Participates in training activities related to procedures, due process, and the law.
- Participates in training activities related to safety.

JOB DESCRIPTION

TITLE: Behavioral Coach

A. Description:

- Description: Highly qualified Behavioral Specialist with knowledge and skills necessary to coach teachers and staff during the implementation of successful behavior management of the classroom and/or interventions with individual students. The Behavioral Coach helps coordinate Functional Behavior Assessments and Behavior Intervention Plans. The Behavioral Coach will also support the implementation of the PEAK Relational Training System. The Behavioral Coach will work closely with Region III BCBA in collaboration and coordination of these services.

B. Qualifications:

- Highly qualified licensed behavior specialist with current Illinois License-LBS1 or LBS1 Endorsement
- A minimum of five years of successful
- experience teaching behaviorally challenging students.
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing appropriate behavior.
- Expert knowledge in research based instructional strategies and the ability to implement them effectively
- Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), and Behavior Intervention Plans.
- Exceptional knowledge in the collection, use and presentation of assessment data to support teachers and other staff in the implementation.
- Knowledge and understanding of Acceptance and Commitment Therapy and how to implement this program in classrooms.
- Knowledge and understanding of the PEAK Relational Training System and how to support teachers in the administration of this system.
- Supports and implements the philosophy of positive behavior interventions and believes all students can succeed and demonstrates the commitment to do what is necessary to support this philosophy
- Demonstrates exceptional skills in the roles of a teacher leader: effective communicator, collaborator, action researcher, reflective practitioner, and student advocate.

C. Responsibilities:

- Receive referrals from districts and Region III program teachers, review data, request other pertinent data, consult with the contracted Board-Certified Behavior Analyst and follow-up with the district team in a timely manner.
- Assist staff in defining and measuring behavior, understanding how to respond to behavior, and the documentation process (using ABC sheets)
- Participate in team meetings, as necessary, to design behavior intervention plans, address classroom organization, instructional strategies, and the factors that impact the success of behavioral intervention.
- Work with individual teachers, groups of teachers, or any other pertinent team member on issues such as crisis intervention, data collection, positive behavior intervention, instructional strategies, classroom structure and management, and implementation of PEAK.
- Use ongoing assessment to maintain a record of student progress
- Support understanding and use of student and teacher assessment of behavior within the educational environment
- Plan, model and support student self-assessment of behavior and successes
- Model and support positive behavior intervention and relationships within the classroom environment
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can be successful
- Collaborate with parents during the behavior intervention process and empower them with knowledge of behavior functions and skills to support the positive behavior development of their child
- Provide leadership to others through example and sharing of knowledge and skills
- Follow district and cooperative safety policies, practices, and procedures; report all unsafe activities to the supervisor.
- Organize and schedule time commitments to meet the demands of the job.
- Engage in professional development to increase knowledge and skills of positive student behavior support for all students

**Region III Special Education
JOB DESCRIPTION**

Position Title: Educational Interpreter – Hearing Impaired

SUMMARY

The educational interpreter's primary function is to facilitate communication among students who are deaf or hard of hearing, their hearing peers, the classroom teacher and other personnel in the school system. The educational interpreter provides interpreting and support services to students who are deaf or hard of hearing being educated in the school district.

QUALIFICATIONS

1. Associate's degree from a regionally accredited institution of higher education; completed 60 semester hours of college credit at a regionally accredited institution of higher education; passed the ETS ParaPro assessment; or passed the applicable ACT WorkKeys assessments; or passed the written examination administered by the Registry of Interpreters for the Deaf (RID).
2. Attained a rating of Level 3.5 or above on the Education Interpreter Performance Assessment (EIPA); maintained a valid certification from the RID; or maintained a valid IL Board for Evaluation of Interpreters (ILBEI) Basic Certification or higher issued by the IL Deaf and Hard of Hearing Commission
3. Must have excellent sign language skills to work with hearing impaired student(s).
4. Must be at least 20 years of age.
5. Must have excellent oral and written communication skills to work with teachers, education support personnel, building administrators, and the general public.
6. Enforce school regulations and policies in a professional manner.
7. Ability to maintain good working relationships with fellow employees and pupils.
8. Must be able to lift and carry up to 50 lbs.
9. Requires employee to have the ability to push/pull up to 10 lbs.
10. Must be detail oriented.

