

PRINCIPALS: 625-5105

Elementary
Ext. 118
High School
Ext. 100
Health Office
Ext. 102
Guidance Office
Ext. 103
Athletic Director
Ext. 116
Administration
Ext. 105

Sesser-Valier Community Unit School

District 196
4626 St. Hwy. 154
SESSER, ILLINOIS 62884
625-5105
FAX (618)625-6696
www.s-v.frnkn.k12.il.us



SUPPLEMENTAL NOTICES TO PARENTS/GUARDIANS AND/OR STUDENTS OF SESSER-VALIER COMMUNITY UNIT SCHOOL DISTRICT NO. 196 July 28, 2021

In accordance with various state and federal laws and regulations, school districts are required to provide certain notices to parents/guardians and/or students. This document, as a supplement to all school district parent/student handbooks, serves to provide certain legally-required notices. If you have any questions regarding any of the following information, please contact the appropriate building principal's office.

Student Safety

Student safety is our District's top priority. Our district has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students' emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations Plan (EOP)

The District has plans for all four phases of emergency and disaster management:

1. Prevention – the capabilities needed to avoid, deter, or stop an incident.
2. Preparation – the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in the school's Emergency Operations Plan. In addition, the District has a Safety Coordinator and a Crisis Management Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will disseminate emergency information via its website, through the media, and/or by telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, the school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

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In the unlikely event an emergency response is needed at your child's school, staff members will be busy supervising students. We will attempt to provide information through the District's website, the media, and/or telephone contact. If students are evacuated, you will be notified of the location of the reunification site. You may pick up your child at this location after he/she is released by the school official in charge. Student release procedures may vary, dependent upon the type of emergency incident/response. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, we request that you follow the instructions of the District's Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

School Website Address: www.sv196.org

School Phone Number: (618) 625-5105, Option 6

(4:170 AP-2, EI; 052014)

Educational Programs About the Dangers of Underage Drinking

A child's well-being in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to an increase in risky behavior.

According to the Centers for Disease Control and Prevention (CDC), 1 in 10 teens in high school drinks and drives. Teen drivers are three times more likely than experienced drivers to be in a fatal crash, and drinking any alcohol greatly increases this risk for teens. The CDC and the National Institutes of Health (NIH) indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit children from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

Driving While Under the Influence (DUI)

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for 3 months to one year. 625 ILCS 5/11-501.1(c).

Driving while under the influence of alcohol is a Class A misdemeanor punishable by a fine and jail for up to 364 days. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended. 625 ILCS 5/11-501.

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Consumption of Alcohol by Minor

Consumption of alcohol by a minor is a Class A misdemeanor. Minors convicted of alcohol possession in a public space face up to 364 days in jail and a \$2,500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least 3 months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence). 235 ILCS 5/6-20(f) and 625 ILCS 5/6-206(a)(43).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program. 235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine of not less than \$500 and jail for up to 364 days. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a Class 4 felony, punishable by 1 to 3 years in prison and up to a \$25,000 fine. 235 ILCS 5/6-16(a-1).

Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol. 235 ILCS 5/6-21.

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken. 625 ILCS 5/11-502.

In conclusion, our District encourages you to talk with your child and partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm
www.responsibility.org/prevent-underage-drinking
www.samhsa.gov/underagedrinking/

(4:170 AP-2, E2; 022019)

CPR and AED Video

State law requires the Illinois 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 the District 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/CPRTTraining.aspx.

(4:170 AP-6, E2; 022019)

Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Illinois State Police's website. The Illinois State Police website contains the following:

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Illinois Sex Offender Registry: www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry: www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders: www.isp.state.il.us/sor/faq.cfm

(4:175 AP-I, EI; 022019)

**Notice to Parents of Their Right to Request Their
Child's Classroom Teachers' Qualifications**

As a parent or guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your 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 permit or other provisional status by 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 your child and, if so, their qualifications.

This notice is required by federal law (20 U.S.C. §6312(e)(1)(A)). If you would like to receive any of this information, please contact the school office.

(5:190 EI; 062021)

Section 504 Rights

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights assured by Section 504 to those disabled students who do not qualify for special education and related services under the Individuals With Disabilities Education Act (IDEA). The intent of this notice is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Please keep this explanation for future reference.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Parts 104 and 300. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.

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3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
5. Facilities, services, and activities that are comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.
8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) persons knowledgeable about the student, the meaning of the evaluation data, the placement options and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial due process hearing regarding the student's identification, evaluation or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.

If you disagree with the District relative to the student's identification, evaluation, or educational placement, you must notify the District's Section 504 compliance coordinator or designee and attempt to resolve any differences informally. If informal procedures fail, you may request a hearing before an impartial hearing officer. The due process review procedures set forth in the IDEA and in Article 14 of the School Code shall not be employed unless you are contesting or asserting a right to special education services under the IDEA or Article 14. Your request for a hearing must be submitted in writing to the District's Section 504 compliance coordinator or designee within 10 days of the date of the decision to be reviewed. The District's Section 504 compliance coordinator or designee shall then appoint the impartial hearing officer.

