South Eastern Special Education

ECE Parent/Student Handbook 2025-2026

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Introduction

The South Eastern Special Education ECE program is for students, ages 3-5, found eligible for the program. Students participating in the SESE ECE program continue to be governed by their individual resident district policies. This handbook merely serves as a supplement to each student's resident district handbook. Each student is expected to also receive a copy of the resident district handbook.

The Early Childhood Education program is a half-day program with an a.m. and p.m. session, depending upon enrollment. The focus of the Early Childhood Education program is to teach and reinforce skills within the five developmental areas: cognitive/academic, communication, motor (fine- and gross-), adaptive behavior, and social-emotional development.

A typical ECE day is based upon the following routine: Greeting Time, Planning Time, Work Time, Cleanup Time, Recall Time, Breakfast, Lunch or Snack Time, Small-Group Time, Large Group Time, and Inside and/or Outside (Gross Motor) Time. Throughout the daily routine, developmentally-appropriate activities are provided within the work or interest areas. Common work/play areas in the ECE classroom are the following: Large Group/Carpet Area, Art Area, Block Area, Dramatic Play Area, Book Area, Sensory Table Area, Small Group Area, Writing Area, and Calming Area.

The ECE teacher works closely with related service providers who provide the services for which the child is eligible. These related service providers may include the speech-language pathologist, occupational therapist, psychologist, physical therapist, social worker, hearing teacher, or vision teacher.

The ECE teacher will complete a daily home-school communication note in some form. Parents and/or guardians are also encouraged to communicate in writing, email, and through the SESE phone system to text or to call the classroom teacher with any questions or concerns regarding the individual student that come up or are not covered after receipt of daily communication. The best time to call is between the am and pm sessions. If the classroom teacher is unavailable during that time or any other time, parents are encouraged to leave a message, so that the teacher can return the call when available.

Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, SESE may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

SESE will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

SESEs throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as SESE and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our SESE may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information

- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of SESE

Annual Review/Meetings

Each child's IEP will be reviewed at least yearly to determine progress on the current IEP as well as to develop a proposed IEP. The newly developed IEP will be in effect for one full year from the day after the date of the annual review.

The following should be discussed at the Annual Review:

1. Pre-K, Head Start, Kindergarten progress (if student is dually-enrolled)
2. Overall progress and IEP progress on goals and objectives
3. Classroom assessment results
4. Attendance (Total number of days and days absent)
5. Student's Present Level of Academic Achievement and Functional Performance
6. Student strengths
7. Parent Educational Concerns/Input
8. Proposed IEP Goals and Objectives
9. Educational Accommodations/Assessment
10. Educational Services and Placement
11. Extended School Year (ESY)
12. Other, if applicable (ie: functional analysis, behavior plan, autism considerations page, Early Childhood Outcomes progress)

Those children who will be of kindergarten age and who will be exiting the ECE program may have a domain meeting scheduled, if deemed necessary, to determine if further evaluation in any areas are needed. If the team determines that further evaluation (reevaluation) is needed, an eligibility meeting will be scheduled to review progress on current IEP goals and objectives, to review the formal and informal assessment results, and to develop a new, proposed IEP if the child is determined to have continued special education eligibility. This

meeting will also be an annual review. The team will determine accommodations and educational placement for the next school year. At this meeting, progress within three areas will be determined through rating of Early Childhood Outcomes. Parents/guardians and general education teachers (if the child is dual-enrolled) will receive a questionnaire prior to the meeting to account for input across settings. For those children exiting who will not have further evaluation, a similar process as outlined above will be followed. The child's current IEP will have some proposed changes at this meeting but will not change entirely, unless it is also an annual review.

Annual Reviews will be arranged by South Eastern Special Education through contacting the Special Education Coordinator of the resident school district. The Home (Resident) District Special Education Coordinator will be responsible for sending all meeting notification to all participants.The Building Principal/LEA will attend the meeting.

If ECE students also attend Pre-Kindergarten, Head Start, or Kindergarten or are involved in transitioning activities, the general education classroom teacher is required to attend and will be invited by the Special Education Coordinator to the meeting to share progress. For those students exiting Early Childhood, a Kindergarten teacher will be invited to the exit meeting, as well as District Speech and Language Pathologist, and a District Special Education Teacher.

