

Jewish Child & Family Services Therapeutic Day School

Guardian and Student
Handbook & Guide to Success

2017-2018 Academic Year



Jewish Child
& Family Services

Redefine What's Possible.

JCFS School Guide for Parents and Guardians

Introduction

The Jewish Child and Family Services (JCFS) Therapeutic Day School program is designed to meet the needs of students who have special challenges within traditional educational settings and the community at large.

- Founded in 1963-64, the JCFS School relocated to the Joy Faith Knapp Children's Center at **3145 West Pratt Boulevard, Chicago** in the summer of 2003.
- The Jewish Child and Family Services (JCFS) Therapeutic Day School Program (JCFS School) has been **licensed by the Illinois State Board of Education (ISBE)** since 1983 and is **accredited by AdvancED** (<http://www.advanc-ed.org>).
- The school operates on the principle that a supportive, individualized and **therapeutic environment** for students with emotional, behavioral, and learning challenges requires meaningful participation from parents, educational professionals, mental health professionals, the children themselves, and the community. Using a strengths-based approach, the JCFS school provides students with an atmosphere that builds problem solving skills and supports success.
- A **multidisciplinary team** coordinates all programmatic components with an emphasis on the importance of the **therapeutic milieu**.
- The school is a **closed campus**.
- Services are provided for students in **up to 17 classrooms**. Elementary and high school classrooms operate in separate, adjacent corridors of the school building.
- The JCFS School houses the **JCFS Yeshiva Program** for Jewish students in grades K-8.

Eligibility Criteria

All JCFS School students must meet the following minimum acceptance criteria:

- Emotional Disability, Specific Learning Disability, Intellectual Disability, Autism, Traumatic Brain Injury, and / or Other Health Impairment is identified in the IEP.
- Grades Kindergarten through 12th, ages five through 21.
- Timing of referral and available classroom space.

The JCFS School receives referrals from Chicago Public Schools (CPS), suburban school districts, and private families. Since 2004, the JCFS School has been a **non-public partnership schools to CPS**. We continue to work collaboratively with CPS as a preferred provider of therapeutic educational services for students on the north side of Chicago.

Our Approach

- Develop and utilize a multi-disciplinary, therapeutic educational plan for each student, that addresses individualized social/ emotional and behavioral needs, build problems solving and social skills, and identifies other areas of need on an on-going basis.
- Improve competency in basic academic skill areas (e.g., writing, reading, arithmetic, working knowledge, social adaption, independent functional and vocational skills, executive functioning) and provide routine skills assessment and annual standardized academic testing.

- Improve social / emotional functioning, including frustration tolerance, impulse control, understanding of self and others, understanding of social skills, understanding of affective experiences in relation to self and others.

What We Provide

Components of our program include, but are not limited to:

- **Individual therapy** by school social workers and coordination with outside therapists designed to address individual clinical needs. Therapists communicate regularly with the school team.
- **At level, individualized academic curriculum, instruction and supports** that align with Common Core Learning Standards and Benchmarks.
- **Regular home-to-school communication and collaboration.** At the JCFS School, we know our students have the greatest success when home and school work together!
- When identified as a need, students receive **speech/language, occupational therapy and or nursing services** in addition to our traditional multi-disciplinary team services.
- **Classroom social work groups** are viewed as an essential component of our program. Provided weekly during the regular school year, groups are focused on supporting students' abilities to discuss and identify feelings, improve social skills, and foster a cohesive classroom community
- **Positive Behavioral Management** practices rooted in *Collaborative Problem Solving* and *Therapeutic Crisis Intervention* models (see **Appendices A & B**).
- **IEP and FIE Conference.** Individual Education Program (IEP) meetings are held annually at JCFS with home school district representatives to review and discuss educational and behavioral performance and develop annual goals, instructional objectives and specific educational, clinical, and related services to be provided. Every three years, a Full Individual Evaluation (FIE) is held.
- **Transition and vocational services** are provided to all students beginning at age 14 ½, as per the Individuals with Disabilities Educational Act.
- The **daily recreational activities and physical education** program is designed to help students build essential social skills necessary for successful participation in appropriate leisure time activities with peers.
- **Reintegration Services** to support students who have demonstrated readiness and skills to return to their home school and a less restrictive academic environment. This is a primary goal of the JCFS Therapeutic Day School.

Services

Clinical Services

All students enrolled at JCFS are assigned a school social worker. The frequency and duration of individual and group counseling is specified in each student's IEP. Additional parent and/or family counseling services are provided as clinically indicated. Clinical activities and modalities include the following:

- Individual therapy.
- Group counseling.
- Parent counseling and education.

- Parent/child therapy and/or family therapy.
- Crisis intervention.
- Consultation.
- Clinical case management.

Aftercare Services

Upon a student's discharge from the JCFS Therapeutic Day School, JCFS offers aftercare services, when appropriate, throughout the transition period to the next environment. These services are time-limited, typically lasting up to 6 months following a student's discharge. For all students who reintegrate into public schools, aftercare support and monitoring is provided for one year's time after the student has returned full-time to the public school. Depending on the individual circumstances of each case, services may include individual counseling, case management, reintegration support, transition services, vocational support, and/or parent counseling/support.

Nursing & Health Compliance

JCFS School follows all health and immunization compliance requirements in accordance with the Illinois State Board of Education. JCFS requires the last mandated health examination form to be on file. Physical Health Examinations are required when students enter 1st, 6th, and 9th grade. A dental exam is required for students entering Kindergarten, 2nd and 6th grades.

JCFS has a full-time nurse who administers prescribed medications, provides nursing consultation services as identified in individual IEPs, and attends to students' healthcare needs during school hours.

In order for prescription medication and over the counter medication to be administered at school, both a physician's prescription and parental consent form are required. Medication must be given to the school in accurately labeled pharmacy containers. Any student medication administered at school, will be kept in a locked area and administered in accordance with ISBE and CPS medication policy.

Parents must notify the school of any changes in students' medication regimens immediately and provide the necessary documentation in order for medication to be administered.

For student receiving scheduled medications, the school nurse will administer the medication within a time frame of 30 minutes before and 30 minutes after the actual scheduled time the medication is to be administered the medication; i.e., 12:00 p.m. medication doses may be given from 11:30 – 12:30. This allows the students to finish their daily scheduled activities and for the medication(s) be administered before or with a meal.

The nurse will make every effort to ensure that scheduled medications are taken as prescribed and scheduled. In the rare event that a student misses their dose or refuses their medications, the nurse school staff will document the missed does and a designated staff member will notify parents / guardians of the incident. In chronic cases of student medication refusal and non-compliance, the school principal or their designee may require a meeting with the parent / guardian, the student, school nursed and other relevant to discuss the matter.

Any student who becomes ill during the day may be separated from the rest of the group and allowed to rest until his/her parents can be notified and the student can be returned home. A first aid kit and portable defibrillator are kept on the premises to permit treatment of physical symptoms.

Any time a student sustains an injury that requires an extended period of recovery (more than 24 hours), such as a strain, sprain, break, or fracture, a doctor's note should be turned in to the Health Office upon the student's return to school. The note must, 1) Specify activity restrictions **-OR-** state that the student is cleared to participate in physical activities without restrictions and 2) Specify the date (or length of time) after which activity restrictions will end **-OR-** state "until cleared by doctor", in which case an additional doctor's note will be required clearing the student for physical activity.

In the absence of a doctor's note, JCFS staff reserve the right to restrict any injured student from participating in physical activities that risk further injury, including but not limited to: physical education, contact sports, recess activities, and field trips to ensure the student's safety. Appropriate modifications and/or alternate activities will be provided for the student to satisfy educational requirements until the student has fully recovered from the injury.

For policy on managing life threatening allergies, major medical conditions and epi-pens, please see **Appendix C**.

Academic Resource Services

The JCFS School Resource Staff members provides a variety of academic resource services, as indicated, including annual and standardized testing.

Extracurricular and Co-Curricular Activities

Athletic and other activities are offered from time to time to allow students to socialize and demonstrate their interests and strengths.

Transition and Vocational Services

Transition planning helps prepare young people with disabilities to move successfully from school to adult life. Once a student turns 14 ½, an individualized transition plan becomes part of a student's IEP. Important components of transition planning include employment and career preparation, post-secondary education, daily living skills, community participation, and adult services.

Reintegration Services

Once a student consistently demonstrates the skills to do, our goal is to have students return to their home school and a less restrictive educational setting. The JCFS School Reintegration Specialist assists students and guardians through all stage of this process and continues to provide student support for one full year after the student has reintegrated full-time. Each student's reintegration readiness will be discussed as part of their annual IEP meeting.

Afterhours Care

Mondays through Thursdays, during the regular school year, the JCFS Staff Members can provide afterhours care from 1:45 p.m. -4:15 p.m. for our enrolled elementary and middle school students. Parents/ guardians must notify the school no later than the prior school day that afterhours care will be needed the following day. This required advanced notice ensures that school staff members will be available to provide the afterhours care needed. The cost is **\$30.00 for each day of service** and parents/ guardians must pay in advance at the start of each week for the number of days their child will attend that week. Minimal paperwork is required to enroll.