You shall be provided with written notice of the hearing, which shall include the time, date, and location of the hearing and the identity of the hearing officer. Generally, the notice will be sent at least five business days in advance of the hearing. The notice will inform you that you have the right to: review any relevant records before the hearing; be represented by counsel at the hearing; and participate in the hearing. The decision of the impartial hearing officer shall be in writing and be issued within 10 days after the hearing. Either party may seek review of the hearing officer's decision by a court of competent jurisdiction.

13. File a grievance under Board Policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:
Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475
Chicago, IL 60661

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Phone: (312) 730-1560
Fax: (312) 730-1567
TDD: (877) 521-2172
Email: OCR.Chicago@ed.gov

If you would like more information about the differences between Section 504 and IDEA, see *Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities*, available at: www2.ed.gov/about/offices/list/ocr/504faq.html.

(6:120 AP-I, EI; 112018)

District-Level Parent & Family Engagement Compact

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. To that end, the District provides opportunities for parent/guardian and family engagement at the District level as follows:

1. The District involves parents/guardians and family members in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the development of comprehensive and targeted support and improvement plans (20 U.S.C. §§6311(d)(1), (2)) by:
 - Establishing a District-level committee with parent/guardian liaisons from each building as well as representatives from other relevant federal, State, and local programs.
 - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parent/guardian participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
 - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - Utilizing PTOs to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.
 - Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
3. The District coordinates and integrates parent/guardian and family engagement strategies under this *Compact*, to the extent feasible and appropriate, with engagement strategies under other relevant federal, State and local programs by:

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- Involving District and program representatives to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by 20 U.S.C. §6318 (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions. The District then uses the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, its District-level parents/guardians and family engagement policies. The District does these activities by:
- Evaluating the effectiveness of the content and communication methods through a variety of means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and compact changes to revise and improve program(s).
5. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
 - Providing Building Principal and PTO coordination of events.
 - Establishing a parent advisory committee comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the District's population for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(6:170 AP-I, EI; 062021)

School-Level Parent & Family Engagement Compact

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:

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- Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
 4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
 5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
 7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Volunteering in their child's classroom.
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

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- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
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- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory committee to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

(6:170 AP-1, E2; 062021)

Student Authorization for Access to the District's Electronic Networks

Our School District has the ability to enhance your child's education through the use of its electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign an *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District (authorization may be updated each school year).

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The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child or ward should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, please sign an *Authorization* form and return it to your school.

(6:235 AP-I, EI; 062021)

Children's Online Privacy Protection Act

This notice is part of the District's continuing effort to educate parents and students about privacy protection and Internet use that occurs outside of the protections required for use of educational technology in school.

The Children's Online Privacy Protection Act (COPPA) gives parents/guardians control over what information companies can collect from their children online. However, not all companies are transparent about what data a mobile app or website collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Talk to your child early and often about online behavior, safety, and security, and encourage your child to make good choices.
- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on the Children's Online Privacy Protection Act and protecting your child online, please see the following links:

www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online#breakingrules
www.consumer.ftc.gov/features/feature-0002-parents

(6:235 E5; 112020)

Right to Privacy in the School Setting Act

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parent(s)/guardian(s) to provide a password or other related account information to gain access to the student's account or profile

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- 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.

If you have any questions, please contact your child's building principal.

(7:140 E; 112020)

Parent Notice Regarding Bullying & School Violence

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this notice is to provide you with information concerning the school district's anti-bullying program and to encourage you to help us identify students who are being bullied.

The school board policy on bullying begins with this goals statement:

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

Bullying is defined as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

School staff members are asked to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to a principal's office is needed, a staff member will help a student formulate a report of bullying. If such a report is made, a building principal or designee will inform you whenever your child is involved in a bullying report.

Our staff members are also asked for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. We respectfully ask you to do the same thing. Please inform a building principal if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, our staff members are requested to intervene immediately to stop a bullying incident. They will immediately contact a building principal and or law enforcement if the incident involves a weapon or other illegal activity.

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Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let a building principal know if you have any questions or concerns.

(7:180-API, E4;052018)

Be a Hero by Reporting Bullying & School Violence

Who reports?	YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied. Please report it!
What do I report?	<p>Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or buses, and/or at bus stops, for example. Bullying and harassing may also occur using social networking sites or cell phones.</p>
When should I report?	As soon as possible.
Where or how do I report?	Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete a written report. You may also make an anonymous tip.
Why should I report?	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
What will happen after I report?	<p>A district administrator will:</p> <ol style="list-style-type: none">1. Acknowledge and review your report.2. Treat your report with privacy (to the extent possible) and respect its sensitive nature.3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront

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	<p>each other. All interviews will be private (to the extent possible).</p> <p>4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others.</p> <p>5. Provide you with feedback, if appropriate.</p>
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(7:180-API, E2; 062018)

Electronic Recordings on School Buses

Electronic video and audio recordings are viewed to investigate an incident reported by a bus driver, administrator, law enforcement officer working in the District, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to law enforcement officers working in the District and District personnel. These individuals must have (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing a video recording stating the time, name of individual viewing it, and date the video recording was viewed.

