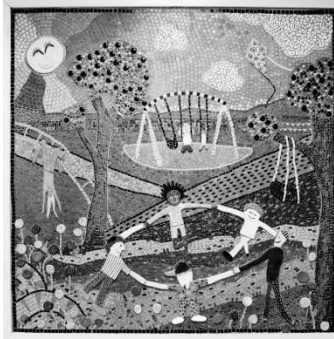


**KNAPP
SCHOOL
& YESHIVA**

JCFS 
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Parent / Guardian Handbook

Knapp School Guide for Student Success

2026 – 2027 Academic Year

Welcome to the Handbook

This Handbook offers parents and guardians an overview of the Knapp School & Yeshiva. However, it cannot answer every question you may have about the school. If you have questions about the Handbook or school policies, please ask your child's teacher or school social worker.

Please note that policies may change during the year. This Handbook is current as of August 2026.

About Knapp School & Yeshiva

Mission

Through a holistic approach, we create an inclusive therapeutic learning community centered around empowering students to reach their full potential.

At a Glance

- Founded in 1963-64 as the Therapeutic Day School
- Located at the Joy Faith Knapp Children's Center, 3145 West Pratt Boulevard, Chicago, since 2003.
- Recognized by the Illinois State Board of Education (ISBE) since 1983.
- Accredited by Cognia (formerly AdvancED).
- A supportive, therapeutic environment for students with emotional, behavioral, and learning challenges.
- Invites participation from parents, educational professionals, mental health professionals, the children themselves, and the community. Offers a multidisciplinary team within the therapeutic milieu.
- Closed Campus environment.
- Up to 18 classrooms serving elementary, middle school, high school and transition aged students in separate, adjacent corridors.
- Includes the Knapp Yeshiva for elementary and middle-school Jewish students who are serious about continuing their Jewish studies. Knapp Yeshiva provides some services to students in non-Yeshiva classrooms.

Eligibility Criteria

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

- Special Education eligibility of: Emotional Disability, Specific Learning Disability, Intellectual Disability, Autism, Traumatic Brain Injury, and/or Other Health Impairment.
- Placement sought for grades Kindergarten through 12th (including transition aged young adults), ages five through 22.
- The Knapp School receives referrals from Chicago Public Schools (CPS), suburban school districts, and private families.

Philosophy of Care

informed by Ukeru, Collaborative Problem Solving, and Nonviolent Crisis Intervention (NCI) through the Crisis Prevention Institute (CPI).

- We empower students with social-emotional and behavioral challenges to reach their full

potential.

- Our holistic therapeutic work with students is empathic, strengths-based, and trauma-informed. We understand that maladaptive behavior is communication; it may be a learned neurological response to a past trauma, perceived threat, discomfort, or the result of lagging skills.
- We foster students' sense of safety and comfort; establish nurturing and supportive relationships with students; and uncover and address their underlying needs. We teach our students skills to help them respond to stressors in adaptive ways through explicit social-emotional instruction and opportunities for practice, reinforcement, restorative intervention, and collaborative problem solving.
- As they learn and grow, our students experience more success in navigating their school environment and engaging in academics.

Academic Goals

- We improve competency in academic skill areas (e.g., writing, reading, math, working knowledge, executive functioning)
- We provide routine skills assessment and annual standardized academic testing.
- Reintegration
- High school students work to meet graduation requirements

Services

Clinical Services

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

- Individual therapy
- Group counseling
- Parent consultation and education
- Crisis intervention
- Consultation with other providers
- Clinical case management
- As applicable
 - Speech/language
 - Occupational therapy
 - Nursing Services
- Aftercare services: Upon discharge from the Knapp School, we offer social work aftercare services, when appropriate, for up to six months. Services may include individual counseling, case management, transition services, vocational support, or parent counseling/support.

Enrichment Program

All students receive physical education and art classes. Weekly clubs are also offered to students during school hours to allow them to socialize and explore their interests. Additionally, students receive music classes for one semester of the year and drama classes for the other semester.

Individualized Plans

- **IEP and FIE Conference.** Individual Education Program (IEP) meetings are held at least annually at Knapp 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.
- **Therapeutic Education Plans (TEP).** For private students, the student's team and guardians will meet approximately 30 school days after admission and then annually create an individualized plan with goals to address educational, behavioral, and social emotional needs and recommend appropriate related services.

Meal Services

Knapp School provides breakfast and lunch to all students. Students are welcome to bring their own food to accommodate personal preference, dietary restrictions, or religious-based needs. However, any food brought to school should be respectful of allergies present in the assigned classroom. Additionally, any liquids brought to the school should be in a sealed container. Students may bring empty water bottles to fill at school. Refrigerators and microwaves are available as needed.

With the advanced approval of school staff, students may be allowed to share store-bought food items with classmates or staff. Homemade food may not be shared.

Nursing & Health Compliance

Knapp School and Yeshiva follow all health and immunization compliance requirements in accordance with the Illinois State Board of Education. As a result, the last mandated health examination form is required to be on file at the school.

- Physical Health Examinations are required when students enter K, 6th, and 9th grade. All physical forms are due by October 15th of the current school year or students may be excluded until the nursing office receives documentation.
- A dental exam form is required for students entering Kindergarten, 2nd, 6th, and 9th grades.
- A vision exam form is required for students entering Kindergarten.

The Knapp School 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.

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 and must be brought to the school by an adult or sent in a locked medication bag (provided by the school). No open medications should be brought to school by a student. 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 for medication to be administered

For students receiving scheduled medications, the school nurse will administer the medication within a

period of 30 minutes before and 30 minutes after the actual scheduled time the medication is to be administered, i.e., 12:00 p.m. medication doses may be given from 11:30 – 12:30.

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 will document the missed dose and notify guardians. In chronic cases of student medication refusal and non-compliance, the school principal or their designee may require a meeting with the guardian, the student, school nurse and other relevant team members to discuss the matter.

Any student who becomes ill during the day may be separated from other students and allowed to rest until their guardians can be notified, and the student can return home.

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 into 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, Knapp 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. Please see Appendix A for more health office information and policies.

For policy on undesignated rescue medication for life threatening allergies, asthma, and overdose, please see Appendix B.

Reading Specialist

Services are available based on students' individual academic needs.

Reintegration Services

When students have gained the necessary social, emotional, behavioral and/or coping skills, they may reintegrate to a less restrictive school. The Knapp School Reintegration Specialist assists students and guardians through all stages of Reintegration. Reintegration readiness is determined through student grades, behavior, discipline tracking, and team meetings.

Transition and Vocational Services

Transition planning helps prepare our students to move successfully to adult life. Once a student turns 14 ½, a transition plan is included in their IEP. The plan includes employment and career preparation, post-secondary education, daily living skills, community participation, and adult services.

School Calendar and Schedule

The Knapp School calendar is available on our website (www.jcfs.org/tds) or you can contact the school for a current copy. The school also observes the Jewish holiday schedule of the Jewish Federation of Metropolitan Chicago. Please refer to the school calendar or visit our website.

During the regular school year, students attend from 8:00 AM to 1:55 PM. (Knapp Yeshiva classrooms have a slightly longer day.) During Extended School Year (Summer Program), the hours are 8:00 AM to 1:40 PM.

Cancellations due to Severe Weather

- If Chicago Public Schools cancels classes due to extreme weather conditions, school will be canceled.
- The school will contact guardians via the school's communication system in the event of school closure. Parents/Guardians are encouraged to sign up for this system upon enrollment into our school. You may also contact the JCFS Chicago Emergency Hotline at (312) 673-2760.
- Skyward will also have school closure updates posted in the family portal.

Attendance

Students are expected to attend school every day and be present in class at 8:00 AM.

Parents /guardians must report student absence or tardy arrival at (773) 467-3900 or schoolfrontoffice@juf.org.

Absences

If a student does not arrive at school as scheduled and is reported absent on daily attendance, the school office will call home to inquire about the reason. For absences that are reported and excused, 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 negatively impacts a student's grades and will be investigated by the 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 an immediate family member
- Family emergency
- District provided transportation issues
- 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, include, but are not limited to, homelessness and attendance difficulties

Tardiness

- A student is tardy when they arrive after 8:30 AM, unless this results from a late school bus.
- A student arriving late must pick up an admission slip on entry.

- High school students will not receive credit for classes missed when tardy.
- A student who arrives past 10:45 during the regular school year or after 10:30 AM during ESY will be credited for a half day of attendance. The school will develop a Tardy Plan with a student and parents/guardians if that student regularly arrives late or is consistently disruptive when arriving late.