Meal Services

JCFS School provides cold cereal breakfast and the Chicago Public School lunch program for students. Students are welcome to bring their own food to accommodate personal preference, dietary restrictions or religious based needs. Refrigerators and microwaves are available as needed.

Students may bring only store-bought food items to share with their classmates and / or staff with the approval of school staff members. Food items made at home may not be shared with others. If there are food based allergies within the classroom, parents/ guardians will be asked to accommodate this.

School Schedule

The JCFS School calendar generally follows the Chicago Public Schools calendar as much as possible, including winter and spring vacations. JCFS School also observes the Jewish holiday schedule of the Jewish Federation of Metropolitan Chicago. Please reference the annual school calendar for specific days and weeks that school is not in session. This information is also available on the school website.

JCFS School student hours of attendance are from 8:00 - 1:45 pm during the regular school year. Extended School Year (ESY)/summer school follows a slightly shortened schedule and typically lasts 5 weeks.

Severe Weather If Chicago Public Schools cancels classes due to extreme weather conditions, the JCFS TDS will also cancel classes for students. If Chicago Public Schools cancels transportation services due to weather conditions, in most instances, JCFS TDS will be open to receive students who may be able to make it to school. The school does utilize an automated messaging service that will contact parents/ guardians via phone, text, or email in the event of school closure. Parents / guardians are encouraged to sign up for this system upon enrollment into our school. Alternatively, you can contact the JCFS Emergency Hotline at (312) 673-2760.

Student Attendance

Students are expected to attend school every day that it is open and be present in class at 8:00am.

Parents and/or guardians are required to report any student absence or anticipated tardy arrival by leaving a voicemail message at (773) 467-3961 / 3900, or via email at StudentAttendance@jcfs.org

If a student does not arrive to school as scheduled and is reported absent on the daily attendance, the school office will call home to inquire about the reason for the student's absence. Absences that are reported and excused will not result in a loss of points and students will have the opportunity to make up missed work. If a student is 18 or older, a responsible adult should report the absence. Excessive absenteeism, whether excused or unexcused, negatively impacts a student's grades and will be investigated by school administration. Unexcused absences from school are in violation of the school attendance policy, and will result in contact with home (see below regarding Truancy).

Excused Absences

- Illness or Hospitalization.
- Observance of a religious holiday.
- Death of a family member.

- Family emergency.
- Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student.
- Other situations beyond the control of the student, as determined by the Principal or designee; on a case-by-case basis, including, but not limited to, homelessness and its attendance difficulties.

Tardiness

- A tardy is defined as arriving to class past 8:15 am. If a student arrives late due to problems with school bus transportation, he/she will not be marked tardy.
- A student arriving tardy must pick up an “Admission Slip” from the front office or Dean of Students to enter class. This ensures the front office is aware of their arrival for attendance recording purposes.
- Students will not receive credit for classes missed when tardy.
- **If a student arrives past 10:45** during the regular school year or after 10:30 am during ESY, it will be only be counted as a half day of attendance.
- If a student arrives consistently tardy or is consistently disruptive to their classroom upon when arriving tardy, individualized tardy plans and/ or consequences will be addressed with the student.

Truancy

- Five consecutive days of unexcused absences will result in a 5-day truancy letter being sent home to guardians.
- Ten days of consecutive unexcused absences will result in a truancy conference with the parent/ guardian, student, teacher, social worker, and a member of the Administrative Team.
- Truancy letters are sent home for 15 and 20 days of consecutive days of absences. On or after twenty days of absences, a student may lose their placement at JCFS TDS.

Parent/Guardian Involvement

The involvement of families in the program is an essential part of the therapeutic process. As part of the therapeutic team, the degree of parent participation affects each child’s level of success in achieving his/her academic and behavioral goals. The primary ways that JCFS School seeks parent involvement are:

- Parent / Guardian Communications: Weekly, home-to-school communications help establish a relationship between home and school and support your child. Social workers, teachers, administrators and other school personnel serve as communication liaisons with guardians and the community.
- Parent/Teacher conferences: Scheduled conferences are offered mid-semester two times during the school year: once in the fall, once in the spring.
- Phone and/or email contact: Phone and/or email contact with parents is a primary way to maintain the relationship between home and school and takes place regularly with social workers, teachers, administrators, and other school personnel.
- Re-entry meetings: JCFS procedure involves holding a re-entry meeting between the student, parent/guardian, classroom staff, social worker, school administration and other staff following an out-of-school suspension or when determined necessary by the team after major incidents. The purpose of the re-entry meeting is to assess the student’s readiness to return to school, process the incident, and collaboratively develop a plan amongst the student, home and school in order for the student to successfully return to school.

- **IEP and FIE Conferences:** In preparation for these meetings, families / guardians will be asked to provide input that would be helpful in the development of their child's IEP. This can occur through in person/phone conversation or parents completing a one page questionnaire, "IEP Preparation – Guardian Concerns," which is sent home to all parents after the IEP conference has been scheduled. When student become of age for Transition Services (14.5 years or older), guardians are required to complete a Transition Questionnaire prior to the annual IEP. Parents/guardians and the student are provided with a minimum of 10 days' notice to attend these conferences, unless the right to a 10-day notice is waived (as per ISBE regulations). With student and parent permission, community providers and other parties can be invited to attend.

Confidentiality and School Records

Members of the JCFS School Staff are guided by professional standards whenever discussing information about students and their families. All staff members receive training about students' privacy rights and the limits of confidentiality. Upon a student's enrollment to the school, each student and family are provided with a copy of the Agency's Privacy Notice, which describes more detailed information about your privacy rights and how JCFS protects your privacy.

In accordance with Illinois Mental Health Code, students share a confidential relationship with their school social workers. Unless a student presents a risk of harm to self or others, or reports any type of abuse or neglect during therapy, all other shared information will be kept confidential. If there is a health or safety concern about a student, this information will be shared with the social worker's supervisor, principal, and/or other members of the school's administrative team. All school staff are **mandated reporters**, which means that any allegations or report of child abuse or neglect must be reported to Illinois Department of Children and Family Services. It is the responsibility of all staff members to report to their supervisor any information shared by a student that reflects behavior potentially harmful to self or others.

A school record is maintained for each student enrolled at JCFS. This record includes all intake materials, special education documents (IEPs and evaluation reports), report cards, medical information, progress reports, academic testing, progress notes, student attendance, incident reports, a clinical running record of case contacts and significant events during a student's enrollment, and any psychiatric or psychological reports. In accordance with ISBE regulations, home school districts have full access and ownership of the school record. Upon a student's discharge from the program, the school record will be returned to the home district within 30 days of discharge. In addition, JCFS only has the right to retain copies of attendance records and JCFS generated records.

Curriculum & Academic Requirements

JCFS School utilizes a variety of strategies designed to meet the needs and learning styles of each individual student. Our K-12 curriculum is based primarily on the Chicago Public Schools curriculum and programs of study. All course content materials are aligned with the National and State Common Core Learning Standards and Benchmarks.

Graduation requirements of the student's home school district will apply to your child's educational coursework while enrolled at JCFS Therapeutic Day School. Students receive their diploma from their home school district and school.

Extended School Year (ESY)/Summer Session

The JCFS school offers a summer Extended School Year session. Each year, the student's IEP team will determine extended school year eligibility and need. Eligibility for ESY is based on the

individual child's academic and/or behavioral need based on demonstrated regressions and overall progress, need for high school credits, and attendance.

Parents/ Guardians are also required to complete the ESY Participation Form, which is mailed to the home address in early spring each year. **This is required whether a student participate or not in ESY.** The home public school districts require this information to verify whether a student will or will not participate in ESY and establish transportation needs for the summer session.

Similar to academic programming during the regular school year, each high school student's ESY program is determined on an individualized basis according to what courses the student needs toward graduation requirements. For elementary students, language arts and mathematics are offered. Physical education and art class are provided during summer session with the same frequency as the regular school year. Students also receive individual social work, speech and language, and occupational therapy services as per their IEP during summer school.

High School Service Learning Requirements

For Chicago Public School students, it is a high school graduation requirement for students to complete 40 hours of service learning projects. Service-learning is a teaching strategy that connects classroom curriculum with service projects that strive to serve the community while building social, civic, and academic skills. For suburban students, community service learning requirements may vary according to your local district's standards.

For the graduating classes of 2016, 2017, 2018, 2019 ONLY educators can choose from among the following options:

- One classroom-integrated service-learning project + 25 individual service hours
- Two classroom-integrated service-learning projects + 15 individual service hours
- Three classroom-integrated service-learning projects

For the graduating class of 2020 and beyond (incoming Freshman of 2016-2017 SY) educators can choose between:

- One service-learning project in Civics or AP Government Course + One classroom-integrated service-learning project (in any additional course)
- One service-learning project in Civics or AP Government Course + One independent service-learning project

School Safety

The Administration and Staff of the school are dedicated to providing a safe learning environment for all students.