DUTIES

1. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
2. Assist administration in implementing all policies and rules governing student life and conduct; and maintains order in area(s) supervised in a fair and just manner.
3. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
4. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
5. Demonstrate effective planning and organization in execution of job functions.
6. Provide expressive and voice interpreting for students who are deaf or hard of hearing in classes (this may include American Sign Language, Manually Coded English, Pidgin Signed English and/or Oral Interpreting).
7. Under the direction of the classroom teacher, provide tutoring/review services as necessary for students who are deaf or hard of hearing when it does not interfere with the task of interpreting.
8. Assist with the setup of note taking services for students who are deaf or hard of hearing, when necessary.
9. Participate in educational team activities either in person or via a report. Activities may include team meetings, Individualized Education Program (IEP) conference and/or informal staffings.

10. Serve as a liaison between the students who are deaf or hard of hearing, hearing peers, staff and faculty members.
11. Lead or assist in providing in-services to hearing students, staff, and parents as requested in regard to sign language, deafness, Deaf culture, interpreting and consumer education.
12. Provide interpreting for school functions outside of the classroom, extracurricular activities and parent meetings when requested in advance.
13. At times, when it does not interfere with their service as interpreters, educational interpreters may be asked to assist the teacher with some of the more routine classroom duties.
14. Use any scheduled preparation time (comparable to teacher preparation time) to preview materials, conference with teachers, record data in logs, research signs, etc.
15. Maintain a high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
16. Assist the classroom teacher in other tasks necessary in maintaining a professional and positive classroom environment, and performs other teacher aide duties as may be assigned by the classroom teacher, administration, or Board of Education.

**REGION III SPECIAL EDUCATION COOPERATIVE
JOB DESCRIPTION**

TITLE: Paraprofessional

A.QUALIFICATIONS

- 120 Hours of College Credit and a Paraprofessional License or have WorkKeys and High School Diploma if under 60 College hours and a Paraprofessional License
- Physical ability to lift 30 pounds
- Physical ability to navigate school campus, ex. climb stairs, etc.
- Physical ability to perform student restraints as needed
- Physical ability to stand for 30 minutes
- Demonstrated interest in and aptitude for work to be performed.

B.CLASSROOM PERFORMANCE

- Establishes and maintains a positive rapport with the classroom teacher, students and co-workers.
- Provides general assistance to classroom teachers.
- Prepares classroom materials and supplies.
- Adjusts procedures to cope with unanticipated situations.
- Is well organized and makes efficient use of time.
- Displays knowledge of subject matter to be taught.
- Completes work assignments promptly, accurately, and neatly.
- Is flexible and willing to learn and use new skills.
- Understands and is supportive of classroom management procedures.
- Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
- Collaborates with supervising teachers in devising strategies for addressing students' individual instructional or functional needs.
- Uses positive language that supports the program when interacting with students. This may include ACT language.

C.RELATIONSHIP WITH STUDENTS

- Accepts and works effectively with each student in accordance with his/her needs and learning potential.
- Establishes and maintains positive relationships with students.
- Displays fairness and impartiality.
- Exhibits patience and self-control.
- Exhibits interest and enthusiasm.

D.PERSONAL QUALITIES AND PROFESSIONAL ATTITUDE

- Demonstrates the ability to cooperate with fellow employees and supervisors.
- Works with minimum supervision.
- Is dependable, punctual and consistent in reporting to work.
- Follows the Chain of Command and maintains open communication with supervisors regarding problems and suggestions for improvements.
- Follows policies and procedures of the school district.
- Maintains confidentiality regarding school matters.
- Responds appropriately to student behavior and does not take these behaviors personally.
- Accepts, evaluates, and acts upon suggestions for improvement.