If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

An electronic video or audio recording may be reused or erased unless it is needed for an educational or administrative purpose.

Notice of Electronic Recordings (720 ILCS 5/14-3(m))

The Eavesdropping Act exempts electronic recordings on school buses from its coverage when transportation is provided for a school activity, provided the School Board adopted a policy authorizing their use. Notice of the adopted policy regarding video and audio recordings shall be: (1) clearly posted on the front door and interior of the school bus, (2) provided to students and parents/guardians, and (3) included in student handbooks and other documents.

(7:220 AP; 062020)

Parents/Guardians and Students' Rights Concerning a Student's School Records

The contact information for the school district's official records custodian is as follows:

Janet Robbins, Records Custodian
Sesser-Valier Community Unit School District No. 196
4626 State Highway 154
Sesser, IL 62884-2277
(618) 625-5105, Ext. 122 (Office)
(618) 625-6696 (Fax)

This notice contains a description of your and your child's rights concerning school student records.

A *school student record* is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or

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purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

The *permanent record* includes:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s).
2. Evidence required under the Missing Children Records Act (325 ILCS 50/5(b)(1)).
3. Academic transcripts, including: grades, graduation date, grade level achieved; the unique student identifier assigned and used by the Illinois State Board of Education's Student Information System; as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22; as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with the School Code Section 5/2-3.159; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169.
4. Attendance record.
5. Health record defined by the Illinois State Board of Education (ISBE) as "medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code."
6. Record of release of permanent record information that includes each of the following:
 - a. The nature and substance of the information released;
 - b. The name and signature of the official records custodian releasing such information;
 - c. The name and capacity of the requesting person and the purpose for the request;
 - d. The date of release; and
 - e. A copy of any consent to a release
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12) (105 ILCS 5/2-3.64a-5).

If not maintained in the *temporary record*, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act (325 ILCS 5/8.6) shall be placed in the student record.
6. Health-related information, defined by ISBE as "current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports."
7. Accident report, defined by the Illinois State Board of Education as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from

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school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”

8. Any documentation of a student’s transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.
10. Information contained in related service logs maintained by the District for a student with an individualized education program under 105 ILCS 5/14-8.02f(d), amended by P.A. 101-643, including for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services.

The temporary record may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student’s education

The Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (*eligible students*) certain rights with respect to the student’s school records. They are:

1. The right to inspect and copy the student’s education records within 10 business days after the date the District receives a request for access.

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District may extend the response timeline to 15 business days in accordance with ISSRA. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).

2. The right to request the amendment of the student’s education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

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If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligations with the District.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/ guardian's child.

Throughout the school year, the District may release directory information regarding its students, limited to:

- Name
- Address
- Grade level
- Birth date and place

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Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
Academic awards, degrees, and honors
Information in relation to school-sponsored activities, organizations, and athletics
Major field of study
Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or a student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

(7:340 AP-I, EI; 112020)

**Parent Notice About Educational Technology Vendors Under the Student Online
Personal Protection Act**

School districts 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 school districts and the Illinois State Board of Education (ISBE), to take a number of actions to protect online student data.

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Depending upon the particular educational technology being used, our District 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 the school district

(7:345 AP, E2; 062020)

Parent Visits to School by Child Sex Offenders

State law places restrictions on child sex offenders' access to school property. See 720 ILCS 5/11-9.3. It prohibits a child sex offender from knowingly being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board and the Superintendent or Board President have informed the Building Principal. A child sex offender present on school property must remain under the direct supervision of a school official. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

Instructions for Child Sex Offenders

To lawfully visit school property, a child sex offender must complete a *Child Sex Offender's Request for Permission to Visit School Property*, for each visit to school property.

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(8:30 EI; 032020)

Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parent(s)/guardian(s) to become active partners in their children's education, the Superintendent shall develop administrative procedures to:

1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parent(s)/guardian(s) on significant school-related issues.
5. Inform parent(s)/guardian(s) on how they can assist their children's learning.

(8:95; 022019)

School Visitation Rights

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child's school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

**SCHOOL VISITATION RIGHTS ACT
820 ILCS 147**

147/1. Short title

This Act may be cited as the School Visitation Rights Act.

147/5. Policy

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

As used in this Act:

- (a) "Employee" means a person who performs services for hire for an employer for:
- (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
 - (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer's job classification, as defined by the employer's personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.
- "Employee" includes all individuals meeting the above criteria but does not include an independent contractor.
- (b) "Employer" means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.
- (c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
- (d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
- (e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. School conference and activity leave

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- (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
- (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. Compensation

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. Notification

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. Verification

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

147/35. Employee rights

No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.

147/40. Applicability

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. Violation

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

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147/49. Limits on leave

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

(8:95 EI; 102019)

School Handbook Guidelines

The school handbooks are only a summary of board policies governing the district. Specific board policies are available to the public at the district office. ***School handbooks may be amended during the year without notice.***