Metal Detector / Building Entry

All high school and middle school students, and their belongings, are required to pass through metal detecting equipment upon entry into the school building. Students will be asked to place any objects possibly containing metal in a container, turn in cell phones (if they have them), and allow their book bag to be passed through the metal detector and searched. If the alarm is set off by the student, they will be asked to check for any possible metal that could be triggering the alarm and asked to walk through again. If the alarm is triggered again, the student will be taken to the side and rechecked by a staff member using the handheld detector. If the student continues to trigger the detector, they will be checked by a staff member of the same gender and a member of the Administrative Team. Additionally, all high school and middle school students will be rescreened upon re-entering the building if they leave the school any time during the school day without supervision or authorization. If at any time anything is found that violates the school's

safety policy, the object will be confiscated by school staff and the appropriate communicative actions and/or disciplinary consequences will be initiated. Parents/Guardians will be notified any time an item of concern or an item violating school safety policy or the law is found on a student or in their belongings. For the full JCFS Metal Detector Screening and Search Policy and Procedures, see **Appendix D**.

Please make note that if a student does not completely comply with the Metal Detector Screening Policy and Procedure they WILL NOT BE ALLOWED to enter the school on that day.

Student Searches

If a student is suspected of having unlawful and/or potentially high-risk objects or substances on their person, the Dean of Students or other member of the school's Administrative Team will determine if there is reasonable cause to conduct a student search. Reasonable cause could be supported by, but not limited to, staff observation of the presence of unlawful or high-risk objects, student history of having such objects or making threats to harm with objects, and/or credible student report of observation of the presence of such objects. If reasonable cause is determined, student searches will be conducted by two staff members. One must be a member of the school's Administrative Team and both must be of the same gender as the student. JCFS School will confiscate objects that are illegal or present risk to the environment. Parents / Guardians will be contacted in addition. A student's failure to comply with staff request for a search may result in police intervention.

Substance Possession Protocol

If an illegal substance is found during a student search, the social worker will be notified and the parents/ guardians will be contacted. The police may be notified. If the student appears to be significantly impaired to degree they could be at medical risk, they will be assessed by the school nurse and the parent/ guardian and / or emergency health services will be called. An out of school suspension may be issued and a meeting between the parent/ guardian and members of the school's Administrative Team will be required.

Technology & Social Media

JCFS TDS Policy does not allow students to have their cell phones during school hours. Students are required to turn in cell phones as they enter the school at the beginning of the day and will have them returned at the end of the day. Cell phones will not be allowed for use as a music player during school hours. If a student does not turn in their phone upon entry into the building and is later seen with it, the student will be required to turn in their phone at that time. Extreme non-compliance with this policy could result in a student not being allowed entry into the school building and /or a meeting with the student, their guardian/parent and a member of the school's Administrative Team.

When appropriate, MP3 players and I-pods will be permitted in classrooms, only on Airplane Mode, to be used as a behavioral management technique or coping mechanism. If music or media is at a volume loud enough to distract others in the learning environment, or students do not follow appropriate use expectations, these privileges may be suspended or revoked. Students will not be allowed to utilize JCFS Wi-Fi with personal electronic devices.

Access to social media, including but not limited to, Facebook, Twitter, Instagram, and Snapchat, is strictly prohibited during school hours. Students are highly encouraged to refrain from posting messages and / or pictures that cast themselves, their peers, or the school in a negative light. It is a crime to create, send or possess sexually explicit photos of minors (even if the photo is one's self) and could result in police involvement as well as legal charges and consequences.

Students may not take or share photographs of other individual. Video recording and sharing media of fights / acts of violence will not be tolerated and will result in disciplinary follow-up. The school Staff and Administration take bullying very seriously. Bullying via social media will be investigated, as per the attached **JCFS TDS Anti-Bullying Policy (see Appendix E)**.

Violation of these policies could result in loss of individual and / or classroom privileges to have and utilize personal or school technology during the school day.

Student Transportation

For transportation related questions, issues or concerns, parents / guardians may leave a voicemail message main office at (773) 467-3960 or via email at TDSTransportation@jcfs.org. For immediate or urgent concerns, please call the school's main office at (773) 467-3900.

Transportation to and from school will be arranged through each child's home school district. JCFS School Staff supervise students' entrance into and departure from the school's north and eastern entrances.

- The bus providing transportation for CPS students: Alltown, First Student, R&D and Reliance Transportation.
- Student Transportation Services for Chicago Public Schools may be reached at (773) 553-2860 or stutran@cps.edu.
- For Chicago Public School students, bus transportation will be placed on hold if your child misses school for three or more consecutive days. It is the responsibility of the parent / guardian to contact the transportation company to reestablish service.
- Temporary suspension from district provided transportation services may be issued by JCFS school and / or the referring public school district if a student engages in severe or chronic unsafe behaviors during transport. In such an event, parents/ guardians will be notified and be required to meet with the student, school staff and Administration before transportation services are reinstated. In the event of chronic unsafe behaviors during transport, the student's public school district may become involved in short term and long term decisions regarding child's transportation service.
- With parent / guardian permission, JCFS students may self-transport using public transportation at the guardian's expense.
- Students with valid driver's licenses may also drive to school. However, they may not park in the Knapp Center parking lot. Street parking is available on Kedzie and Pratt Avenues.
- For Chicago Public School students, an adult guardian must be present at the home when students of all ages are dropped off by the school bus at the end of the day unless otherwise noted in the child's IEP.
- Student must be picked up in a timely manner upon dismissal from the JCFS School in situations where the parent / guardian has planned to do so, safety issues preclude the student from taking district provided transportation, or students are returned via transportation due to an adult not being home to receive them. **A grace period of 30 minutes, post dismissal / return time, will be allotted.** If students have not been picked up within the 30-minute grace period, the student may be entered into Afterhours Care and the parent/ guardian will be invoiced a fee of \$15.00 for every 30 minute period after the required pick-up time.

Visitors and School Observations

We highly value the involvement of our parents/ guardians and encourage on-going participation in our annual Back to School Night, mid-semester Teacher Conferences, and each student's annual IEP Meeting.

However, due to confidentiality, the JCFS School is not open to parents, guardians or outside parties for routine visits or observations. Only in extenuating circumstances, limited and / or brief observations by outside individuals may be considered and granted. Parents / guardians requesting this are required to complete and submit the JCFS TDS Observation Request Form and submit it to school principal for approval. Additionally, those requesting observation, may be asked to meet with the student's interdisciplinary team and school Administration. All visits must comply with HIPAA regulations and JCFS policies.

Unscheduled guests and visitors to the school for special events will be required to go through the schools metal detector upon entry into the building.

Please see attached Appendix F for the full Observation and Visitor Policy.

Yeshiva Program

The JCFS Therapeutic Yeshiva Program is a unique therapeutic Jewish day school for students in Kindergarten through 12th grade with emotional and behavioral disorders who are committed to their ongoing Jewish studies.

The Yeshiva Program is designed to meet the needs of a varied population. Yeshiva students live in their own homes and attend school with the involvement and approval of their home school districts.

Our Commitment to Our Students

If it becomes clear at any point in a student's enrollment with the JCFS School that our comprehensive services and educational setting and methodologies cannot adequately match a student's needs, an in-depth consultation with the referring district and the student's IEP Team Members, including the child's parents/ guardians, will be organized so that all involved parties can discuss whether the JCFS School is suitable for the needs of the student or whether increased intensive supports or a different educational setting might be required and / or more conducive to the student's growth and progress.

Appendix A – JCFS Positive Behavioral Intervention & Support Policy & Procedures

In accordance with Illinois State Board of Education policy, JCFS TDS has a developed policy governing the use of behavioral interventions. A fundamental principle of this policy is to emphasize the use of preferred positive / non-aversive interventions to develop and strengthen desirable student behaviors.

The JCFS School Staff are dedicated to the utilization of proactive and preventative interventions that consider and address the underlying cause or purpose of student behaviors and help nurture and reinforce positive behavior. JCFS School Staff understand that evidence-based, positive behavioral interventions and supports lead to student growth and improve overall school community and safety. Staff utilize positive interventions focused specifically on developing and strengthening students' academic, social, and adaptive behaviors, all of which are consistent with the philosophy and mission of JCFS TDS. Staff and Administration also recognize and emphasize that positive behavioral interventions are most effective within the context of positive relationships with students. Staff utilize their relationships with our students as the foundation for teaching and providing support within the therapeutic milieu.

JCFS School personnel recognize that positive, least restrictive approaches alone may not always succeed in addressing the more challenging or maladaptive behaviors. Therefore, the use of higher restrictive procedures may be considered. However, these are to be utilized minimally, with the utmost caution, and only with supervisory approval and oversight. In cases requiring more restrictive procedures, increased assessment, evaluation, planning, supervision, documentation, and protective measures will be used.

All interventions are structured to assist the students in developing improved self-control and responsibility to self and others, but these vary according to the student's developmental level and needs. As part of each student's IEP, an Individualized Behavior Intervention Plan is developed and implemented based upon these considerations by school staff. All behavioral interventions are designed and implemented by the school's certified personnel.

BEHAVIORAL INTERVENTIONS

Following are lists of behavioral interventions according to the level of restrictiveness. A description of each intervention is provided at the end of each level.

Level I - Least Restrictive Interventions

Least restrictive interventions are preferred and encouraged due to the emphasis on positive behavioral change, rather than behavioral control. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP. However, a best practices approach to the implementation of any behavioral intervention involves a functional analysis of the behavior of concern, careful planning and monitoring of the intervention procedures, and systematic evaluation of intervention outcomes. The use of positive / non-aversive interventions is to be given the highest priority and are to be focused on the development of positive student behaviors and skills.