Assessments

Universal Screening/Classroom Assessment

The Preschool Child Observation Record (COR) Advantage is utilized to assess skills within each of the following developmental skill areas: APPROACHES TO LEARNING, SOCIAL & EMOTIONAL DEVELOPMENT, PHYSICAL DEVELOPMENT & HEALTH LANGUAGE, LITERACY, & COMMUNICATION, MATHEMATICS, and CREATIVE ARTS. The teachers observe the students throughout the day, record the actual observations, and assign ratings of 0-7 according to specific criteria per skill level. Each category is divided into specific areas of development, called Items, and each item is scored on an eight-level scale ranging from 0 (lowest) to 7 (highest), offering a detailed developmental profile for each child. The eight scoring levels of COR Advantage provide an overlapping continuum, so that children can be scored at the developmental and ability level appropriate for them. Thus, for example, infants and toddlers will generally be scored at levels 0–2, but it would not be uncommon for an older toddler to score a level 3 on some items. Likewise, preschoolers will typically score at levels 2–5, but may rate higher or lower on any given item. Based on the child's age and developmental level, users are given a suggested starting point for scoring. **This system accommodates children with special needs and developmental delays, as well as those whose early learning may be more advanced in some content areas than others.**

IEP Tracking

The classroom teachers develop IEP tracking sheets on which to record data regarding the progress on IEP goals and objectives. IEP goals and objectives are tracked according to the schedule designated on the IEP (daily, weekly, quarterly, monthly, trimester). The classroom teachers maintain tracking sheets on which progress is documented. Data from IEP tracking is then reported through progress reports that are sent home according to the attending district's schedule for sending home report cards. For co-implemented goals, the applicable service providers will track progress.

Attendance

The ECE classroom teacher/staff reports attendance of ECE students to the attending district daily as well as to South Eastern Special Education, daily. If your child is going to be absent, please contact the building in which the ECE classroom is located and/or the ECE classroom, as well as the home district transportation.

Truancy does not apply to 3 -5 year olds in ECE. If students are absent 3 consecutive days or a total of 10 days per school year, then the ECE teacher will notify the Classroom Supervisor as well as the District Special Education Coordinator. The District Special Education Coordinator is encouraged to contact the parents/guardian in order to determine the cause of the absences.

Bullying, Intimidation, and Harassment Prevention

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

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

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

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

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

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

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

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

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

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

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

Bullying is contrary to State law and the policy of SESE. However, nothing in SESE's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to SESE named officials or any staff member. SESE named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Robyn Payne
500 S. Scott Ave, Newton, IL 62448
rpayne@sese.org
618-455-3396

Complaint Managers:

Robyn Payne
500 S. Scott Ave, Newton, IL 62448
rpayne@sese.org
618-455-3396

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Crisis Procedures

Due to the nature and severity of the behavior and crisis situations of individual students within the ECE classroom, classroom and individual student crisis plans have been/are determined by the SESE administration and staff.

Discipline

Classroom

Proactive behavioral supports and behavior management strategies are implemented within the daily routine of the classroom, including the use of Safety Care Incident Prevention and Incident Minimization methods and Ukeru. Individual classrooms have a classroom behavior management plan as well as a reinforcement system.

Time away is utilized within the classroom on a rare basis. Time away is not viewed as a punishment but as a way for students to calm and to regroup. Often proactive breaks, such as calm-down breaks, planned “jobs”, calming/safe area breaks, are implemented for individual students.

Behavior Intervention Plan (BIP)

A behavior Intervention Plan must be developed for all students who have behaviors which interfere with their learning or the learning of others. This plan is based on the information gathered during the Functional Behavioral Assessment. Data will be taken after a consent form is signed by the parent/guardian. The teacher will consult the ECE supervisor as well as the Special Education Coordinator to let them know of the concerns with the student’s behavior. All ECE teachers have a behavior packet, which includes the needed forms. If the child is dually-enrolled in a general education program, data should also be taken within that classroom in order to figure out the reason for the behaviors in both settings and to then create a unified, applicable behavior plan.

In order to be able to complete a functional behavior analysis, the school psychologist will review all of the data and consult with the ECE teacher/staff to figure out the reason (function) of the behaviors and to determine positive

replacement behaviors. This information is then used to develop a behavior intervention plan. For those behavior plans that will be added to the current IEP, a separate meeting will be scheduled in order to review the functional analysis and to develop the behavior plan. Both of these forms will be attached to the current IEP. The Behavior InterventionPlan is in effect for one year.

For some students, data will be taken, but it will be used to develop a plan that will not be attached to the IEP. A signed consent form will be sent home by the teacher prior to taking data.