E.RISK CARE RESPONSIBILITIES

- Under the direction of the teacher, will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
- Monitors student goals and objectives under teacher guidance to assure safety from possible hazards.
- Participates in training activities related to safety.
- Monitors student safety during lunch, recess, hall transition and in the community.
- Alerts supervisors of potential safety hazards.
- Knows and follows all safety regulations and procedures.

REGION III SPECIAL EDUCATION COOPERATIVE JOB DESCRIPTION

TITLE: OCCUPATIONAL THERAPY ASSISTANT (COTA)

A.QUALIFICATIONS

- Education:
Graduate of an Occupational Therapy Assistant program approved by AOTA.
Current certification as COTA by passing National Certification examination for COTA's. Current licensure (or application, thereof) within the State of Illinois.
- Special Skills:
Skill in the application of occupational therapy techniques
Ability to work effectively with people
Creative thinking and effective planning
Ability to recognize, report, and record pertinent information

B.DUTIES AND RESPONSIBILITIES

Participates in the implementation of occupational therapy treatment as assigned by OTR,
Including:

- Directly reports to and works under the supervision of the OTR responsible for specific treatment goals.
- Utilizing appropriate exercise or activities for restoration of physical function to increase balance, joint motion, muscle strength, coordination.
- Provision of perceptual training and sensory stimulation.
- Teaching means to achieve optimal levels of functioning in self-care and other ADL's (such as eating, dressing, writing and transfer techniques).
- Instruction in use of necessary adapted devices.
- Assisting OTR in construction of orthotic devices, such as splints or slings.
- Regular contact with classroom teachers regarding pupil's progress in occupational therapy program. Consults with the teacher as needed regarding classroom difficulties.
- Offering psychological support and encouragement to assist pupils to meet treatment goals.
- Observes and regularly records the physical and emotional condition of pupils (and/or family situation).
- Reports to the OTR any significant changes or problems with pupils and obtains advice and consultation from the OTR on any pupil care or inter-family situation.
- Confers regularly with OTR to review pupil's progress and continuing plan of care and makes joint visits with OTR whenever necessary to receive direct supervision.
- Attends and participates in in-service educational programs.
- Fills out statistic sheets daily, writes progress reports following each treatment session, and completes billing requirements (TAMES, District Billing).
- Coordinates with Registered Therapists with writing of Individual Education Plan and Annual Reviews on each child annually.

C.RISK CARE MANAGEMENT RESPONSIBILITIES

- Under the direction of the teacher, will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
- Monitor student goals and objectives under teacher guidance to assure safety from possible hazards.
- Participate in training activities related to safety.
- Monitor safety of students while providing therapy.

REGION III SPECIAL EDUCATION COOPERATIVE JOB DESCRIPTION

TITLE: PHYSICAL THERAPIST ASSISTANT (PTA)

A.JOB SUMMARY

Administers physical therapy to students in the school system program while under the direction of and as an assistant to the supervising Physical Therapist.

B.QUALIFICATIONS

- Graduate of a Physical Therapy Assistant program approved by the American Physical Therapy Association (APTA).
- Current licensure as a PTA by passing the National Certification examination for PTA's.
- Current licensure (or application, thereof) within the State of Illinois.
- Demonstrates skills in the application of physical therapy techniques. Demonstrates the ability to work effectively with a variety of adults and children. Demonstrates creative thinking, organization, and effective planning. Demonstrates the ability to recognize and report pertinent information.