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 guardian, student, teacher, social worker, and a member of the Administrative Team.
- Truancy letters are also sent home for 15 and 20 consecutive days of absences. On or after twenty days of absences, there may be a meeting with the IEP team to discuss and plan for the situation. Additionally, a student may lose their placement at Knapp School with continued non-attendance.

Parent/Guardian Involvement

Parents/Guardians are expected to be active members of the therapeutic team to help their child succeed in reaching their academic and social-emotional goals.

Some ways parents/guardians can play an active role in the school process include:

- Weekly communication with the school to 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
- Participate in scheduled Conferences with the Teacher which are offered mid-semester two times during the school year: once in the fall, once in the spring.
- Phone and/or email contact is a primary way to maintain the relationship between home and school and should take place regularly with social workers, teachers, administrators, and other school personnel.
- Team Meetings with Parents/Guardians are arranged after an out-of-school suspension or as necessary after major incidents. The meeting develops a plan to help the student successfully return to school.
- IEP and FIE Conferences
 - Parents/guardians will be asked to provide input to help develop their child's IEP. This Input can be shared in an in-person meeting, phone conversation, or by completing the questionnaire, "IEP Preparation – Guardian Concerns," which you will receive after the IEP Conference has been scheduled.
 - When students are at least 14.5 years old, parents/guardians are required to complete a Transition Questionnaire before the IEP.
 - Parents/guardians and the student are given at least 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/guardian permission, community providers and other parties can be invited to attend.

Skyward

Knapp School & Yeshiva utilizes Skyward as our student information system. Skyward's Family

Access is a web-based information and communication center designed to provide parents and guardians with the answer to "What did you do at school today?" It can also be used to set up parent/guardian notification preferences. Please visit www.jcfs.org/tds and follow the Skyward link at the top of the page for access. For questions or assistance with login information, please contact our Director of Educational Services at indirabuzaljko@jcfs.org.

Confidentiality

The privacy of Students' school information is governed by the Family Educational Rights and Privacy Act, known as "FERPA." Information gathered during mental health services is also governed by the Illinois Mental Health and Disabilities Confidentiality Act.

Members of the Knapp School & Yeshiva 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. When a student is enrolled, the 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 Chicago protects your privacy.

School Records

A school record is maintained for each student enrolled at Knapp. This record includes all intake materials, special education documents (IEPs and evaluation reports), report cards, medical information, progress reports, academic testing, 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 that have been provided to the school. In accordance with ISBE regulations, home school districts have full access and ownership of the school record while a student is placed with us. Upon a student's discharge from the program, the school record will be returned to the home district. The Knapp School only has the right to retain copies of Knapp generated records, which are part of the temporary record, for five school years.

Mandated Reporting

In accordance with the 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, 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 the 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.

Curriculum & Academic Requirements

Knapp School utilizes a variety of researched based strategies designed to meet the needs, learning styles, and level of each individual student. Our K-12 curriculum is 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 Knapp School. Upon satisfactory completion of graduation requirements and exiting from the school system, students will receive their diplomas from their home school district.

Extended School Year (ESY)/Summer Session

The Knapp 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 must complete the ESY Participation Form, which is mailed to the home address spring each year, regardless of whether a student will participate. The home public school districts require this information and use it to establish transportation.

Each high school student's ESY program is based on the student's graduation requirements. Please note that high school students may earn credit for up to two classes. However, CPS students, if they have more than three absences from school, no credit will be awarded. For elementary students, language arts and mathematics are offered. Physical education and art classes are provided. Students also receive individual social work, speech and language, and occupational therapy services as determined by their IEP.

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 service-learning, students must complete one service-learning project in Civics and may choose between one classroom-integrated service-learning project (in any additional course) or one independent service-learning project.

School Safety

The Administration and Staff of the school provide a safe learning environment for all students. We utilize positive behavioral management practices rooted in Collaborative Problem Solving, NCI, and Ukeru models (see Appendix C). All students entering JCFS Knapp School must pass through the metal detector in accordance with Appendix D about Metal Detector/Building Entry and Student Searches. Additionally, all students will have their bags searched upon entry.

Substance Possession Protocol

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

Knapp School is a smoke free campus and students cannot possess tobacco or smoking paraphernalia on school grounds. If students bring either to school, they will be confiscated for all students under the age of 21. If older than 21, legal items will be returned at the end of the school day.

Fostering a Positive Learning Environment

School Technology

When appropriate, and with teacher permission, students may use school technology to listen to music in a responsible way. Music or media must be played at a moderate volume as directed by staff.

Personal Technology

Students may not have access to personal electronic devices during school hours. This includes cell phones, tablets, smart watches, and other internet-capable or recording devices. Students are required to turn in cell phones when they arrive at school and will have them returned at the end of the school day. If a student does not turn in their electronic device upon entry and is later seen with it, they will be required to turn in their phone at that time. Non-compliance may result in a student not being allowed entry into the school building or a meeting with the student, their guardian, and a member of the school's Administrative Team. Any theft or damage to personal electronics brought into the building without permission will not be the responsibility of the school.

Social Media

Access to social media (Facebook, Twitter, Instagram, Snapchat, TikTok, etc.) is strictly prohibited during school hours. Students are urged not to post messages 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 (including photos of oneself). Doing so could result in police involvement.

Photographs

Students may not take or share photographs of other individuals at school. Video recording and sharing media of fights/acts of violence will not be tolerated and could result in disciplinary action.

Bullying

The school staff and administration take bullying very seriously. Bullying of any type will be investigated and when applicable appropriate consequences will be determined. Bullying via social media will be investigated as described in the Knapp School Anti-Bullying Policy (see appendix E).

Student Dress Code

Wearing appropriate school clothing is essential to a strong learning environment and increasing academic, social and emotional outcomes. The following are expectations regarding dress code:

- Clothes should cover the waist, midriff, upper chest, as well as undergarments. Clothing with large holes, tears or rips, see-through, or excessively revealing, should not be worn to school or school functions.
- Shorts and skirts should be at least the length of your fingertips next to the leg. When leggings, yoga pants, or biking shorts are worn, tops worn with these items must come to the top of the thigh.
- Clothing which displays inappropriate, alcohol or drug-related, violent, or gang-related pictures, images, symbols, or words is prohibited.

- If clothing does not align to the school dress code, students will not be able to go to class. They will be asked to change into other clothing. If a student refuses to change clothes, they may have to leave school for the day or have a parent/guardian bring other clothing items to wear. Continued violations of the school dress code will result in parent/guardian conference and a dress code contract.

Valuables

Please do not bring valuables to school. Knapp School is not responsible for any damage, theft, or loss of valuables including cash. Knapp School does not allow students to sell, buy, trade, borrow, or give belongings to other students while in attendance.

Student Transportation

Bus/Cab

For transportation-related questions, issues or concerns, guardians call the main office at (773) 467-3900 or contact the school via email at schoolfrontoffice@juf.org.

Transportation to and from school will be arranged through each child's home school district. Knapp School Staff supervise students' entrance and exit from the school.

- 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 consecutive days. It is the responsibility of the guardian to contact the transportation company to reestablish service.
- Temporary suspension from district provided transportation services may be issued by Knapp School and/or the referring public school district if a student engages in severe or chronic unsafe behaviors during transport. In such an event, 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 guardian permission, high school 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 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 Knapp School in situations where the 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 guardian will be invoiced a fee of \$15.00 for every 30-minute period after the required pick-up time.

Proof of Address

When a family moves, Knapp school will work with the family and the district to ensure timely change of address in all necessary systems. Families must provide documentation to the school district to facilitate necessary changes including transportation. Transportation decisions are made by the school district.

Staff Transporting Students

At times, students may travel and be supervised in a rented school bus or in a school owned vehicle during scheduled school hours for the following events:

- Transport home from school
- Curriculum/treatment related community outings and field trips
- Transport to off-site school/treatment related meetings

Visitors and School Observations

We highly value the involvement of our 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 Knapp 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. Guardians requesting this are required to complete and submit the Knapp School Observation Request Form to the 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 privacy regulations and JCFS policies.

All visitors to the Knapp School will be required to be screened by a metal detecting device, submit a photo id, and wear a visitor badge throughout their time in the building.