In- School suspension

This is not utilized with Early Childhood Special Education students.

Out – of -- School suspension

Out-of-school suspension has not been found to be effective with young children. This is not utilized with Early Childhood Special Education students.

Meal or snack delay

Some early childhood classrooms are served lunch and/or breakfast by the attending districts; whereas, some classroom teachers integrate a snack time, if lunch or breakfast is not served. Parents may be asked to contribute to the snack.

If a student's behavior is such that is preventing him/her from moving on to the scheduled snack, lunch, breakfast time, each of these is always offered. Due to the extent of the behavior, there may be a delay in the child receiving the snack, lunch, or breakfast, but staff do try to encourage the child to transition to and participate in these meal times.

Exclusion of non-academics

Proactive supports are discussed and put into place in order to ensure safety within all educational settings.

Only in the case of extreme safety issues (running from playground, bus, etc.), would recess outside be discussed for removal from the IEP, if it is currently designated on the IEP.

Early Childhood Outcomes Summary Form

Each state is required to submit early childhood outcomes data to the Office of Special Education (OSEP) each year. Each student, ages 3-5, with an IEP receives a progress rating yearly in the areas of positive social emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs. A parent questionnaire will be sent home in the Spring with each student in order to gain information from the parent in regard to the child's current skills at home and within the community within each of the three areas. A similar questionnaire will be sent to the regular education teacher (Pre-K, Head Start, or Kindergarten teacher) if the child is dually-enrolled, in order to gain input on progress across settings.

Emergency Services

CARES Hotline

When a student exhibits at-risk behavior for intent to harm himself, herself, or others, classroom teachers may need to call the CARES hotline to begin a risk assessment. Parents will be contacted as soon as possible. Safety concerns will be the first priority for all staff. When the agency arrives to complete the risk assessment, they will need a confidential area to meet with the student, teacher, and parent.

DCFS

All SESE staff are mandated reporters if abuse and/or neglect are suspected and are required to follow the procedures outlined in the SESE Staff Handbook. This means that staff are required by law to report to DCFS any suspected abuse or neglect.

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, SESE will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that SESE remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

Expectations and Guidelines for Employee-Student Boundaries

All SESE employees must maintain professional employee-student boundaries and relationships with students. This includes meeting expectations and following guidelines established by SESE for employee-student boundaries. These expectations and guidelines apply to all professional, educational support, and contracted SESE employees. If they conflict with an applicable collective bargaining agreement, the provision is severable and the applicable bargaining agreement will control.

SESE understands that employees may have pre-existing relationships with families of students outside of school. These expectations and guidelines do not apply to employee-student relationships based in pre-existing relationships, including nuclear or extended families. These expectations and guidelines are not intended to prohibit such interactions, provided that an awareness of employee-student boundaries is maintained at all times. This list is not exhaustive, and an employee may be disciplined for boundary violations that are not specifically listed.

Employee Professional and Appropriate Conduct

All SESE employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others.

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and SESE's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for SESE employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Director or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor SESE's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
    a. Transporting a student;
    b. Taking or possessing a photo or video of a student; and
    c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
    a. Violates expectations and guidelines for employee-student boundaries.
    b. Sexually harasses a student.
    c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).
    d. Engages in *grooming* as defined in 720 ILCS 5/11-25.
    e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct. Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
        i. A sexual or romantic invitation.
        ii. Dating or soliciting a date.

iii. Engaging in sexualized or romantic dialog.

iv. Making sexually suggestive comments that are directed toward or with a student.

v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.

vi. A sexual, indecent, romantic, or erotic contact with the student.

Employee-Student Boundaries

The relationship between students and school employees is an inherently unequal imbalance of power because school employees are in a unique position of trust, care, authority, and influence in relation to students. SESE employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Employee-student boundaries are categorized into four areas that are not mutually exclusive:

- **Emotional Boundaries** – both the employee's own emotional state and self-regulation as well as students' emotional states and developmental abilities to self-regulate.
- **Relationship/Power Boundaries** – recognizing, as noted above, that the employee-student relationship is unequal and employees must safeguard against misusing positions of power.
- **Communication Boundaries** – how and what employees communicate to students, including communication that is verbal, nonverbal, in person, or via electronic means.
- **Physical Boundaries** – physical contact between employees and students.