The following are Least Restrictive Interventions commonly used in the JCFS School:

- . Allowing student to escape task
- . Alternate Activities
- . Behavioral Contracting
- . Behavior Management Plan
- . Behavior Momentum
- . Calling/notification of parent
- . Caring Gesture
- . Caring Guidance
- . Changing expectation

- . Collaborative Problem Solving
- . Differential Reinforcement
- . Direct Instruction
- . Directive Statements
- . Fading
- . Functional Analysis
- . Group Reinforcement
- . Hurdle Helping
- . Inclusive Break / Non-Exclusionary Reset
- . Interest boosting
- . Managing the Environment
- . Modeling
- . Modify Instructional Method
- . Non-aversive/positive stimulus/approach
- . Peer Involvement
- . Point & Achievement Level System
- . Positive Practice Overcorrection
- . Positive reinforcement
- . Privileged responsibility
- . Prompting
- . Provided choices
- . Proximity control
- . Re-set (Therapeutic Removal)
- . Response-cost
- . Self-management
- . Shaping
- . Structured Daily Schedule
- . Teaching Alternative Behaviors
- . Teaching self-reinforcement
- . Token economy
- . Tracking
- . Verbal feedback
- . Verbal & Non-verbal Redirection

DEFINITIONS of LEAST RESTRICTIVE INTERVENTIONS

Allowing student to escape task - allow student to avoid task or situation (e.g., leave area, excuse from participation)

Alternate Activities – used to refocus and/ or calm student. Can include journaling, walking, drawing, coloring walking, movement

Behavioral Contracting - developed between the student, classroom teacher, school social worker, and parents / guardians to provide consistent reinforcement of positive behavior. Contracts usually target a specific skill area and include short and/or long-term goals, review dates and rewards for behavioral progress. Visual charts are often used to monitor behavioral progress and improve students' self-awareness of their behavior. Home-school behavior management plans may also be developed as clinically indicated.

Behavioral Management Plan - a written behavioral plan developed as part of the student's IEP to address a serious behavioral problem(s). It is based on a functional analysis of the student's behavior, describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.

Behavior Momentum - a procedure used to increase compliance. The procedure includes identifying a minimum of three requests with which the student has a high probability of compliance. Three high probability requests are made immediately before making a low probability request.

Calling/ Notification of Parent/ Guardian - contact parent / guardian to inform them of student's performance (e.g., notify parent of student's completion or lack of completion of in-class assignments/goals). Note: This intervention does not include requiring parent to remove student from class

or school. If the parent is required to remove student from school, this then becomes a suspension (refer to definition of suspension).

Caring Gestures – part of the TCI Model, used to demonstrate to the student they are important and staff are there to help. A simple hand on the shoulder for a student can go a long way in supporting the relationship.

Caring Guidance – gently, physically redirect the student from an inappropriate to appropriate behavior/activity (e.g., with hand on student's elbow, teacher walks student away from one activity to another) but never with applied force.

Changing Expectation - student expectation(s) that are unmet and possible cause of student escalation and / or behaviors are lowered, changed or removed all together

Collaborative Problem Solving (CPS) is an evidence, strengths and relationship based, trauma-informed model that is rooted in the understanding that each student's unique challenges and behaviors are a result of lagging thinking skills. TDS Staff understand that while our students lack some necessary skills, they do not lack will. Utilization of the model's concrete guidelines and tools with the students assists in fostering the development and growth of new skills. Empathy, the ability to define concerns, and collaboratively working with the student to identify solutions are three major elements guiding CPS-based, proactive discussion.

Differential Reinforcement - reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (e.g., positively reinforce on-task behavior while ignoring off-task behavior).

Direct Instruction - a sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

Directive Statements as part of the TCI Model, these are simple statements utilized during escalated situations to provide students with a clear statement of what is expected of them at that particular time.

Fading - the gradual elimination of a stimulus that controls a specific response.

Functional analysis - an assessment process for gathering information that is used in the development of a behavioral management plan.

The objective of functional analysis is to understand the structure and function of a target behavior in order to develop and strengthen more appropriate alternative behaviors. Through the use of functional analysis, a detailed description of the target behavior is developed, antecedents and consequences of the behavior are noted, controlling variables are identified, and the communicative and functional intent of the behavior is determined. A functional analysis may include a wide array of procedures including interviews with teachers, parents, student, direct observation across times and settings, environmental modification, and completion of behavioral ratings and other psychological instruments.

Group Reinforcement - the entire group gets a reward when one particular member meets the arranged contingency. Criteria can be evaluated on (1) an individual's specific performance (2) random average of two or three students (3) high student's/low student's average.

Hurdle Helping – as part of the TCI Model, provides a way of supportively breaking down a task so that the student is not overwhelmed with the challenge at hand. This helps build the relationship between staff and student and allows the student to see they can successfully get past challenges / difficulties if they allow someone to help them.

Inclusive Break / Non-exclusionary Re-Set - contingent withdrawal of reinforcing stimuli, while the student remains in the classroom (e.g., student is seated away from group while remaining in the classroom). the other students who are behaving appropriately. The student rejoins the group / activity after a few minutes of observation, and receives reinforcement when they demonstrate desired behavior.

Interest Boosting - incorporating student's high interest area into the instructional assignment.

Managing the Environment - is an approach that works well by knowing when to alter or modify the environment (e.g., student placement/ seat, staff, task, curriculum, etc.) when it is apparent situations and/or emotions could be escalating. This can de-escalate a potential crisis situation by removing the trigger.

Modeling - a process in which one person learns by observing the behavior, attitudes, or affective responses of another person.

Modify Instructional Method - to change, manipulate or adapt the teaching approach and/or curriculum. Use appropriate motivating curriculum direct instruction, instructional assignment, increase or decrease the rate of instruction.

Non-aversive/positive stimulus/approach - a positive, pleasant, non-punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior to increase that behavior. It is a stimulus used to support the learning of more effective and appropriate behaviors.

Peer Involvement - the use of a student's peers to influence behavior (e.g., cooperative group, peer modeling, peer tutoring).

The Point and Achievement Level System provide students with clear expectations and a framework that encourages students to make increasingly more appropriate choices. There are six achievement levels in the school: Bronze, Silver, Gold, Titanium, Diamond, and Reintegration Readiness (R2). Each period of the school day, students are able to earn points by meeting academic and behavioral expectations. The earning of expected daily points and meeting basic expectation allows the students to move up through the Achievement Level system and earn privileges accordingly.

Positive Practice Overcorrection – Pre-planned repetitive practice of appropriate, desirable behavior

Positive Reinforcement - providing a reinforcer (e.g., praise, points, tokens, contingent upon a target response in order to increase the frequency of the response (e.g., praising student for cooperative turn-taking).

Privileged responsibility – Assigning of opportunities for student to have privileged responsibilities that help to increase self-esteem and positive community involvement (e.g., line leader, milk money collector, etc.)

Prompting - is an effective technique that informs the student about what will be happening next. This helps the student know what will be expected of them, makes the environment predictable, and serves as a simple suggestion when the student needs a nudge to go to the next step. (e.g., teacher uses hand signal to remind student to remain on-task or upcoming transitions).

Provided choices - when a student selects from a predetermined list of positive options.

Proximity control - can be very effective but knowledge of the student's typical or preferred way of coping in stressful situations, and the staff member's rapport with the student, must be considered. Some students prefer staff nearby to help them de-escalate, but others can want to be alone. Examples include, standing near student, making eye contact.

Re-set (Therapeutic removal) - removing a child from a situation in which they have lost control in order to protect and help the child and/or the group to get over feelings of anger, disappointment, aggression, etc.

Response-cost – withdrawal of specified amounts of a reinforcer (e.g., tokens) in response to a target inappropriate behavior (e.g., teacher takes away points for fighting).

Self-management - a collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self-reinforcement.

Shaping - a procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get student to remain seated at the desk, the student first is regularly reinforced for entering the classroom, then for being near the desk, then for touching the chair, then for being seated appropriately).

Structured Daily Schedule – Establishing and adhering to a high structured routine and schedule that is posted in the room to provide consistent and predictable environment (e.g., classroom, lunch, recess, transition, etc).

Teaching Alternative behaviors - teaching the student appropriate behaviors that are functionally equivalent to the undesired target behavior (e.g., teach student to make appropriate requests of peers to compete with grabbing behavior).

Teaching Self-reinforcement - teaching the student to self-monitor, self-evaluate, and provide positive reinforcement for the performance of desired target behaviors (e.g., teach student to self-evaluate the level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

Token Economy - a system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).

Tracking - daily or weekly behavior and/or academic tracking that results in feedback and/or contingent reinforcement to a student during the school day. Tracking can also include public posting. Data are collected regularly, evaluated, and program adjustments are made as needed.

Verbal feedback - providing student evaluative information about the student's performance (e.g., informing the student that (s)he is working well on a given task).

Verbal or Non-Verbal Redirection - either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity. Best used to help to a student who is overwhelmed by a particular event or situation focus on an alternative activity or discussion and returned to baseline behavior.