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

Appropriateness of Services

If it becomes clear that our services cannot adequately support a student's educational needs, an in-depth consultation with the referring district and the student's IEP Team Members, including the child's guardians, will be organized. The parties will discuss whether the Knapp School or another educational setting is best suited to the student's needs.

Appendix A – Health Office Manual

COMMUNICABLE DISEASE POLICY

In order to better protect our students and faculty here at Knapp School, below are the guidelines to help you determine whether your child is well enough to attend school. Please help us keep our school environment healthy by keeping your child at home when ill. To ensure the safety of our students and faculty, Knapp School may isolate students and /or ask for them to be taken home/kept home if there is reason to believe they are at risk for spreading illness. Remember, one sick child can spread illness to all their classmates. Thank you for your cooperation.

Please keep children home if they exhibit any of the following symptoms:

1. Fever - (100.0° F or higher)
2. Rash of an unknown origin
3. Sore throat with fever
4. Persistent/severe cough
5. Persistent nausea and vomiting
6. Persistent diarrhea
7. Bites or rash due to a contagious infestation

Please follow these guidelines for having your child return to school after an illness:

1. They should be feeling fit for 24 hours before returning to school or social activities.
2. They should be fever free (less than 100.0° F) for at least 24 hours without the use of fever-reducing medications.
3. They should be free of vomiting and diarrhea for at least 24 hours.
4. They should be on antibiotics for at least 24 hours after a bacterial infection.

Conditions that do not usually require exclusion (Unless the child cannot participate in normal school activities or meets other exclusion criteria):

- Bronchitis
- Common colds (without fever)
- Ear infection
- Fifth disease
- Mononucleosis
- Pinworms
- Pneumonia
- Red eye/s without yellow or green discharge
- Respiratory Syncytial Virus (RSV)
- Warts

GUIDELINES FOR RETURNING TO SCHOOL AFTER COMMON CHILDHOOD CONDITIONS

Condition	Guideline
Chicken Pox/Varicella	Keep home until all blisters have scabs and no new blisters are forming, at least five days.
Covid-19; Influenza/Flu/Virus; RSV	Keep home until fever and symptom free for 24 hours without use of fever reducing medication. Upon return, mask use encouraged for five days.
Impetigo	Keep home until 24 hours after antibiotics.
Lice	Student may stay day of diagnosis, but should have appropriate treatment before returning to class
Mumps	Keep home until 9 days after onset of swelling.
Pinkeye/Conjunctivitis	Keep home until drainage is gone, upon health care provider approval or until child has taken antibiotic eye drops or ointment for 24 hours.
Ringworm	Keep home until after medical treatment has started. Must be covered during school.
Shingles	Keep home until rash can be covered or when all lesions have crusted.
Skin infections/MRSA	Keep home until drainage can be contained with a dry, clean dressing and that does not have to be changed at school.
Strep throat/Scarlet fever	Keep home until the child has taken antibiotics for 24 hours and is fever-free without fever reducing medication.
Viral gastroenteritis	Keep home until the child is without vomiting and diarrhea for 24 hours and can participate in normal activities.
Whooping cough/Pertussis	Keep home until the child has had 5 days of appropriate antibiotic treatment or 21 days after cough onset if no treatment is received.

MEDICATION POLICY

To help us ensure the health and safety of all our students, please abide by the following guidelines regarding medications

1. Any medication given during school hours (whether prescription or over the counter) must be approved by the Primary Care Doctor as well as the guardian. Staff cannot give ANY medication without prior completion of authorization paperwork.
2. Students MAY NOT carry or self-administer any medications during school hours without prior authorization from their primary care doctor, including non-prescription (over the counter) medications.
3. ALL school medications must be dropped off to Knapp School staff by adult caregivers. If arranged with the school nurse, a locked medication bag can be sent home for medication transport to school. Medications must be in a labeled prescription bottle. Medications not in

prescription labeled bottles will be considered unidentifiable and will be destroyed. They will not be administered under any circumstances.

4. Emergency action plans are due on or before the student's first day attending school. These forms are included in the packet given to you by the Nursing office.
5. Nursing staff will notify you when your child's medication supply is running low. You will be required to bring more medication/supplies as soon as possible or as arranged with the Nursing office.
6. If your child's medication(s) are crucial in maintaining your child's health (such as insulin, Epi-Pens, and inhalers), you will be expected to provide refills *before* the current supply expires or runs out. For safety reasons, your child MAY NOT be at school without these medications. He or she will be sent home at the start of the school day if they do not have the required medications at school.
7. At the end of the school year all your child's medications will need to be picked up. Knapp School cannot store your child's medications during the summer break. You may pick up the medications yourself or arrange with the health office for another adult (who can show photo ID) to pick them up.
8. We CANNOT send medications home with your child. A guardian/caregiver or other adult designee MUST come and pick up the medications.
9. Any medications not picked up will be destroyed one week after school ends unless prior arrangements have been made with the health office

EXPLANATION OF HEALTH OFFICE SERVICES

The KNAPP SCHOOL & YESHIVA Health Office exists to optimize opportunities for success by providing health services and support tailored to each Knapp student's unique and changing needs. Below are some of the services we offer to our students.

Medication administration and supervision

- Administration of scheduled medications as authorized by guardian and primary care provider
- Administration of emergency medications as authorized by guardian and primary care provider
- Administration of "as needed" medications as authorized by guardian and primary care provider
- Supervision of students authorized to self-administer medications
- Education and assessment of student's knowledge of their prescribed medications

Basic first aid and treatment of minor injuries/illnesses

- Assessment, treatment, and documentation of minor wounds/injuries
- Assessment, treatment, and documentation of minor illnesses
- Evaluation of necessity to leave school (to go home sick, go to the hospital, etc.)

Emergency Care

- Administration of emergency medication in the event of a life-threatening allergic reaction or other medical condition
- Activation of EMS services and notification of guardians for medical emergencies

Health requirement record keeping

- Physical exam and immunization record keeping and reporting to IDPH
- Dental exam record keeping and reporting to IDPH
- Coordination of no-cost annual onsite dental exams/cleanings for all CPS students
- Coordination of no-cost annual onsite hearing/vision screenings for all CPS students
- Vision exam record keeping

Student/caregiver consultation services (as dictated by student's IEP)

- Monthly or quarterly consultations with students or caregivers as dictated by IEP
- Discussion of home medication therapy efficacy and side effects
- Discussion of students' overall health and wellbeing

Health Education and guidance

- Providing credible information to students with health questions/concerns
- Coordinating with caregivers to educate and reinforce common health concerns (such as healthy eating, exercise and practicing low risk behaviors)
- Notifying caregivers of student concerns and providing relevant information/resources

Non-medication products available to students when they come to the health office

In addition to normal first aid supplies (bandages, gauze, antiseptic wash etc.), the health office keeps many non-medical products on hand for student needs. Below are some of the common products offered to students. Please review this list and contact the health office if there is anything listed that you object to your child receiving.

Hygiene items: combs, toothbrushes, toothpaste, deodorant, soap, mouthwash, floss, lotion, nail files, and menstrual hygiene items. Note, menstrual items are also accessible in all school bathrooms.

Medicine cabinet items: rubbing alcohol, hydrogen peroxide, Vaseline, baby powder, aloe gel, antibiotic ointment, cotton swabs, "eye wash" drops,

Comfort items: hot water bottle, ice/cold packs, saltine crackers (kosher), lip balm, oral analgesic gel, calamine lotion, camphor muscle rub

MINIMUM HEALTH REQUIREMENTS

The following health requirements apply to all children enrolled in a public school. Children must provide proof of required immunizations and health exams before October 15th, or they will face exclusion from school.

Requirements for All Students

- Diphtheria, Pertussis (whooping cough), Tetanus (DTaP & Tdap)
 - Grades K-5- four (4) or more doses of DTaP
 - Grades 6-12- one (1) dose of Tdap
- Polio
 - Three (3) or more doses of a polio vaccine
- Measles, Mumps, and Rubella (MMR)
 - Two (2) doses
- Hepatitis
 - Three (3) doses

Requirements by Grade

Kindergarten

- Two (2) doses of meningitis (MCV4) vaccine
- Physical examination and lead screening (through age 6)
- Vision examination
- Dental examination
- Two (2) doses of varicella vaccination

1st Grade

- Two (2) doses of varicella vaccination

2nd Grade

- Dental examination
- One (1) dose of varicella vaccination

3rd Grade- 5th Grade

- One (1) dose of varicella vaccination

6th Grade

- Physical examination
- Dental examination
- Two (2) doses of varicella vaccination
 - One (1) dose of meningitis (MCV4) vaccine

7th Grade

- Two (2) doses of varicella vaccination

8th Grade

- One (1) dose of varicella vaccination
- If the first dose was given at age 16 or older, only one (1) dose will be required for 12th grade)

Appendix B – Undesignated Rescue Medication Policy

Pursuant to section 22-30 of the Illinois School Codes (105 ILCS 5/22-30 and 105 ILCS 5/2-3.190) and the Illinois Drug Overdose Prevention Program Law (PA -96-0361,2010), it is the policy of JCFS Chicago, *when possible*, to provide and maintain on-site undesignated opioid antagonists (Narcan® / Naloxone), asthma inhalers, and epinephrine injector pens.