While some employee-student boundaries are clear and easy to recognize, there are some unclear, *grey* areas that employees must plan for and respond to with sound judgment. This means recognizing the potential negative consequences for students and/or employees engaging in certain behaviors with students or allowing inappropriate conduct to continue. Employees may use *time, place, and circumstances* as a guiding principle by asking themselves:

- Is this the appropriate *time* for my planned action?
- Have I chosen the appropriate *place* for the planned action?
- Are these appropriate *circumstances* for me to take my planned action?

To avoid behavior or conduct which may lead to a breach in employee-student boundaries, employees should also recognize their own unique vulnerabilities. Examples of vulnerabilities that employees may experience include, but are not limited to:

- Employees regarding students as peers
- Employees who too closely identify with students and their issues

- Employees experiencing adult relationship issues
- Immature employees, or employees with an under-developed moral compass
- Employees feeling a need for attention
- Employees who abuse alcohol or other substances
- Employees who lack personal crisis management skills

Employees experiencing difficulties in their personal lives may be particularly susceptible to engaging in at-risk behavior or conduct with students. Employees must be alert to such risks and ensure they maintain professional boundaries at all times. The Markkula Center for Applied Ethics' Framework for Ethical Decision-Making may help employees evaluate and address conduct that concerns them. See www.scu.edu/ethics/ethics-resources/ethical-decision-making/.

Guidelines for Specific Boundary Areas.

Boundary Area	Inappropriate	Appropriate
Emotional	Favoring certain students by inviting them to your classroom at non-instructional times to "hang out." Favoring certain students by giving them special privileges. Engaging in peer-like behavior with students. Discussing personal staff issues with students.	Inviting students who need additional instructional support to your classroom for such additional support. Conducting one-on-one student conferences in a classroom with the door open.
Relationship/Power	Meeting with a student off-campus without parent/guardian knowledge and/or permission. Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside your professional role. Transporting a student in a school or private vehicle without administrative authorization.	Meeting with a student off-campus with parent/guardian knowledge and/or permission, e.g., when providing pre-arranged tutoring or coaching services. Transporting a student in a school or private vehicle with administrative authorization. Taking and using photos/videos of students for educational purposes,

Boundary Area	Inappropriate	Appropriate
	Giving gifts, money, or treats to individual students. Sending students on personal errands. Intervening in serious student problems instead of referring the student to an appropriately trained professional. A sexual or romantic invitation toward or from a student. Taking and using photos/videos of students for non-educational purposes.	with student and parent/guardian consent, while abiding by student records laws, policies, and procedures.
Communication	Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting. Inviting students to your home. Adding students on personal social networking sites as contacts when unrelated to a legitimate educational purpose. Privately messaging students by any means. Maintaining intense eye contact. Making comments about a student's physical attributes, including excessively flattering comments.	Limiting communication to what is necessary for educational and/or extracurricular activities. Using SESE-approved methods for communicating with students.

Boundary Area	Inappropriate	Appropriate
	Engaging in sexualized or romantic dialog. Making sexually suggestive comments directed toward or with a student. Disclosing confidential information. Self-disclosure of a sexual, romantic, or erotic nature.	
Physical - when not related to sensory needs of individual students.	Full frontal hugs. Invading personal space. Massages, shoulder rubs, neck rubs, etc/ Lingering touches or squeezes. Tickling. Having a student on your lap. Physical exposure of a sexual, romantic, or erotic nature. Sexual, indecent, romantic, or erotic contact with a student.	Occasionally patting a student on the back, shoulder, or arm. Momentary physical contact with limited force designed to prevent a student from completing an act that would result in potential physical harm to the student or another person or damage to property; or to remove a disruptive student who is unwilling to leave the area voluntarily.

Reporting Child Sexual Abuse, Grooming Behaviors, and/or Boundary Violations

Reasonable suspicions of child sexual abuse and grooming behaviors shall be reported to DCFS. Other boundary violations and violations of the code of conduct shall be reported to the building principal.

Support Services

The Director or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse, along with SESE and community-based options for victims of sexual abuse to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve SESE, if any.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the district.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Illinois State Board of Education.

Homework

Homework is not applicable at the Early Childhood Classroom age-level. Additional materials, work tasks, suggestions may be sent home during the summer for individual students by the classroom teacher, speech-language pathologist, etc. Activities and projects may be sent home to encourage home and school collaboration during the school year.