Level II - Moderately Restrictive Interventions

These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP, depending upon the student's needs, nature / severity of disability, age, etc. However, interventions that adversely affect student learning or increase the risk of extremely negative behaviors in response, are to be considered as 'restrictive interventions'. Extensive use of these interventions is contradictory to the overall philosophy and guiding principles of the JCFS School. In such situations, increased supervisory involvement and consult should be sought.

The following are Moderately Restrictive Interventions:

- . Community Service
- . Extinction
- . Positive practice/overcorrection
- . Time Away (exclusionary/physical)

DEFINITIONS of MODERATELY RESTRICTIVE INTERVENTIONS

Community Service may be issued when out-of-school suspension is too restrictive and often in situations that resulted in property damage. Students are required to complete manual tasks within the school environment.

Extinction - non-reinforcement of a previously reinforced behavior

Positive practice overcorrection - repetitive practice of appropriate behavior which is incompatible with problem behavior.

Time Away (exclusionary/physical) - Commonly known as *regrouping time*, is the withdrawal of reinforcing stimuli by removing the student from the classroom (e.g. to the hallway, separate space, etc.) when a student has demonstrated they are at risk for losing control or presenting with behaviors that are disruptive or threatening to the larger learning environment. When staff recognize a student is struggling, the student is encouraged to go to for a “re-set”, “break”, “walk” or “chill out” outside the classroom or in an alternative space to allow him/ her to regain control and/ or process what is challenging them, away from the stimulation of their peers and/or program activity. Students are also encouraged to, and may voluntarily, ask for self-directed breaks from the classroom. In general, the goal is to support and dialogue with the child so that they can return to the classroom with their peers as soon as they are ready and able to do so.

Level III - Restrictive Interventions

Except in emergencies, restrictive interventions will be used only when less restrictive interventions have been attempted exhausted and proven unsuccessful. Additionally, restrictive interventions will be used for the minimum amount of time necessary to control the individual's behavior in conjunction with positive interventions designed to strengthen more desirable behaviors. Restrictive interventions are aversive procedures associated with a high risk of negative side effects. Therefore, extreme caution is to be exercised when used. Restrictive interventions should be used only after a functional analysis of behavior has been completed and documented, a behavioral management plan written, and appropriate modification of the student's IEP completed. Restrictive interventions must be replaced by less restrictive interventions as quickly as possible.

The following are Restrictive Interventions:

- . Exclusion from extracurricular activities
- . Out of School Suspension
- . Passive Physical Restraint

DEFINITIONS of RESTRICTIVE INTERVENTIONS

Exclusion from extracurricular activities - the student is prohibited from participation in extracurricular activities as a means of modifying the student behavior (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

Out of School Suspensions may be issued for the most severe and / or unsafe behaviors and in accordance with the CPS Uniform Discipline Code. In the event a student receives an out of school suspension, JCFS procedure requires a re-entry meeting between the student, parent/guardian, classroom staff, social worker, school administration and other team members, as needed. The purpose of the re-entry meeting is to process the incident and develop a proactive and collaborative plan among the student, home and school in order to prevent similar incidents from happening in the future. The goal is to assist the student in identifying triggers or challenges that occurred and their resulting choices / behaviors, and collaboratively plan with the youth how they might better navigate a similar situation in the future. Recommendations can typically include interventions at school, home and/or the community.

Passive Physical Restraint (TCI - Therapeutic Crisis Intervention) School Administration and Staff practice numerous “hands-off” behavioral interventions when attempting to de-escalate a student. Passive

Physical Restraint will only be used when necessary in order to ensure the safety of the student, peers or staff. A Physical Restraint must be authorized by, and included in, a student's IEP where deemed appropriate by the student's IEP team. A Physical Restraint must be used in compliance with a student's IEP. Physical Restraints shall never be used as a means of punishment.

Level IV – Prohibited Highly Restrictive Interventions

Interventions listed as prohibited are highly restrictive and forbidden. These are interventions that are highly aversive and are not to be utilized as they are contradictory to the philosophy of the JCFS School and could result physical, emotional and mental harm to the student.

The following are Prohibited Interventions:

- . Corporal punishment / Contingent Exercise
- . Denial
- . Food Delay
- . Isolated Time Out (Seclusion)
- . Mechanical Restraint
- . Physical Manipulation

DEFINITIONS of PROHIBITED, HIGHLY RESTRICTIVE INTERVENTIONS

Corporal Punishment / Contingent exercise - requiring student to engage in physical exercise contingent on performance or nonperformance of a target behavior (e.g., requiring a student to do push-ups because of misbehavior). With adverse student reaction, which causes pain or bodily harm, this procedure should be viewed as corporal punishment and therefore, is prohibited.

Denial – denying or restricting access to equipment/devices that facilitate the child's education or functioning(except when student is using device in a harmful manner)

Food delay - food is contingently delayed for a specified period of time (e.g., detain student from lunch break for 15 minutes).

Isolated Time Out (Seclusion) - confinement of a student in a time out room or some other enclosure, whether inside or outside the classroom, from which the student's egress is restricted. **Use of isolated time out is prohibited.** JCFS TDS time away and separate space rooms were not built, nor are they equipped, to meet the required code to be approved for isolated timeouts. Violations of this policy could result in disciplinary action

Mechanical restraint - a device that physically restrains movement of the individual (e.g., harness restraint). Mechanical restraints prescribed by a physician or used as a safety procedure for transportation (e.g., seat belt) are not considered behavioral interventions.

Physical manipulation - a strong aversive physical action that results in pain.

Appendix B – JCFS TDS Level System

ACHIEVEMENT LEVEL	# of Days	PRIVILEGES
<p><u>BRONZE</u></p> <ul style="list-style-type: none"> • 60-69% points earned daily • Completes at least 60 % of assignments • Attends school 60 % of the time • Arrives to school on time 60% of the time unless excused 	10 days	<p><u>BRONZE, DAY 5, ELIGIBLE FOR:</u></p> <ul style="list-style-type: none"> • Small amount of computer time • Field Trips if earned; at Teacher’s discretion.
<p><u>SILVER</u></p> <ul style="list-style-type: none"> • 70 -79% points earned daily • Completes at least 70% of assignments • Attends school 70% of the time • Arrives to school on time at least 70% of the time, unless excused. • Student shows decreased aggressive / inappropriate behavior toward staff and peers 	15 days	<ul style="list-style-type: none"> • Field Trips • Computer Time • Ability to purchase from school store or staff vending machines if earned in a.m. and / or previous afternoon • Electronics at lunch if earned and at Teacher’s discretion
<p><u>GOLD</u></p> <ul style="list-style-type: none"> • 80-85% points earned daily • Average grades = C or above • Completes 80% of assigned home work • Attends school 80% of the time, unless excused by a doctor • Arrives to school on time 80% of the time, unless excused • Student continues to show decreased aggressive / inappropriate behavior towards staff and peers • Student follows staff redirection 80% of the time. 	15 days	<ul style="list-style-type: none"> • <i>All ‘SILVER’ level privileges</i> • <i>Participation in Intramural Sports Tournaments</i> • <i>In-Class paid job</i> • <i>Opportunity to begin some Departmentalization if determined ready and dedicated</i> • <i>Able to participate in in-school organized clubs and activities</i>
<p><u>PLATINUM</u></p> <ul style="list-style-type: none"> • 86 -90% points earned daily • Average grades = C or above • Completes at least 85% of assignments • Completes at least 85% assigned homework • Attends school 85% of the time, unless excused by a doctor • Arrives to school on time 85% of the time, unless excused • Student does not exhibit any aggressive / inappropriate behavior and language towards staff and peers • Student follows staff redirection 85% of the time • 0 timeouts daily 		<ul style="list-style-type: none"> • All Gold Privileges • Able to earn soup or hot chocolate • Able to visit other classrooms for lunch or on Friday afternoons, as earned • School-based job • Invitation to the Student Leadership Council (SLC)

ACHIEVEMENT LEVEL	# of Days	PRIVILEGES
<p><u>DIAMOND</u></p> <ul style="list-style-type: none"> • 91-95% points earned daily • Average grades = C or above • Completes 90% of assignments • Completes 90% of assigned home work • Attends school 90% of the time, unless excused by a doctor • Arrives to school on time 90% of the time, unless excused • Student does not exhibit any aggressive / inappropriate behavior or language towards staff and peers • Student follows staff redirection 90% of the time • timeouts daily • 0 restraints daily • No out of school suspensions 	15 days	<ul style="list-style-type: none"> • All Platinum privileges • Participation in special monthly lunches or field trips • Job assisting in another classroom or food delivery • Can be referred by classroom teacher / team to begin working with JVS Work Development Specialist • Invitation to the Student Leadership Council (SLC)
<p><u>R2 LEVEL(REINTGRATON READINESS)</u></p> <ul style="list-style-type: none"> • 96% points earned daily • Average grades = C or above • Completes 95% of assignments • Completes 95% of assigned home work • Attends school 95% of the time, unless excused by a doctor • Arrives to school on time, unless excused • Student does not exhibit aggressive / inappropriate behavior or language towards staff or peers • Student follows staff redirection 95% of the time • 0 timeouts daily • 0 restraints daily • No out of school suspensions 	Tracked for at least 2 months	<ul style="list-style-type: none"> • All Diamond Privileges • Participation in Reintegration Group • Invitation to the Student Leadership Council (SLC)

Appendix C – JCFS Life Threatening Allergies, Major Medical Conditions & Epi-Pen Policy

Jewish Child and Family Services Therapeutic Day School recognizes that some students have life-threatening allergies or major medical conditions. **JCFS must have documented proof of allergies and/or major medical conditions by a healthcare provider.** Therefore, it is imperative that parents/guardians notify school administration and the school Nursing & Health Office regarding allergies and health issues with their children.