A trained person, who is not otherwise licensed to administer medications, acting in good faith that the recipient is experiencing a drug overdose, respiratory distress or anaphylaxis may administer the appropriate undesignated medication. JCFS Chicago and its personnel will not be held responsible, liable, or incur professional discipline if trained personnel are not available to administer the undesignated medication nor will they be held professionally or criminally liable for acts or omissions to do so, except for willful and wanton conduct, regardless of whether authorization was given by the pupil's parents or guardians or by the pupil's physician, physician assistant, or advanced practice registered nurse.

No untrained personnel will attempt to administer the undesignated medications at any time.

Procedure

1. **TRAINING** -Prior to the administration of an undesignated asthma medication, undesignated epinephrine injector, or undesignated opioid antagonists, designated staff, as determined by JCFS Chicago leadership, will be trained on an annual basis. Only trained staff will be able to administer an undesignated medication. Training will minimally include:
 - a. Prevention
 - b. Recognizing and responding to respiratory distress, allergic reaction, anaphylaxis, and opioid overdose
 - c. How to perform rescue breathing and resuscitation
 - d. Medication dosage and administration
 - e. The importance of calling 911
 - f. Care for the victim after administration of the medication
 - g. A test demonstrating competency of the knowledge required to recognize anaphylaxis and administer an epinephrine injector.
2. **PROCUREMENT** - JCFS Chicago leadership or administrative designee will be responsible for the procurement of, at minimum, two vials of intranasal Naloxone^[1], two asthma inhalers with spacers as needed and two Epinephrine pens.
3. **REPLENISHMENT**- If used, undesignated medications will be replaced within 3 business days.
4. **STORAGE** – Undesignated medications will be clearly marked and stored in an accessible place at the discretion of the school nurse in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. School leadership or administrative designee will ensure that all other relevant staff are aware of the storage location.
5. **INSPECTION** - Inspection of the undesignated medications shall be conducted monthly to determine its integrity and that it is still within the recommended use period (not expired).
6. **USE OF** undesignated medications- In case of a suspected opioid overdose, respiratory distress, or

anaphylaxis designated staff will:

- a. Call 911 or activate the green medical emergency pull box.
 - b. Administer rescue breathing, if needed.
 - c. Determine non-responsiveness in the case of suspected opioid overdose.
 - d. Prepare and administer the undesignated medication.
 - e. Continue rescue breathing, as needed.
 - f. Give another dose of Naloxone or inhaler within 3 minutes if there is no response or minimal breathing or responsiveness.
 - g. In all cases, medical follow-up is necessary.
7. REPORTING - After administration of an undesignated medication, for minors, a parent, guardian, and/or emergency contact will be notified as soon as possible. For adult clients, the emergency contact will be notified. An incident report will be filed within 24 hours, per agency policy. Within 72 hours, a specialized report must be filed with the Illinois State Board of Education (ISBE), for required information visit the isbe.net website.
 8. FOLLOW-UP – Provide substance abuse prevention resources to the overdose victim and family, as appropriate.
 9. PRIOR TO STUDENT’S RETURN TO SCHOOL- Develop a safety plan to be shared with the interdisciplinary team.

^[1] As recommended by the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH).

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

Appendix C

Positive Behavioral Intervention & Support Policy & Procedures

In accordance with Illinois State Board of Education policy, Knapp School 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 Knapp 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. Knapp School Staff understand 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 the Knapp School. 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.

Knapp 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

The 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 and compliance. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP. However, the 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 focus on the development of positive student behaviors, skills, and outcomes.

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

Temporary Task Removal or Reduction – allowing a student to pause, avoid, or temporarily step away from a task or situation when needed to reduce escalation and support regulation.

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

coloring, and movement.

Behavioral Contracting - developed between the student, classroom teacher, school social worker, and 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 Guardian - contact guardian to inform them of student's performance (e.g., notify guardian of student's completion or lack of completion of in-class assignments/goals). Note: This intervention does not include requiring guardian to remove student from class or school. If the guardian is required to remove students from school, this then becomes a suspension (refer to definition of suspension).

Caring Gestures – part of the CPI 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. KNAPP SCHOOL & YESHIVA 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 CPI 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, guardians, 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 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 CPI 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 students 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 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 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).

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 opportunities for students 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 students, 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.

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., 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 highly structured routine and schedule that is posted in the room to provide a 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 is 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, redirecting the student from inappropriate to appropriate behavior/activity. Best used to help a student who is overwhelmed by a particular event or situation focus on an alternative activity or discussion and return 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 Knapp School. In such situations, increased supervisory involvement and consultation should be sought.

The following are Moderately Restrictive Interventions commonly used in the Knapp School:

Community Service may be issued when out-of-school suspension is too restrictive and often in situations that result 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 should be used only after less restrictive interventions have been attempted and found ineffective. Restrictive interventions should be used for the minimum amount of time necessary and together with positive supports designed to strengthen more appropriate behaviors. Because these interventions carry a higher risk of negative effects, they should be used with extreme caution

and replaced by less restrictive interventions as quickly as possible.

When a restrictive intervention is used, the student's team should review the student's existing Functional Behavioral Assessment (FBA), Behavior Intervention Plan (BIP), IEP, and available behavioral data to determine whether any updates are needed.

The following are Restrictive Interventions used in the Knapp School:

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 each school district's Discipline Code. In the event a student receives an out of school suspension, Knapp School procedure requires a re-entry meeting between the student, 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 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 (*CPI – Crisis Prevention 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, to ensure the safety of the student, peers, or staff. When the potential need for physical restraint can reasonably be anticipated, the student's team should address its use in the student's IEP, BIP, or other individualized safety plan. However, trained staff may use approved physical restraint during an unforeseen emergency when necessary to prevent imminent, serious physical harm to the student or others. Physical restraint 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 Knapp School and could result in physical, emotional, and mental harm to the student.

The following are Prohibited and 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 (e.g., detain student from lunch break for 15 minutes).

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 D – Metal Detector Screening and Searches

- All students are required to use the designated entrance upon arrival to school each day, even if arriving tardy, and must pass through the metal detector screening.
- Students in any grade may be placed on an enhanced daily search plan if behaviors are deemed necessary.
- Each student will be asked to remove all objects from their person and place the objects and any bags, backpacks, knapsacks, purses, or parcels on a designated table. Private written materials will not be read.
- School Administrators shall monitor each search for compliance with these guidelines.
- All student belongings will be searched
- Students will be asked to walk through the metal detector. If the metal detector is activated, they will be asked a second time to remove objects from their person and to walk through the metal detector a second time.
- If the walk-through metal detector is activated a second time, a school staff member will approach and explain to the student the hand-held scanning device process and then conduct a scan. Each electronic search will be monitored by the Administration for compliance with these guidelines accompanied by a second staff as a witness
- If something on the student activates the handheld device, the request to remove objects will be repeated and a second hand-held scan will then be conducted. If the device is activated again, a school staff member and Administrator will escort the student to a private area where a more thorough search will be conducted with additional staff.
- Prior to the private search, the school personnel must ask the student again to remove all objects from their person. The search will begin on the student's person near the area where the device was activated. This is a search of outer clothing and visible pockets 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 will be continued only if a subsequent scan activates the device.
- The screening and search process is directed to search for potential contraband, which if discovered may also be removed from any student.
- Any property removed from the student that is not deemed unsafe or illegal, but is not school appropriate, will be returned to them at the end of the day.
- Property removed from the student or their possessions, which is a direct violation of the school rules and policies and/or the law shall be retained by school administrators and result in disciplinary actions as in accordance with the Code of Conduct and may subject the student to criminal prosecution and/or juvenile proceedings for violations of law.
- All electronic devices must be checked in during the school day and will be safely locked in the front office, in accordance with our current electronic device policy. All devices will be returned to students at the end of their school day.
- 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 administration will notify the student's 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.
- Students who voluntarily leave the school grounds during the 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 metal detector screening procedures upon re-entry into the school facility.