Mainstreaming Procedures

District Contacts

For Early Childhood students, as part of the IEP process (Educational Services and Placement), the team will discuss general education. This includes having knowledge of any general education programs that the child is currently enrolled in by the parent that are not district programs (licensed group daycare, licensed preschool programs, Head Start) and consideration of district general education programs (District Pre-K programs, transition to kindergarten if kindergarten age). Consideration is based upon the individual needs of each child. Usually mainstreaming/dual-enrollment is done in the resident school district with full-knowledge of the resident district and parent consent.

IEP Documentation

All general education time is listed on the student's IEP.

Notification regarding CPR and AED Video

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. The law also requires SESE to notify staff members

and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

- www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx.

Parental Pick-up

All parents should report to the main office of the school to sign in and to receive a visitor's tag at other-than-the scheduled daily arrival and departure times. When the parent arrives to pick up their student, the teacher is called to send the child to the office rather than that parent coming to the classroom. The ECE teacher or the classroom program assistant should then walk that student to the office. This is for the protection of both the students and staff. School parent drop-off and pick-up procedures and locations are to be followed by all parents. SESE ECE classroom staff will go to the designated area to meet parents at the designated pick-up and drop-off times.

Physical Aggression

Handling Physical Aggression

An Individualized Crisis Management Plan will be completed for each student that shows the potential for physical aggression. Safety Care and/or Ukeru is used to handle physical aggression. Physical restraint is only employed after other less intrusive approaches have been attempted unsuccessfully. Physical restraints are only used as a safety response when there is an imminent risk of harm to the student, other students, or staff members.

Early Childhood classroom staff always try to defuse the situation and to be proactive. At the Early Childhood level, many positive and proactive strategies are put into place to try to prevent the occurrence of unsafe behaviors.

Research Based Curriculum

Academic

The *High Scope Curriculum* is the curriculum followed within the Early Childhood Classroom. The focus of this curriculum is on child-directed learning, active learning, and interest-based learning. Adults facilitate language and learning. The children are encouraged to plan or choose what they would like to do in work areas then to review what they did during the work time.

The Curriculum is based upon Key Developmental Indicators (KDIs), which are 58 skills organized under the five content areas of: Approaches to Learning;

Language, Literacy, and Communication; Social and Emotional Development; Physical Development, Health, and Well-Being; and Arts and Sciences.

The 3 essential components of early literacy development are oral language, phonological awareness and print knowledge. These components/skills are taught and reinforced within the daily routine of the classroom. The phonemic awareness skills of rhyming, blending, and segmentation are specifically targeted within lessons and throughout the daily routine.

The math curriculum in the classroom is the *Numbers Plus Curriculum*. The *Numbers Plus Preschool Mathematics Curriculum* is a comprehensive set of detailed plans for small- and large-group early childhood mathematics activities, with ideas for extending learning throughout the program day. What's special about *Numbers Plus* is that children's mathematical learning is sequenced within activities — each activity has a built-in progression so children of different developmental and ability levels can participate together and have a positive and meaningful learning experience. By actively engaging young children with materials and ideas, *Numbers Plus* builds on the latest knowledge from research and practice about early mathematics learning and how adults support it.

Aligned with the standards of the National Council of Teachers of Mathematics, and developed under a grant from the Institute of Education Sciences, U.S. Department of Education, the 120 activities in *Numbers Plus* are divided into five content areas:

- Number Sense and Operations
- Geometry
- Measurement
- Algebra
- Data Analysis

The writing curriculum, Learning without Tears, incorporates child-friendly teaching strategies, such as using music and movement to bring lessons to life, and multisensory manipulatives to build fine and gross motor skills. Readiness and writing lessons teach body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, capital letter and number formation.

Social/Emotional Development

Research based curriculum, such as A Little SPOT of Emotions, will be used to address social/emotional development through the direct teaching and modeling of social skills.

Adaptive Behavior

The Classroom Teacher/Staff focus on toileting skills and other adaptive behavior/ independent functioning skills within the program.

Physical Development

Both gross (large muscle) skills and fine motor (small muscle) skills are taught and reinforced throughout the ECE routine.

Communication

Language development is an integral part of the Early Childhood Program. The speech-language pathologist provides direct service within the classroom. The targeted skills are taught and reinforced by the classroom teacher and staff at other times when the Speech-Language Pathologist is not providing direct services within the classroom.