If a student has a health condition that requires an **Emergency Action Plan (EAP)**, paperwork and rescue medications must be given to the school **within 30 days** of the student's start date at JCFS TDS. For the student's own safety, failure to provide the documents and/or necessary medications may result in the student's exclusion from school until materials are provided

Jewish Child and Family Services Therapeutic Day School stocks emergency doses of Epi-pens for use in the situation that a student with no prior diagnosis presents with symptoms of anaphylactic shock. These doses are able to be administered on an emergency basis per the school nurse per standing orders from a physician.

PROCEDURE

The following procedures will be implemented when a student is found to have life threatening allergies or a major medical condition.

Role of School Nursing Staff

- The school nursing staff will identify the allergy in the student's individualized education plan (IEP) and notify the multi-disciplinary team in order to reduce exposure to allergens and establish procedures to treat exposure to allergens and allergic reactions.
- The school will provide a copy of this policy, an Allergy Emergency Action Plan, and Medication consent forms to be completed by parent and health care provider.
- The school nurse will meet with members of the multi-disciplinary team to assist them in preparing for their responsibilities. The school nurse will provide basic education concerning life-threatening allergies including prevention and management of exposure to allergens.
- A copy of Emergency Action Plan will be given to all relevant school staff.
- The Allergy Emergency Action Plan and Medication Consent forms must be updated yearly and as needed for changes. The school will provide blank Action Plans and Medication Authorizations to parents upon request.
- The location of the medications will be known to all staff.
- The EAP will have emergency protocol for exposure. If epinephrine is administered the student will be sent via ambulance to the hospital
- The School Nurse will train all staff in Epi-pen administration annually. Training will include information on signs and symptoms of allergic reactions.

Parent /Guardian Responsibility

- Emergency use of epinephrine is considered part of emergency medical response protocol authorized through the consent for emergency medical care.
- The parent/guardian will obtain the Life Threatening Allergy Packet from the school. The parent/guardian will ensure all forms are completed by the student's health care provider and returned to the school nurse.
- The parent/guardian will provide all necessary medications to the school nurse and replace used and expired medications.

- The parent/guardian will provide school nurse with current and complete contact information.
- The parent/guardian, health care provider, and nurse will determine if student can self-medicate and self-carry medication.
- If applicable, the parent/guardian will provide safe snacks for special occasions.
- The parent/guardian will consider providing the child with a medic alert bracelet or chain for identification.

Classroom Guidelines

- Classroom teachers, specials teachers, and paraprofessionals will attend annual Epi-pen and life-threatening allergy training provided by the school nurse.
- Student's Allergy Emergency Action Plan will be kept in an accessible and prominent format for teachers and substitute teachers.
- The teacher will send the life-threatening allergic child to the school nurse's office with an adult if exposure is suspected. If no adult is available to accompany the child to the school nurse's office or a reaction has begun, the nurse will be called to the student's location.

Field Trip Protocol

- Teachers will notify the school nurse in advance of a field trip.
- School nurse will ensure that adults attending the field trip have been trained in Epi-pen administration and life-threatening allergies.
- School staff will ensure that Epi-pen is taken on field trips in the first-aid pack.
- A functioning cell-phone will be brought on field trips to call emergency medical services if exposure to allergen is suspected or student experiences an allergic reaction.

Please contact your school district for Emergency Allergy Policies related to your student's transportation services as this is beyond JCFS purview.

JCFS policy and procedure is based on the proponents of Illinois Public Act 097-0361.

Appendix D – JCFS Metal Detector Screening and Search Policy and Procedures

- Signs indicating that high school and middle school students entering the school facility are required to pass through metal detector screening shall be posted outside the school at the designated high school student entrance on the east side of the building. All high school & middle school students are required to use this designated entrance upon arrival to school each day, even if arriving tardy.
- Students in any grade may be placed on a daily search plan if historical behaviors deem necessary.
- Prior to use in conducting an electronic search, each electronic search device to be used shall be examined by a staff familiar with their operation to determine if they are in proper working order.
- Each person operating an electronic search device shall be trained in the proper use of the device and the detection of any malfunction in the operation of the instrument. Adjustments in the settings of the device shall only be made by the school Principal or Dean of Students.
- Each student will be asked to remove all metal objects from his/her person and to place the metal objects and any bags, backpacks, knapsacks, purses, or parcels in a basket or on a table. With the exception of contraband in plain view, school staff may not inspect items in which contraband could not be concealed, and may not examine written materials. School Administration members shall monitor each search for compliance with these guidelines.
- All student bags, backpacks, or knapsacks will be searched then passed through the metal detector and by a school staff member. Should a student's bag or parcel activate the scanning device, the Administrator will request the student to open the item in question so that it can be re-searched for any possible harmful item.
- Next, the student will be asked to walk through the metal detector. If the metal detector activates, s/he will be asked a second time to remove metal objects from his/her person and to walk-through the magnetometer a second time.
- If the walk-through metal detector activates a second time, a school staff member will approach and explain to the student the hand-held scanning device process, and then conduct a scanning beginning at the toes and continuing up to the head without intentionally touching the body. Each electronic search will be monitored by Administration for compliance with these guidelines.
- If something on the student activates the handheld device, the request to remove metal objects will be repeated and a second hand-held scanning device scan will then be conducted. If the device is activated again, a school staff member and Administrator will escort the young person to a private area where a more thorough search will be conducted.
- Prior to the private search, the school personnel must ask the student again to remove all objects from his/her person. Then the search will begin near the area the device was activated. This is a pat-down search of outer clothing only, conducted by a person of the same gender or a trusted staff member, geared to locate the item(s) which triggered the scanning device. School Administrators will monitor this for compliance with these guidelines.
- The search can be continued only if a subsequent scan activates the device.
- The screening and search process is directed to search for potential weapons, however, other contraband discovered in the course of an electronic search or pat down may also be removed from any student.
- Property removed from the student as a result of the search procedure which may be legitimately brought on school premises and does not violate school policy will be returned to the student. Property removed from the student or the student's bags, parcels, or possessions, which is a direct violation of the school rules and policies and /or the law shall result in disciplinary actions as in accordance with the school's and /or district's Code of Conduct and may subject the student to criminal prosecution and/or juvenile proceedings for violations of law.
- All cell phones must be checked in during the school day and will be safely locked in the Dean's office, as in accordance with our current Cell Phone Check-In Policy. All phones will be returned to students at the end of their school day. Other electronic devices will be allowed to stay with the student.
- If a student refuses to cooperate with the screening or search processes the student will NOT be allowed entry into the school until compliant. School Staff or Administration will notify the

student's parent / guardian and school social worker. Repeated refusal to comply could result in immediate physical removal from school facility, property and /or further discipline.

- Nothing in the procedures stated here shall limit the authority of school Administration or Staff to remove other contraband from a student, or to otherwise search a student when there exists reasonable suspicion that a particular student is in possession of an item or substance that could present a direct violation of the school policy and / or other law.
- A copy of these stated Metal Detector Scan and Search Procedures will be available to all individuals at all times, explicitly those staff members trained to be conducting and/or monitoring searches.
- Students who voluntarily leave the school and/ or school grounds during the school day without permission and / or the continuous supervision of school staff, and wish to regain entry into the school, shall be subject to these same stated metal detector screening procedures upon re-entry into the school facility.

Appendix E – JCFS TDS Anti-Bullying Policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of the JCFS School to create and maintain a learning environment where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

We ask our students, along with the support of their parents/ guardians and school staff, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy is established to protect students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, physical or mental disability, sexual orientation, gender-related identity or expression, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The JCFS School recognizes the particular vulnerabilities of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The school administration will re-evaluate this policy each year based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other provided transportation, and at designated locations for students to wait for buses and / or transportation (i.e., “bus stops”);
- (3) through the transmission of information from a school computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Board-provided transportation, at bus stops, and at school sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on provided transportation;

(6) when off campus and / or outside school hours, a conveyed threat to be carried out in a school setting, after school hours or on provided transportation to the degree it seriously disrupts any student's education.

Definitions

“Bullying” means any severe or pervasive (repeated over time) 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 one or more of the following effects:

- (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; or
- (4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including but not limited to 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.

Bullying behaviors may also qualify as other inappropriate behaviors. When deciding whether inappropriate behavior constitutes bullying, school administrators will consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

“Cyber-bullying” means using information and communication technologies to bully. This definition includes cyber-bullying by means of technology that is not owned by the school when an administrator or teacher receives a report that bullying through this means has occurred.

“Retaliation” means any form of intimidation, including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

“Restorative Measures” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

Intervening to Address Bullying

Reporting Responsibilities of JCFS TDS Employees and Contractors

All school employees and volunteers who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the JCFS School Principal or Dean or other school administrator as soon as possible, not exceeding 24 hours from knowledge of such a situation and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the JCFS School.