Appendix E – 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 Knapp 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 Knapp 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 Knapp School 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 a Knapp 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 Knapp 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 Knapp 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 Knapp School students and / 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 Knapp 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 Knapp School administration 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 Knapp School administration 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 Knapp School administrator shall ensure the incident and investigation details, and outcome, are documented in the Knapp School Client Information System.

On the same day, the investigation is initiated, the school administrator 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 student information system. School personnel must adhere to federal and state laws and rules governing student privacy when reporting any alleged incidents of bullying. During this reporting, school personnel may discuss availability of additional supportive resources for involved students, including social work or counseling services, school psychological services, restorative measures, and/or other interventions.

When the investigation is complete, the school administration 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 school administration 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 school administrator 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.

When communicating incidents of bullying to the target's parent/guardian, the school administrator is 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 Knapp 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 Knapp 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.

Knapp School 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. Knapp 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 school administrator shall explain the consequences in a non-hostile manner and shall impose any consequence immediately and consistently.

Knapp 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 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

Knapp 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 the relationship between the perpetrator and target after other interventions have balanced the power differential between the perpetrator and target.

Under no circumstance will Knapp School administration or staff dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus only on perpetrator's feelings but work to develop and change thinking. Knapp School staff 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, Knapp School staff may also provide information to parents/guardians for outside, community-based services for additional support 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, Knapp School staff may provide information to parents/guardians for outside, community-based services for additional support 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 Knapp School Staff and Volunteers

The Knapp School, school staff 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 staff 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 administrator will consider appropriate disciplinary action for failure to adhere to and uphold School Policy.

Notice and Dissemination of Requirements

Knapp 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 Knapp School students and parent/ legal guardians.

Student Internet Safety Education

Information about Internet safety issues as they relate to cyber-bullying is to be part of Knapp School curriculum and shall be taught at least once each school year to all students. The scope and duration of this 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 a Knapp 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 Knapp 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 – Parent/Guardian/Provider Request for Classroom Observation

The Knapp 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 parents, guardians or outside professionals might want to visit our school and classrooms. We welcome necessary visits to our school and 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 school administration **at least five school days** in advance of the desired observation date. Once the completed request form is submitted, the school administration will consult with the necessary staff to ensure the desired date and time for the observation does not conflict with the teacher/ classroom schedule. When it is determined whether the requested observation can be supported or not, the school administration shall contact the requestor(s) to inform them of the decision.

The school administration 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 school administration 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 during testing, 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 the purpose of the observation(s). 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 school administration shall determine the reasonable and necessary amount of observation time required to complete the desired purpose or objective. 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 school administration'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 school administration 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. If requested to be in the classroom, observers 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 school administration, and other members of the student's multidisciplinary team (when deemed appropriate), 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 school administration 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 an evaluation/observation. All visitors must sign out with the main office upon departure.

General Expectations

Knapp School safety procedures will be always adhered to. Any visitor who fails to comply with school regulations will be asked to leave the school grounds immediately.

The school administration 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 because of an outside provider's observation and evaluation, the parent/ guardian or provider must submit a written evaluation report to the school administration or the assigned Knapp School clinician at least 10 working days in advance of the scheduled meeting.

Guardian/Provider Request for Classroom Observation Form

Parents/guardians will make a written request to the principal at **least 5 days in** advance of a requested observation. An administrator or other staff member 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 THE 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 Visit: _____

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

FOR KNAPP SCHOOL STAFF ONLY

Date of Scheduled Observation: _____ **Date of Pre-Conference:** _____

Pre-Conference Facilitator: _____

Concerns/Main points Discussed: _____

Knapp School Assigned Observer: _____

Post-Conference Facilitator: _____

Concerns/Main points Discussed: _____

Appendix G –Technology and Internet Use Policy

I. TREATMENT OF SCHOOL DEVICES:

Knapp School expects students to treat school devices with appropriate respect and care. This includes, but is not limited to, the following guidelines:

1. Only use the device assigned to you.
2. Device will be carried with care, two hands when possible.
3. Devices will only be used on flat, clean, and dry surfaces unless approval is given by a staff member.
4. Never leave the assigned device unattended while in use.
5. If using a mobile device, plug it into the cart when returning it to the cart
6. Keep food and beverages away from any technological devices.
7. Do not disassemble any part of a device or attempt any repairs.
8. If the device has a school provided case, always keep it in the case.
9. Do not draw, deface, or decorate (with stickers, drawings etc....) any devices.
10. Student and Parent/Guardian may be held responsible if damage is proven to be intentional to a technological device.

II. ACCEPTABLE USAGE OF SCHOOL TECHNOLOGY

Students are responsible for using school technology in an appropriate, ethical, and legal manner. The digital resources and technology provided to students are to be used to further learning and educational goals.

1. Communicate with respect.
2. Use appropriate language.
3. Use technology as directed by instructor to complete academic tasks.
4. Keep personal information confidential, including the addresses and telephone numbers of students.

III. UNACCEPTABLE USAGE OF SCHOOL TECHNOLOGY

Students may not use school technology for illegal, unethical, unsafe, or non-educational purposes.

1. Do not use school technology for, or in support of, any illegal activity.
2. Do not use school technology for, or in support of, any obscene or pornographic purposes. Inadvertent access to such content must be immediately disclosed to a teacher or administrator and the student will be cleared of suspicion of intentional misuse.
3. Do not cyberbully. This includes inciting violence, harassing another, or using discriminatory, offensive, or threatening language to demean or abuse another person.
4. Do not use school technology for non-academic purposes without teacher or administrator approval. This includes but is not limited to, social media platforms, games, viewing videos, listening to music or audio, purchasing, selling, and internet browsing.
5. Do not plagiarize any content accessed through school technology or violate copyrighted materials.
6. Do not take photos or videos of any student without their express consent.
7. Do not publish personal information, work, photos, videos, or audio of another student online without express permission from both the individual and guardian.
8. Do not download applications onto school devices without school administrative approval.

IV. ONLINE PUBLISHING OF STUDENT WORK

Students may create web pages for educational purposes as directed by instructors that are viewable by the school community.

1. Students whose work, likeness (as captured by photograph, video, or other media) or voices as presented on a website may never be published to the open web unless written guardian consent has been obtained for that specific purpose.
2. Students' work or likeness may be identified by first name only to protect student privacy and safety.
3. Knapp School and Yeshiva reserves the rights to exercise control of the style and content of student web pages.

V. SHARING OF STUDENT INFORMATION

Student information subject to COPPA and FERPA may be shared with third-party applications when guardians have provided written consent. The information shared will be limited to students' first names, last name initials, school-issued email address, and grade level.

VI. STUDENT PRIVACY

Students should have no expectation of privacy when using school-issued devices or accounts. Any online activity or saved files may be accessed and reviewed by a teacher or administrator at any time.

VII. POSSIBLE CONSEQUENCES FOR FAILURE TO COMPLY

At Knapp School, usage of school technology is a privilege. If students fail to comply with the above guidelines, they may receive any of the following disciplinary action:

11. Warning by staff member. Review guidelines.
12. Close monitoring of student usage.
13. Temporary confiscation of device.
14. Guardian contacted through phone call or email.
15. Meeting with school administration to determine further use.
16. Deactivation of misused application.
17. Suspension.
18. Loss of device.
19. For severe or repetitive cases of intentional damage, repair/ replacement fees between 50 to 200 dollars will be charged.

Knapp School views technology and digital resources as an integral tool for student learning. Therefore, our school may provide students with daily access to the internet through a variety of devices including, but not limited to desktop computers, Chromebooks, and tablets. Students are responsible for appropriate use of these devices as outlined in our school's Acceptable Use Policy for School Technology.

In addition, our school may provide students with access to a variety of digital resources including third party applications and G-Suite for Education. To learn more about how Google protects our students' privacy, and which services have been provided, refer to G-Suite for Education Notice to Parents and Guardians. These third-party digital resources and services may collect student information subject to The Family Educational Rights and Privacy Act (FERPA) and The Children's Online Privacy Protection Act (COPAA).