C.DUTIES AND RESPONSIBILITIES

Participates in the implementation of physical therapy treatment as assigned by the supervising licensed Physical Therapist (PT) including the following:

- Reports directly to and works under the supervision of the PT responsible for the individual education plan (IEP).
- Works collaboratively with supervising PT to determine IEP goals, frequency, and scheduling of therapy services.
- Utilizes appropriate exercise or activities for restoration or improvement of physical function to include: non-complex, active, active assistive and passive therapeutic exercises, core and lower body strengthening exercises/ activities, positioning, and general therapeutic handling.
- Instructs and assists students with functional gross motor skills including transitional skills, transfers, pre-ambulation, and ambulation activities with or without an assistive device, and wheelchair mobility.
- Chooses and prepares appropriate treatment materials and supplies.
- Implements strategies and modifies services as the student progresses or regresses.
- Suggests modifications to physical environment in the classroom or education setting for student's needs.
- Assists with monitoring and training the use, wearing schedule and care of orthotics, prosthesis, and assistive devices such as walkers, crutches, canes, and wheelchairs.
- Assists in the adaptations, modification, and monitoring of instructional materials and/or equipment utilized by the student in the classroom and school environment.
- Assists classroom staff to ensure that therapeutic activities occur throughout the school day and are generalized to multiple environments.
- Assists with appropriate individual home exercise programs as needed.
- Establishes and maintains a positive rapport with the classroom teacher, school support staff, and other therapy providers supervising PT and school administrators.
- Develops and maintains a daily schedule, which includes work location site, student's names/teachers/classroom, and other duties.
- Adjusts schedule to cope with unanticipated situations, shows flexibility as well as organization while making efficient use of time.
- Completes daily notes on student's progress, charging, quarterly reports, Medicaid billing and district billing in a timely manner.
- Performs clerical tasks such as duplicating worksheets, filing, sending doctor prescriptions, and assists in ordering therapy supplies or equipment, organizing and maintaining equipment.

PHYSICAL THERAPY ASSISTANT (PTA)

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- Reports to the PT any significant changes or problems with students and obtains advice and consultation from the PT.
- Makes joint visits with the PT whenever necessary to receive direct supervision.
- Assists supervising PT in developing appropriate IEP by compiling student's response to treatment and

- progress. Exchange, discuss, and evaluate information for planning, modifying, and coordinating treatment programs.
- Attends IEP meetings in the absence of or in addition to the supervising PT to present students' progress and current functional status, present new or revised PT goals, and present recommended PT treatment (minutes per week) for the current and/or upcoming school year.
 - Maintain high standards of confidentiality, attendance, timeliness, and flexibility.
 - Attends and pursues professional development by attending in-services and educational programs that meet state and national board licensure requirements.

D.RISK CARE MANAGEMENT RESPONSIBILITIES

- Will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
- Monitor student goals and objectives to assure safety from possible hazards.
- Monitor safety of students while providing therapy.
- Participate in training activities related to safety.
- Alert supervisor of potential safety hazard.

Region III Special Education Cooperative
JOB DESCRIPTION

TITLE: PRINCIPAL, JOURNEYS SCHOOL

A.QUALIFICATIONS

- Illinois Type 75 School Certificate with General Administrative Endorsement
- Previous successful experience in the field of psychology, social work, or behavioral science
- Understanding of the functions of behavior and how to respond appropriately
- Extremely positive and calm character

B.DUTIES AND PERFORMANCE RESPONSIBILITIES

- Be an integral and visible part of the Journeys team, being present in the classroom, during ACT lessons, and all team meetings, and during crisis intervention in addition to filling in for staff absences as needed.
- Supervise and evaluate the planning and implementation of instructional and related services consistent with each student's IEP in the Journey's Program.
- Conduct and facilitate regular faculty and team meetings, including impromptu problem-solving meetings to address behavioral concerns and how to respond successfully.
- Conduct and/or coordinate staff development activities in accordance with best practices.
- Supervise and coordinate state assessments.
- Supervise, administer, and allocate the financial budget.
- Communicate with Jersey District maintenance staff and food service contractors to ensure a healthy and safe environment.
- Supervise and coordinate support services including secretarial, custodial and food service.
- Continually focus on curriculum and instruction issues including data driven planning to increase student achievement relevant to Journeys Program and provide necessary and on-going staff development.
- Provide and/or facilitate staff in-service on best practices with students exhibiting emotional and behavioral challenges.
- Conduct staff supervision and evaluations that are consistent with Region III policy and procedures.
- Maintain accurate class lists.
- Oversee appropriate and necessary data collection efforts for students.
- Coordinate and oversee the IEP process and review IEPs for compliance with regulatory requirements.
- Orient and supervise new faculty and staff in a timely manner.
- Provide parent, staff and student consultation as necessary.
- Supervise the preparation of major incident reports, accident reports and other appropriate documentation related to incidents that may occur.
- Provide information regarding projections for needed equipment, supplies, materials, technology, staff and budgetary support in a timely manner.
- Attend intake meetings and IEP meetings of Journeys students.
- Other duties as assigned.