Right to Request Classroom Teachers' Qualifications

Parents/Guardians have the right to request the professional qualifications of the teachers who instruct their child and the paraprofessionals, if any, who assist them. Parents/Guardians may request the following information about each of their child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
- Whether any instructional aides or paraprofessionals provide services to their child and, if so, their qualifications.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Social Networking Passwords

1. School officials may not request or require a student or his or her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of *social networking websites and platforms* include Facebook, Instagram, Twitter, TikTok, and Snapchat.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school behavior rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of SESE.

SESE maintains student and parent resources on suicide and depression awareness and prevention.

DHS SASS
SASS provides intensive mental health services for youth experiencing a mental health crisis.
SASS services are available by calling the Crisis and Referral Entry Services (CARES) line.
(800) 345-9049
(773) 523-4504 (TTY)

National Suicide Prevention Lifeline- https://suicidepreventionlifeline.org/
The National Suicide Prevention Lifeline provides 24/7, free and confidential support for people in distress, and prevention and crisis resources.
Chat counselors are also available 24/7 via the Lifeline Chat program on the Lifeline's website.
Three Digit Dialing Code: 988
(800) 273-8255
(888) 628-9454 (Spanish)
(800) 273-8255 (TTY)

The Crisis Text Line- crisistextline.org
Text HOME to 741741 to reach a volunteer Crisis Counselor any time. A live, trained Crisis Counselor receives the text and responds from a secure online platform.
Volunteer Crisis Counselors are available to message on WhatsApp (Crisis Text Line)

Safe2Help Illinois helpline-https://www.safe2helpil.com
Safe2Help Illinois offers students a safe, *confidential* way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety.
Call 800-273-8255- available 24/7
Text SAFE2 to 72332 to reach a trained staff member
Email: HELP@Safe2HelpIL.com

The Trevor Project-https://www.thetrevorproject.org
A support site for Lesbian, Gay, Bisexual, Transgender, or Queer youth who are experiencing depression or suicidal thoughts.
Connect to a crisis counselor 24/7, 365 days a year by:

- Texting START to 678-678
- Calling 1-866-488-7386
- Starting a Chat on the Trevor Project website (thetrevorproject.org/get-help/).

Jasper County Health Department

106 E. Edwards St.
Newton, IL 62448
Phone: (618) 783-4154
TTY: None
Website: https://www.jasperhealth.org/

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including SESE) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.

5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.
3. The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Director or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Technology

Hardware

All technology and hardware in use in the SESE classroom is purchased by South Eastern Special Education. Technology is an integral part of the ECE classrooms. Each classroom has a smartboard. Each classroom has at least three IPADs for student use.

Title IX Sexual Harassment Prohibited

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

conduct on the basis of an individual's sex that satisfies one or more of the following:

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

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

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

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

Title IX Coordinator:

Robyn Payne
500 S. Scott Ave, Newton, IL 62448
rpayne@sese.org
618-455-3396

Transportation

Transportation is provided by and documented by the District Special Education Coordinator on the student's IEP. All bus discipline is determined and administered by the resident district.

Early Childhood students must attend for at least 2 ½ hours per day.

Transporting Students

SESE staff are never allowed to transport a student in their personal vehicle. In case of an emergency, the program supervisor will be contacted.

Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Sexual Harassment Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any SESE Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender.

Nondiscrimination Coordinator:

Robyn Payne
500 S. Scott Ave, Newton, IL 62448
rpayne@sese.org
618-455-3396

Complaint Managers:

Robyn Payne
500 S. Scott Ave, Newton, IL 62448
rpayne@sese.org
618-455-3396

Visitor's Policy

Per policy, for parents/guardians as well as those who would like to observe the classroom for educational purposes (college observations, etc.), the SESE Handbook contains forms which require the Classroom Supervisor's signature. Often the Classroom Supervisor will schedule to be present in the classroom the day/time of the observation in order to answer questions so that there are minimal distractions to the routine. The form must be completed and submitted at least 24 hours in advance. All visitors should report to the school office to obtain a visitor's badge. Observation periods are to be scheduled for no more than for 50 minutes of duration.

For those children who have not yet been found eligible for Early Childhood Special Education, parent observations are not scheduled until after eligibility has been determined. Any observations will be scheduled with the Classroom Supervisor.

Volunteer Policy

SESE has a Volunteer Handbook. Volunteers must contact South Eastern Special Education in order to request to volunteer or talk with the classroom teacher. The classroom teacher is to contact the classroom supervisor. The classroom supervisor will review the handbook as well as required volunteer form with the prospective volunteer. The volunteer will complete the required forms.