Signing this consent form authorizes our school to provide these services and resources to students and share student information with them for the purpose of furthering student learning. The sharing of student

information will be limited to student first name and last name initial, school-issued email address, and grade level. Moreover, student work and likeness (as captured by photograph, video, or other media) or voices may be presented on a website made viewable within our school community but will be identified by first name only to protect student privacy and safety.

Finally, students should understand that any activity done utilizing a school issued device or account is not private and is subject to our School Technology Policy. While filtering and monitoring software are in place, no such system is foolproof, and students bear the ultimate responsibility for appropriate usage. Usage of school technology is a privilege and failure to comply with our expectations for acceptable and responsible behavior will result in disciplinary action.

Appendix H –Digital Communication and Social Media Policy

This document outlines JCFS Chicago’s policies related to the use of digital communication and social media. Please read it to understand how we conduct ourselves on the Internet as professionals and how we will respond to various interactions that may occur between you and your JCFS staff person.

Our primary concern is your privacy. We will not knowingly follow current or former clients on blogs, Instagram, or Twitter. We believe casual viewing of your online content outside of the time spent together can create confusion regarding whether it is being done as a part of your treatment or to satisfy our personal curiosity. In addition, viewing your online activities without your consent and without our explicit arrangement towards a specific purpose could potentially have a negative influence on our working relationship. If there are things from your online life that you wish to share with your JCFS Chicago staff members, please bring them into your appointments where they can be discussed during the designated time with your staff member.

Email/Text Message Communication: Please be aware that if you email/text your JCFS Chicago clinician/staff member content related to you, this information is not completely secure or confidential. Therefore, email/texts with clinical and therapeutic content are discouraged. If you email/text regarding therapy content or “PHI” (Protected Health Information), staff will not respond by email/text and will instead contact you by phone and/or bring it up at your next appointment. **Email/texting is primarily utilized for scheduling purposes.** Email may also be used for sending handouts, readings, and resources. With your explicit permission, transmission of statements or reports may be sent via email. If you have questions regarding therapy or billing issues, please call instead. Do not expect your JCFS Chicago contact to respond to emails/texts outside of their scheduled work hours. If you choose to send your JCFS Chicago staff member email, be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any emails/texts JCFS Chicago receives from you and any responses that your JCFS Chicago staff member sends to you could become a part of your legal record.

Friending: JCFS Chicago staff will not knowingly accept friend or contact requests from current or former clients on any social networking site used for personal reasons (Facebook, LinkedIn, etc.). We believe that adding clients as friends or contacts on these sites can compromise your confidentiality and our respective privacy. It may also blur the boundaries of our relationship. If you have questions about this, please bring them up when you meet with your JCFS staff members to talk more about it.

Interacting: Please do not use messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact your JCFS Chicago staff member. These sites are not secure, and we may not read these messages in a timely fashion. Do not use Wall postings, @replies, or other means of engaging with your JCFS Chicago staff member in public online once you are a client of the Agency. Engaging with us this way could compromise your confidentiality. It may also create the possibility that these exchanges become a part of your legal medical record and will need to be documented and archived in your record. If you need to contact your JCFS Chicago staff member between sessions, the best way to do so is by phone or direct email at the Agency. See the email section for more information regarding email interactions.

Use of Search Engines: It is not a regular part of our JCFS Chicago practice to search for clients on Google or Facebook or other search engines. Extremely rare exceptions may be made during times of crisis. If your JCFS Chicago staff member has a reason to suspect that you are in danger and you have not been in touch via the usual means (coming to appointments, phone, or email) there might be an instance in which using a search engine (to find you, find someone close to you, or to check on your recent status updates) becomes

necessary as part of ensuring your welfare. These are unusual situations and if your JCFS Chicago staff member ever resorts to such means, they will document it and discuss it with you when you next meet.

Location-Based Services (LBS): If you used location-based services on your mobile phone, be aware of the privacy issues related to using these services. If you have GPS tracking enabled on your device, it is possible that others may surmise that you are a JCFS Chicago client due to regular office appointments. Please be aware of this risk if you are intentionally “checking in” from any of our offices or if you have a passive LBS app enabled on your phone.

Video-Conferencing: If you and your JCFS Chicago staff member agree to use videoconferencing, the format that we choose will be as secure as possible. However, be aware there could be a risk that a third party might view the session. It is possible that a videoconference may be of poor quality, which can be due to a slow or poor WIFI connection, and that a videoconference call could be ‘dropped.’ If a technology failure occurs during a session, your clinician/worker will discuss in advance with you another way of reconnecting. JCFS Chicago agrees not to record any session and expects the same of you.

Conclusion: Thank you for taking the time to read our Digital Communication and Social Media Policy. If you have questions or concerns about any of these policies and procedures or regarding JCFS Chicago potential interactions on the Internet, please contact your JCFS Chicago staff member or the JCFS Chicago Privacy Officer.

Appendix I – G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail (including Inbox by Gmail)
- Calendar
- Classroom
- Contacts
- Drive
- Docs
- Forms
- Groups
- Keep
- Sheets
- Sites
- Slides
- Talk/Hangouts
- Vault

In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to the following “**Additional Services**”:

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, Knapp School and Yeshiva may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google **Additional Services**, Google uses the information collected from all Additional Services to provide, maintain, protect, and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results.

Google may combine personal information from one service with information, including personal information, from other Google services.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

Students have access to Google services such as Google Docs, Sites, and Slides, but we have limited student sharing to users within our school. Staff, however, may share student work outside of our school with approved parties, such as parents and guardians. Student information will not ever be made public or indexable by search engines, including Google, without separate written consent from a parent or guardian.

In addition, student email accounts are restricted to the receiving and sending of email to users within our school and specific whitelisted educational sites. Emails from pre-approved third-party educational sites will enable students to track their progress and receive updates on their learning. Please refer to our Guideline and Permission for Use of School Technology for information about the sharing of student information with third-party educational resources and services.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google unless one of the following circumstances applies:

- **With parental or guardian consent.** Google will share personal information with companies, organizations, or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- **With Knapp School.** G Suite for Education accounts, because they are school- managed accounts, give administrators access to information stored in them.

- **For external processing.** Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures
- **For legal reasons.** Google will share personal information with companies, organizations, or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
 - meet any applicable law, regulation, legal process, or enforceable governmental request.
 - enforce applicable Terms of Service, including investigation of potential violations.
 - detect, prevent, or otherwise address fraud, security, or technical issues.
 - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google or refuse to consent. If you do not provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting Helen Saul or Allison Stevens. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed into the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact your child's teacher. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [G Suite for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at https://gsuite.google.com/terms/education_privacy.html), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (at <https://www.google.com/intl/en/policies/privacy/>).

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Appendix J –Policy on Clients’ Rights and Responsibilities

My rights and responsibilities as a client of JCFS Chicago are as follows:

You have the right to receive services in accordance with an assessment of your abilities and needs. You have the right to be treated with respect and dignity. Your rights include, but are not limited to:

1. The right to a current individualized education plan and the right to receive an education appropriate to your abilities and educational needs.
2. The right to informed participation in establishing your treatment plan.
3. The right to periodic information concerning your condition and progress.
4. The right to prompt emergency medical care.
5. The right to be informed of any treatment or therapy, including physical and medical consequences and the right to refuse any component of the program, with the right to be informed of all alternatives.
6. The right to receive services provided your behavior does not disrupt, threaten, or harm other clients or staff or the property of JCFS. I understand that such behavior may constitute grounds for dismissal from the program and/or possible criminal prosecution.
7. The right to have the opportunity to consult with independent specialists and counselors and to seek an outside psychiatric or psychological evaluation.
8. The right to freedom from the use of language of an intimidating, degrading, or derogatory nature.
9. The right to have assistance from an independent advocate when, in your opinion, your rights have been violated.
10. Every client has the right to confidentiality regarding case record information and mail in accordance with the Confidentiality Act of the IMHDD code and Health Insurance Portability and Accountability Act (HIPAA) of 1996.
11. The right to be informed in writing of the agency’s client grievance procedure, in the event you have a complaint about the agency’s services.
12. Services will not be denied, reduced, suspended, or terminated for clients exercising their rights.