Reporting Responsibilities of Students, Parents and Guardians

A student who witnesses bullying should not stand or participate in the bullying. Any student who witnesses bullying must notify an adult at school and / or home as quickly as possible.

Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the JCFS School Principal or other School Administrator as quickly as practicable.

The **Form for Reporting Bullying and Retaliation** (Attachment A included in this policy) can be utilized by JCFS School students and / or parents / legal guardians to detail and report an incident of bullying. The completed form should be submitted to the School Principal or other School Personnel.

Students and Parent/ Guardians served by the JCFS School who are Chicago Public School students may also report an incident of bullying directly to the Chicago Public School District by calling the CPS Violence Prevention Hotline at 1-888-881-0606, or by emailing BullyingReport@cps.edu.

Anonymous reports can be made but no disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

(1) The JCFS School shall perform an investigation upon knowledge or receipt of a possible bullying incident.

(2) Investigation of a bullying incident shall be initiated within two school days of receipt of a report and completed as soon as practicable, but within 10 school days, unless the JCFS School Principal grants in writing an additional 5-day extension due to extenuating circumstances. The School shall document the extension in the investigation report and shall notify the parties involved.

(3) The investigation shall include:

- a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
- b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
- c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

- d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
- e. As needed, reporting the incident to the students' home public school district
- f. Comprehensively documenting the details of the investigation.

(4) When the investigation is complete, the JCFS School Principal or other staff shall ensure the incident and investigation details and outcome are documented in the JCFS School Client Information System.

On the same day the investigation is initiated, the Principal and/ or other school personnel shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the JCFS School Client Information System.

When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

If the investigation results in the imposition of consequences, the Principal / School Personnel may advise the parent/legal guardian of students other than the perpetrator that appropriate consequences were imposed, but cannot share the details of the specific consequence imposed. Doing so is a violation of confidentiality of school-record information required by

When communicating incidents of bullying to the target's parent/guardian, the Principal/ School Personnel are to consider whether the student may want to keep certain information confidential. For example, if a student is bullied after identifying as gay or homosexual, the school shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school or safety related reason for doing so.

In extreme circumstances, the school shall determine whether it is necessary to convene the IEP Team to assess whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the JCSF School Personnel should consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying. For any student initiating and/ or engaging in repeated or extreme bullying behavior, the school shall assess whether to convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary.

The JCFS School Personnel shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require more than standard Incident Reporting. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures set forth in this Policy must be followed.

JCFS School and Personnel are obligated to respond to bullying in a manner tailored to the individual incident, consider the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. JCFS School will refrain from using punitive discipline (out of school suspension) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the JCFS Principal/ Personnel shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently.

The JCFS School Personnel shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff members notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff members notice a more positive climate in the areas where bullying incidents were high.

What Not To Do

JCFS School Personnel will not solicit or force an apology from the perpetrator to the target, use victim/offender conferences, or any form of mediation (i.e., peace circles) that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures will only be considered and implemented to repair relationship between the perpetrator and target after other interventions have balanced the power differential between the perpetrator and target.

Under no circumstance will JCFS School Administration or Personnel dismiss bullying as typical student behavior or assume it is not serious. Doing so, could result in disciplinary action.

Referrals

Interventions with bullies should not focus only on perpetrator feelings, but work to develop and change thinking. JCFS School Personnel will, as deemed appropriate, utilize school-based services to reinforce appropriate behavioral expectations and increase the youth's social-emotional competency. When necessary and / or beneficial, JCFS School Personnel may also provide information to parents/ guardians for outside, community based services for additional supports for the youth.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. When appropriate or beneficial, JCFS School Personnel may provide information to parents/ guardians for outside, community based services for additional supports for the youth. For example, community based individual or group therapy where the youth can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Obligations and Consequences for the JCFS School Personnel and Volunteers

The JCFS School, School Personnel and Volunteers are obligated to the reporting and investigation guidelines set forth in this policy. In the event it is discovered or determined that any School Personnel or Volunteer had knowledge or awareness of a bullying incident or possibility, but failed to report it, the employee / volunteer will be considered to have violated this Policy. In such circumstances, the Principal will consider appropriate disciplinary action for failure to adhere to and uphold School Policy.

Notice and Dissemination of Requirements

JCFS School Administration shall follow the requirements established to post this Anti-Bullying Policy on the school's website, in the school building, disseminating and presenting this Policy to school staff as part of pre-school-year professional development, distributing to all JCFS School students and parent/ legal guardians.

Student Internet Safety Education

Information about Internet safety issues as they relate to cyber-bullying are to be part of JCFS School curriculum and shall be taught at least once each school year to all students. The scope and duration of this of instruction and topics covered shall, at minimum, address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyber-bullying awareness and response. The age appropriate unit of instruction may be incorporated into the current courses of study regularly taught.

ATTACHMENT A - Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Anybody who witnesses an incident of bullying or school violence or possesses reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must: (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved; (2) report the incident of bullying or retaliation to the JCFS School Principal or Dean or other school administrator as soon as possible, not exceeding 24 hours from knowledge of such a situation and (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the JCFS School.

Today's Date: _____ **Name(s) and grade(s) of Victim/Target:** _____

Reporting Information (Required for Employees; optional for students/parents/guardians)

Name & Title of Reporter: _____ **Relationship to Victim/Target:** _____

Phone: _____ **Email Address:** _____

Incident Information

Name(s) of student(s) suspected of engaging in bullying/retaliatory behaviors OR description (if name(s) unknown): _____

Location of incident: _____ **Date and time of incident:** _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible (*Required Information):

Appendix F – JCFS TDS Parent/Guardian/Provider Request for Classroom Observation

The JCFS Day School appreciates and values collaboration as it allows us to foster and provide the most effective level of support for our students. We understand that sometimes this means parent, guardians or outside professionals might want to visit our school and classrooms. We welcome visits to our school and classrooms by parents / guardians or outside professionals working with our students and families. However, to minimize disruption to our classrooms and our students' educational environment and experiences, we have an established procedure governing the classroom observations.

Observation Request Process and Guidelines

Parents / guardians and providers are required to complete and submit the attached Observation Request form to the school Principal **at least five school days** in advance of the desired observation date. Once the Principal receives the completed request form the Principal will consult with the classroom staff to ensure the desired date and time for the observation does not conflict with the teacher/ classroom schedule. Once it is determined whether the requested observation can be supported or not, the Principal / Principal Designee shall contact the requestor(s) to inform them of the decision.

The Principal reserves the right to decline the observation request if the desired date and time conflicts with the classroom or school schedule, or if the observation would cause undue disruption to the educational environment. The Principal also has the authority to require the observation be completed from an Observation Room, and not within the classroom, in cases when this is an available and suitable option.

The school will not generally schedule observations during multiple classroom activities or during specific dates/ periods of the school year, such as testing days / weeks, during the first few weeks of school or the last weeks of school. School staff members retain the right and obligation to restrict any program observations when it is necessary to protect the safety of a child or the integrity of the program. Observation requests in classrooms in which there are students who are wards of the state will be strictly monitored and, in some instances, declined.

Unless there are special circumstances, **observations will be limited to one person, with one observation per child per month, for an observation period of up to 45 minutes** (approximately one academic instructional period). No children may accompany the observer.

All parties shall understand that the purpose of the observation(s), and / or the complexity of the student's needs being evaluated or observed, may result in observation requests requiring more planning and observation time than others. For outside providers completing evaluations, it is understood that the frequency and / or the duration of the observation(s) may need to be modified. In these situations, the evaluator and Principal / Principal Designee(s) shall together determine the reasonable and necessary amount of observation time required to complete the desired purpose or objective. For evaluators, it is understood that observations may need to occur at greater frequency or extended duration to complete the necessary assessment(s). All evaluators must be credentialed / licensed in the area being evaluated.

Prior to the Observation

All visitors must register with the main office upon arrival at the school. It is the Principal's right to require any visitor to pass through the school's safety screening / metal detecting equipment prior to entering the school and classroom area. The observer should expect to participate in a brief, pre-observation meeting with the Principal or Principal Designee and other members of the student's multi-disciplinary team. The team will review the reason for requested observation and,

when applicable, discuss any other relevant information. All observers will be required to silence any cellular or electronic devices prior to entering the school hallways and classroom.

During the Observation

An administrator or member of the student's multidisciplinary team will accompany the observer for the duration of the observation. Given the demands of their position and responsibility to the students and classroom, teachers or other staff members will not be available for conversation or questions during the observation period. Observers are expected to be silent visitors when in our classrooms and should also not expect to confer with the students.

Observers, if observing within the classroom, will be seated in an area that will be the least disruptive to the classroom instruction and practices.

After the Observation

A brief, post-observation discussion with the observer, the Principal or Principal Designee, and other members of the student's multidisciplinary team, shall be held to review what was observed and answer any questions that may have resulted from the observation. Discussions should last no more than 20 minutes. If any party feels it is necessary for a discussion of greater length, it is in the Principal's authority to close the post-observation meeting and request an official Team or IEP Meeting be scheduled. Individuals observing shall respect all students' confidentiality and shall not share or disclose with anyone any impressions of other students or personally identifiable or confidential information that may have been obtained during the course of an evaluation/observation.