C.TERMS OF EMPLOYMENT

- 190 Days per Year
- Salary to be established by the Executive Board.

REGION III SPECIAL EDUCATION COOPERATIVE JOB DESCRIPTION

TITLE: SPEECH PATHOLOGIST

A.QUALIFICATIONS

- State certification in speech and language therapy.

B. PROFESSIONAL COMPETENCE

- Assists and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.
- Provides a thorough assessment and diagnosis of speech, voice, and language impairments.
- Provides screening to identify speech handicapped children at regular intervals and at specified levels.
- Assists in proper referrals of individuals to agencies and specialists in the community as appropriate.
- Provides appropriate individualized programs of therapy to meet individual student needs and corrects existing speech or language handicaps.
- Collaborates, when appropriate, with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.
- Provides information, support and counseling to parents and families of speech and language impaired students.
- Keeps a thorough on-going record for the individual student receiving therapy or other school-provided speech services.
- Maintains lists of referred, screened and eligible students as well as a directory of outside agencies, consultants, specialists, and related services.
- Writes individual education plans for speech and language impaired students.

C. RISK CARE MANAGEMENT RESPONSIBILITIES

- Participates in writing procedurally correct IEPs.
- Participates in MDC and IEP conferences.
- Conducts formalized evaluations of student's performance.
- Mediates issues between parents and school districts.
- Participates in training activities related to procedures, due process, and the law.
- Is responsible for the classroom and its surrounding areas to be inspected daily and kept clear of hazards.

Region III Special Education Cooperative Job Description

Position: Certified Teacher LBS1

Qualifications

Duties and Responsibilities

- Demonstrate knowledge of content and subject matter to be taught
- Demonstrate understanding and knowledge of students' disabilities and social and academic needs
- Collect and analyze assessment data and use it to plan instruction and IEP goals and objectives
- Create an environment of respect and rapport
- Establish a culture for learning where students show interest in participating in the classroom.
- Manage classroom procedures by establishing routines and transitions to meet the needs of the students, and show exemplary behavior management skills.
- Communicate effectively with students
- Base instruction and the outcomes on the individual needs and skill level of the students
- Use formative and summative assessments to report student progress
- Comply with school and district regulations to support the school climate including the completion of reports, records, and general routing matters, accurately and on time.
- Communicate effectively with families
- Exhibit the ability to interact and communicate effectively with other professionals
- Manage other professionals that work in the classroom
- Demonstrate professionalism by maintaining honesty, integrity and confidentiality
- Show evidence of having physical ability to be able to perform job duties

Risk Management Responsibilities

- Inspect classroom and surrounding areas for hazards
- Write procedurally correct IEPs
- Attend IEP meetings
- Attend multidisciplinary team meetings
- Participate in formal evaluations of students when necessary
- Attend inservice trainings

FORMS

If you are unsure as to how to complete a form, please contact the Region III Office.

Please note that forms can be **downloaded** from the Region III website www.region3sec.org or you can access them through Google docs. Please contact Katie if you need to access a Google doc or would like her to add a document.

Please download documents to your desktop so they will be conveniently accessible. Make a copy and save it to your drive before making any changes to the document.