In addition to the rights that are afforded to you as a participant of JCFS Chicago services, there are certain responsibilities you must ensure appropriate delivery of services. Your responsibilities include but are not limited to the following:

1. Abide by all rules and regulations of JCFS Chicago including our concealed carry weapon prohibition and our non-smoking policy.
2. Provide relevant information, to the fullest extent possible, which is accurate and complete when it impacts the services you are receiving.
3. Actively participate in the services and work on the goals outlined in your treatment or service plan.
4. Comply with program specific rules and expectations as outlined in your program’s handbook or rules. Please ask questions if you are unsure of what is expected of you within a specific program.
5. Be considerate of facility personnel and property.
6. Promptly meeting any financial obligations agreed to with JCFS Chicago when applicable.

Appendix K – Client Grievance Procedures

If you have a complaint about the Agency's services, the following procedure will need to be utilized to have your grievance heard. The following is a statement of the Agency's Client Grievance Procedure:

1. The client shares a complaint with an Agency staff member. The agency staff initiates an investigation within 2 business days of receipt of the complaint; ensures client confidentiality is protected and attempts to resolve the complaint. If the complaint is not resolved, a *Client Grievance Form* is given to the client to complete. After completion, the worker forwards the form to the supervisor. The name and phone number of the supervisor will be given to the client. The Chief Operating Officer is designated to accept client complaints: a copy of all grievances is forwarded to the Chief Operating Officer.
2. If the grievance is resolved, the staff member indicates this on the *Client Grievance Form*.
3. If the complaint is not resolved, the staff member indicates this on the *Client Grievance Form* and provides the name and phone number of the supervisor to the client.
4. The supervisor speaks with the client to resolve the difficulty, offering to meet with the client if indicated. The supervisor ensures client confidentiality is protected.
5. If the grievance is resolved, this is indicated on the *Client Grievance Form* and placed in the client's file.
6. If there is no resolution, the name and phone number of the Chief Operating Officer is given to the client. The Chief Operating Officer will speak with the client to resolve the difficulty, offering to meet with the client if indicated. The Chief Operating Officer ensures client confidentiality is protected.
7. If the grievance is resolved, this is indicated on the *Client Grievance Form* and placed in the client's file.
8. If there is no resolution, the *Client Grievance Form* will be forwarded to the Executive Director, and the name and phone number of the Executive Director is given to the client.
9. The Executive Director will respond to the client's complaint by telephone, letter or in a personal interview. The Executive Director ensures client confidentiality is protected. The Executive Director will notify the client of the decision within five working days. The decision of the Executive Director shall be final.

Appendix L – Discipline and Suspension Policy

STUDENT BEHAVIOR

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including, without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including, marijuana hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.

- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or

cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
12. Entering school property or a school facility without proper authorization.
13. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
14. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
15. Being involved with any public-school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
16. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.

17. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
18. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
19. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by a school or organization administrator.
20. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event. Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or physiological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. School administration or designee shall ensure that the student is properly

supervised, has access to academic work, therapeutic supports and classroom teacher.

7. Community service with local public and non-profit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs.
8. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
9. Suspension of bus riding privileges
10. Out-of-school suspension from school and all school activities. A student who has been suspended may also be restricted from being on school grounds and at school activities.
11. Discussion or and implementation of change of placement as deemed necessary by the IEP team
12. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending a student because behavioral interventions, other than a suspension, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension.

Corporal punishment is prohibited. *Corporal punishment* is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the Agency procedure(s).

JCFS Chicago respects a student's right to self-determination and therefore does not use treatment methods which might be considered hazardous or unsuitable. Staff members will take the steps necessary to prevent students from injuring themselves or others. In the event that a student's behavior is dangerous to him/herself or others, staff will use the least restrictive physical restraint techniques from the Therapeutic Crisis Intervention curriculum until the behavior has subsided.

JCFS Chicago does not use mechanical or chemical restraints to subdue clients' behavior. The legal guardian has the right to be notified if the student is physically restrained; this will be done routinely. Our physical restraint policy is in alignment with all applicable rules, regulations and accreditation standards.

- Professional Development - Staff Training:
 - o To reduce the use of isolated time out and any use of physical restraint JCFS has provided training to all staff in non-violent crisis intervention strategies including de-escalation.
 - o CPI non-violent crisis intervention training for all staff is designed to teach best practices for

managing difficult situations, disruptive behaviors and learning techniques for deescalating situations and avoiding the need for isolated time-out and physical restraint.

The Emergency Regulations impose different requirements for staff training for those who may be involved in time out or physical restraint activities. The regulations focus on the following:

- Only staff members who have been certified through the CPI training program will restrain a student as a last resort. Any adult who will be supervising a student in isolated time out or time out, or who is involved in a physical restraint, shall receive at least 8 hours of developmentally appropriate training annually.
- All staff members are trained in CPI through the Crisis Prevention Institute, Ukeru, and Collaborative Problem Solving trained trainers. This is best described as training designed to teach best practices for managing difficult situations and disruptive behaviors. Staff learn how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile behavior. It is a program that can help staff reduce the amount of disruptive, escalated, and unsafe behaviors which they might encounter.
 - Training is provided in the following areas:
 - Crisis de-escalation
 - Collaborative Problem Solving
 - Identifying signs of distress during physical restraint and time out
 - Trauma-informed practices
 - Behavior management practices
- For any school which has a policy permitting the use of time out, the organization must provide training to all staff implementing time out procedures.
- For any school which has a policy permitting the use of physical restraint, the training requirements for any adult who may be participating in physical restraint are the same, with the addition of training in restorative practices and behavior management practices.
- Isolated time out, time out, or physical restraint, shall be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out, and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective.
- Training must include the receipt of a certificate of completion or other written evidence of participation.
- No individual may use isolated time out, time out, or physical restraint before receiving the required training and certificate.
- Staff members will only use physical restraint methods that are authorized by CPI. The person administering physical restraint will use the safest, least intrusive method of restraint that is appropriate to the situation and an approved method of CPI. Whenever possible, the restraint should be monitored by another staff member. During the restraint, the student's physical condition will be

constantly monitored, including the student's breathing, skin color, and the ability to speak. Physical restraint will be discontinued as soon as staff determines the student has regained control of him/herself and is no longer of imminent danger to him/herself or others.

Time Out Procedures

Working with students with significant behavior problems requires the use of many different techniques. Time-out, when applied in a planned, thoughtful way, may be an appropriate technique for improving a student's behavior.

Time Out and Physical Restraint Requirements

Illinois regulations establish requirements for the use of time out, isolated time out, and physical restraint. ISBE has defined the conditions under which time out and physical restraint may be used.

Time out and physical restraint may be used only for (1) therapeutic purposes, or (2) as a means of providing a safe environment for learning to the extent necessary to preserve the safety of students and others. Note that conditions permitting the use of time out and physical restraint are further defined as provided below.

Time-out is a behavioral technique in which a student is moved from a highly enriched reinforcement environment to a less reinforcing environment. There are three levels of time-out:

- Time out: A student's participation is limited but the student continues to observe the class activity. An example is when a student is moved away from the group but can watch what the group is doing.
- Exclusion time out: Occurs when a student is sent to an environment where the student is no longer able to access what is happening in the classroom; however, the student maintains access to students and/or staff. An example is when a student is placed in the hall, sent to detention, in school suspension, or principal's office, or an alternative location in the school.
- Isolated time out: Occurs when a student is involuntarily placed alone in a separate room or area and prevented from leaving. This is the most restrictive form of time-out and should only be used after other forms of time-out have been considered. Voluntary breaks, staff-supported breaks, movement to a quieter setting, and supervised non-voluntary time away in which the student's exit is not restricted are not considered isolated time-out.

Basic Considerations:

- Time out is only effective when the student perceives time-out as a loss of reinforcement. If the student does not find the classroom environment positive, he/she will not find time out aversive. In these cases, the student may display negative behaviors to be placed in time out to escape an undesired task or request or to engage the teacher in a power struggle.
- Time out is an effective procedure for eliminating a behavior only if the procedure includes positive behavioral supports for a replacement behavior.
- When implementing a time-out procedure, staff should consider the entire spectrum of time-out procedures before choosing isolated time out.

The following procedures set forth JCFS Knapp School & Yeshiva's expectations for the use of isolated time out by JCFS employees:

- Use of Isolated Time Out - The use of isolated time out is limited to extraordinary, emergency situations where the behavior of a student poses a threat of imminent, serious, physical harm to self-and/or others. Isolated time out may be used only as a last resort after proper positive behavioral interventions and de-escalation techniques have failed to de-escalate the risk of injury. Isolated time out should never be longer than needed to resolve the risk of actual harm. Generally, a student should be placed in isolated time out for no more than 30 minutes, and a student should be removed from isolated time-out as soon as the imminent risk of serious physical harm has ended. When a student is placed in isolated time out, they should be constantly visually monitored.