All visitors must sign-out with the main office upon departure.

General Expectations

JCFS School safety procedures will be adhered to at all times. Any visitor who fails to comply with school regulations will be asked to leave the school grounds immediately.

The Principal or Principal Designee retains the authority to exercise, at any time and at their discretion, to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the classroom being observed or when it is necessary to protect: 1.) The safety of the children in the program during the observation; 2.) The integrity of the program during the observation; and 3.) Children in the program from disclosure by an observer of confidential or personally identifiable information he/she may obtain while observing the program.

If the parent / guardian requests a Team or IEP Meeting as a result of an outside provider's observation and evaluation, the parent/ guardian or provider must submit a written evaluation report to the Principal or the assigned JCFS School clinician at least 10 working days in advance of the scheduled meeting.



The JCFS Therapeutic Day School welcomes visits to our school and classrooms by parents / guardians and outside professionals. However, to minimize disruptions to our students' experience in our school, visitors must follow our policy governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at **least 5 days in** advance of a requested observation. An administrator or other staff member (e.g., school social worker, clinical supervisor, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 45 minutes.

TODAY'S DATE: _____

PERSON MAKING REQUEST: _____

STUDENT: _____ **GRADE :** _____

Requested Date of Observation: _____

Reason for Observation: (What specifically would you like to observe?)

For Outside Agency Providers Only:

Name of Agency: _____

Purpose of Observation: _____

(Must provide consent for release of protected health information signed by parent within past 12 months)

For JCFS Staff:

Date of Scheduled Observation: _____

Date of Pre-Conference: _____

Conference Facilitator: _____

Concerns and/or Main Points Discussed:

Observer Assigned: _____

Post-Conference Facilitator: _____

Concerns and/or Main Points Discussed:

JCFS School Guide for Student Success

Attendance

- If you are **absent**, your parent/guardian should call the school office to excuse you.
- If you are **tardy**, pick up an Admission Slip upon arriving at school. Coming late can result in loss of points and other consequences.

Confidentiality

- All Staff respect the **privacy** of your information. Your private information will be discussed in a professional manner by staff when necessary.
- All School Staff are mandated reporters and must report any information about behavior that may be harmful to yourself or others.

Academics

- **Homework:** You should expect to be assigned homework Monday through Thursday. You are expected to complete your homework by the due date.
- **Progress reports** are sent home the middle of each quarter if a student is earning a failing grade.
- **Weekly Report Cards** are maintained by your teacher and track your weekly grades and progress on IPE goals. These are available to you or your parent / guardian at any time.
- **Report cards** are sent home at the end of each academic quarter (appx. every 10 weeks) and at the end of Extended School Year Program for attending students.

Reintegration

- It is the goal of JCFS School to help facilitate reintegration to a student's public school/district once it is determined by the student's IEP team that the student has demonstrated consistent readiness and commitment to reintegrate for a minimal period of one academic semester (appx 20 weeks) .

Behavior

- **Point & Level System.** The School has six behavioral Achievement Levels: Silver, Bronze, Gold, Platinum, Diamond, and Reintegration Readiness (R2). For each day that you meet the school's academic and behavioral expectations, you will earn points and move up on the level system and earn privileges accordingly. **Regrouping Time/Voluntary Time-Away** is used when a student is unable to maintain appropriate school behavior. Students are encouraged to voluntarily go to take a re-set break or go to a time-away room or alternative space to regain self-control.
- **Passive Physical Restraint (TCI Model)** by trained staff members is sometimes necessary in order to ensure safety for all if/ when all other behavioral interventions are not successful.
- **Consequences.**
 - **Time-Away/ Re-Set** An involuntary time-out can affect your ability to earn all your daily points on the Level System. Staff must supervise students at all times when out of the classroom.
 - **Out-of-School Suspension (OSS)** is issued at the discretion of the administration for extreme or aggressive misconduct. After OSS, a student must take part in a re-entry meeting with parent/guardian, classroom staff, school administration and other staff as indicated upon returning to school.
- **Leaving School Grounds.** If you leave school and/ or school ground during school hours without permission can negatively impact a student's grade and points. If a student returns to school the same day, the student will need to pass through the metal detecting / search process and will be required to process with school staff members.
- Behaviors that occur at the end of the day and cannot be addressed because of time constraints may be followed up immediately the following day. Parents/Guardian involvement may result.

Cigarettes & Drugs & Alcohol

- JCFS TDS is a Smoke Free Campus and smoking on campus is illegal for all. Smoking on school grounds or in the school will not be tolerated. Students caught smoking will be issued Community Service and could result in a meeting with a parent/ guardian.
- Tobacco and/or smoking paraphernalia will be confiscated if in the possession of a student younger than 21 years of age.
- School staff will inform parents/guardians of any suspicion of use or possession of drugs or alcohol; Police involvement may result.

Student Dress Code

- Overly revealing and inappropriate clothing will not be allowed.
- Undergarments (boxer shorts, short, underwear) should not be visible if pants are sagging/not worn at hip level. Shirts must be long enough to cover over top of waistband for pants/shorts.

- Micro miniskirts, short shorts, or jeans fashioned with large holes or tears must have leggings or tights worn underneath.
- No apparel should be see through.
- Shirts must not be see through and should cover waist, midriff, and upper chest: no visible cleavage, navels, and/or midriffs. No skin should be visible between the bottoms of the shirt/blouse and top of the shorts/pants/skirts. Tank tops or camisoles must be covered with a shirt, sweater, or jacket. Bras/sport bras should not be visible.
- Students wearing leggings must wear a top garment that covers at least to the top of their thigh.
- Headwear (caps, hats, knit hats, etc.) is not allowed during school hours except for religious purposes.
- Clothing with inappropriate or gang-related pictures, images, symbols and/or sayings is unacceptable.

Consequences for Violation of the Student Dress Code

Students may not be permitted entry into the classroom if they are not dressed in accordance with the dress code policy, as determined by School Administration. Students not following the dress code expectations will be required to change into other clothing they may have with them if it conforms to this policy or change into clothing provided by the school. If a student refuses, parents/guardians will be notified and the student may be required to be picked up from school.

Medications

- Authorized school staff may administer over the counter and prescription medications only if your physician has issued a signed consent form with instructions to TDS.
- Students may not carry medications. All medication must be turned into nursing staff.

Valuables

Do not bring valuables to school. **JCFS is not responsible** for any damage, theft, or loss of valuables, including (but not limited to) cell phones, technological devices, jewelry, cash, etc.

Electronic Devices & Social Media (i.e. Telephone, cell phones, cameras, MP3 players, etc.) JCFS TDS policy prohibits cell phones. Students are required to turn in cell phones upon entry into school at the beginning of the day and will have them returned at the end of the day. Cell phones will not be allowed for use as a music player during school hours. If a student does not turn in their phone upon entry into the building and is later seen with it, the student will be required to turn in their phone at that time. Should the student refuse to comply, the student's parent/ guardian will be contacted and a meeting with the student, their guardian/parent and the Principal and/or Dean of Students will be required for the next school day.

- If you need to make an emergency call, speak to your staff. You may be allowed to make the call from the front office phone.
- Students may not take photographs or video of any staff or student.
- In school or out of school, it is a crime to create, send or possess sexually explicit photos of a minor (even of yourself) and can result in police involvement and legal consequences.
- Accessing social media sites (Facebook, Twitter, Snapchat, etc.) during school hours, using school computers, is prohibited.
- MP3 players and I-pods are permitted in classrooms in which teachers allow music as a behavioral management technique or coping mechanism. If music is loud enough to distract others in the learning environment or students do not follow expectation, privileges to bring and use devices may be suspended or revoked.

Metal Detector/Building Entry

- All high-school and middle school students and their belongings are required to pass through metal detecting equipment, including a magnetometer and handheld wands, when they enter the school building. **Safety**
- A staff member must **supervise students** at all times.
- **Weapons** of any kind are not permitted and will be confiscated and parent/ guardian will be contacted.
- **Student Searches.** A student and their belongings may be searched at any point during the school day if there is reasonable cause for suspicion the student is in violation of substance or weapon policies and / or poses a threat to self, others or the school community.
- **Emergency exits.** All staff members are aware of the exit routes to be used in the event of an emergency. These routes are posted in all classrooms. Be sure to know where your exit is.
- **Safety drills.** During safety drills, students are to leave the premises or follow other drill procedures as directed by school staff.
- **Police.** JCFS TDS Staff work collaboratively with the local police force when necessary to preserve a safe school environment.

Verification of Receipt of JCFS School Guide for Parents and Guardians and JCFS School Guide for Student Success

Student Name: _____
 First **Middle** **Last**

Date of Birth: __ __ / __ __ / __ __ __ __
 Month **Date** **Year**

School Year: 20 - 20

I/we have read the JCFS School Guide for Parents and Guardians and JCFS School Guide for Student Success.

I/we understand the contents and agree to abide by their terms.

I/we will notify the JCFS School immediately of any changes in my contact information (including phone numbers and mailing address) and emergency contact information.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Witness Signature _____ Date _____