Inclusion in Individual Plan

- If a student is subject to an individual plan developed by JCFS Knapp School & Yeshiva, including an intervention plan or IEP, the appropriate team may consider isolated time out in that plan as a restrictive intervention technique. However, regardless of inclusion in an IEP, any student may be placed in isolated time out in situations where the behavior of a student poses a threat of imminent, serious, physical harm to self-and/or others. If a student is displaying behaviors that require consideration of isolated time out within an IEP, an appropriate team, which must include a specialist in behavior management, should be formed.
- The student has a documented history showing a series of behaviors in the preceding two years that has created an imminent danger of serious bodily injury in school; and
- A comprehensive, data-driven functional behavior assessment (FBA) has been conducted, and a behavioral intervention plan (BIP) was implemented by a qualified team of professionals for a reasonable period of time; and
- Less aversive or restrictive techniques have not been effective

When including isolated time out in an IEP, the team must define:

- What exact behaviors will lead to the isolated time out (extraordinary, emergency situations where the behavior of a student poses a threat of imminent, serious, physical harm to self-and/or others);
- Who will decide if the student requires isolated time out;
- Where the isolated time out will take place;
- Who will monitor the student in the isolated time out;
- What appropriate behaviors the student must display to be removed from isolated time out;
- How long the student will be placed in isolated time out; and
- What positive supports will be put in place to avoid the need for the use of isolated time out.
- How the team will respond to requests for breaks from isolated time out (i.e., to use the bathroom, for water, or for food).

The team must also consider that, regardless of inclusion in an IEP, isolated time out is limited to emergency situations and should only be used as a last resort. If a student is being placed in isolated time-out frequently or with any regularity, the appropriate team must reconvene to review the appropriateness of the student's BIP and IEP.

All incidents of isolated time out must also be documented using a Restraint/Time-Out form. Full documentation and notification procedures are provided under “Documentation Practices for Restraint and Time Out”.

Time Out Space Requirements:

Time out is permitted with the presence of a trained adult in an enclosure that meets the following requirements:

- Meets all the health/life safety requirements of 23 Ill. Adm. Code 180;
- Has the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed on time out, but also the trained staff member who is required to accompany that student under the Emergency Regulations; and
- Must be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others.
- Be designed so that students cannot climb up the walls, including walls spaced far enough apart to deny sufficient leverage for climbing.
- Area/Room must be equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems in other rooms of the building.
- Automatic smoke detection devices (tied into the building fire alarm) must be provided for the space immediately outside the door to time out room and those time out rooms in sprinklered buildings cannot interfere with proper sprinkler coverage.
- The room/area must be of sufficient size (minimum of 8' x 8') to accommodate student being isolated and any other individual who is required to accompany that student.
- Must include an observation window made of safety glass (not wire glass) that allows the adult responsible for supervising the student to directly observe the student at all times in any area of the time out room.
- If an enclosure used for a time out is fitted with a door, the door may not be locked at any time during the time out.
- A student shall not be kept in time out for longer than is therapeutically necessary. No less than once every 15 minutes, the trained adult must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.

Restraint Procedures

Working with students with significant behavior problems requires the use of many different techniques. JCFS Knapp School & Yeshiva recognizes that the use of physical restraint may be required to protect the student or members of the school community from potentially serious dangers when a student begins to physically act out toward him/herself or others.

In the school setting, restraint is understood to immobilize or restrict the ability to freely move his or her arms, legs, or head freely. This includes mechanical restraints, further defined as a device that restricts the

movement or function of a child or a portion of a child's body. The following procedures were developed to ensure that the care, welfare, safety, and security of all students, faculty, and staff are maintained in the event of a crisis situation.

Restraint does not include the following:

- Temporarily holding an individual to help him or her participate in education or daily living activities;
- Escorting techniques, where a student is provided limited physical encouragement (i.e., hand on the back or a hand on the elbow) to help him or her move from one location to another without rising to the level of physically forcing compliance;
- Appropriate use of adaptive equipment or products, provided they are used in accordance with manufacturer's recommended usage. Adaptive equipment may include, but is not limited to, adaptive seating products or therapeutically prescribed devices such as weighted vests. If adaptive equipment, such as a Rifton chair or weighted vest, is used for the purpose of limiting mobility or as a punitive measure, its use constitutes restraint subject to ISBE Guidelines and documentation procedures.

Use of Restraint

The use of restraint is limited to extraordinary, emergency situations where the behavior of a student poses a threat of imminent, serious, physical harm to self-and/or others. Restraint may be used only as a last resort after proper positive behavioral interventions and de-escalation techniques have failed to de-escalate the risk of injury. Positive reinforcement of the desired behavior must be given first consideration.

Restraint should never be used:

- As punishment;
- To force compliance;
- To address non-compliance (refusal to comply with a staff directive or school rule);
- As a substitute for appropriate educational support;
- In response to property destruction;
- In response to a student's flight, escape, or running away, unless there is imminent risk of injury related to the escape
- In response to verbal threats and profanity that do not rise to a level of physical harm unless the student demonstrates a means of carrying out the threats; or
- Longer than needed to resolve the risk of actual harm.

Types of Physical Restraint

The use of prone restraints (face down on stomach) or any hold or maneuver that places pressure or weight on the student's chest, lungs, sternum, diaphragm, back, neck, or throat are strictly forbidden. In addition, the degree of force used must not exceed what is necessary to protect the student or others from imminent bodily injury.

Staff members will only use physical restraint methods that are authorized through CPI processes. The person administering physical restraint will use the safest, least intrusive method of restraint that is appropriate to the situation and an approved method as taught through CPI.

Whenever possible, the restraint should be monitored by another staff member. During the restraint, the student's physical condition will be constantly monitored, including the student's breathing, skin color, and the ability to speak. A physical restraint will be discontinued as soon as staff determines that the student has regained control of him/herself and is no longer of imminent danger to him/herself or others.

Only staff members who have been certified by a CPI trainer in advanced physical skills will restrain a student. The staff member must successfully complete the initial eight-hour training session and successfully complete the recertification course annually.

The team must also consider that, regardless of inclusion in IEP and BIP, restraint is limited to emergency situations and should only be used as a last resort. If a student is being physically restrained frequently or with any regularity, the appropriate team must reconvene to review appropriateness of the student's IEP and Behavior Intervention Plan.

Documentation Practices for Restraint and Time Out

Effective November 20, 2019, all educational entities serving Illinois public school students are required to document any use of physical restraint or time out using the ISBE created Form titled "Physical Restraint and Time Out Form."

The ISBE Form is at: <https://www.isbe.net/Documents/11-01-Physical-Restraint-Time-Out-Form.pdf>

Notification

- The completed ISBE Form must be sent to the student's parents or guardians within 24 hours of the use of time out or physical restraint.
- The completed ISBE Form must be emailed to ISBE at restrainttimeout@isbe.net within 48 hours of the use of time out or physical restraint.
- JCFS Knapp School & Yeshiva places a parental notification on its website of its intent to use isolated time out in extraordinary, emergency situations where the behavior of a student poses a threat of imminent, serious, physical harm to self-and/or others.

Notable Form Requirements

- The ISBE Form requires staff to attach a log of student behaviors during time out and restraint and any other interaction between the student and staff to the Form.
- The ISBE Form requires an evaluation by the nurse and the nurse's signature and comments.
- The ISBE Form requires information about whether a "postvention" meeting was held with the student to process the events leading up to the incident, to develop alternative solutions, and to plan for re-entry into the student's routine.
- The ISBE Form requires the school staff to establish and record the date and time staff will meet to discuss recommended changes in approach or follow-up needed within 48 hours of the incident.
- If restraint or time out occurs on a Friday, the Form should be emailed to ISBE by the end of the day the same Friday to meet the 48-hour deadline, unless the school intends to transmit it over the

weekend.

- If a nurse is not available for evaluation of the student after the restraint or time out, the school administrator will conduct the evaluation and note that on the Form. The student should then be evaluated by the nurse when the nurse returns to the building, or if the school has no nurse, then document this on the Form.
- Following a time out or physical restraint, the team will schedule a meeting with the student to process the events leading up to the incident, develop alternative solutions, and plan for re-entry into the student's routine. The documentation should indicate whether this meeting occurred and identify the staff members who participated.

Documentation:

Each time out and/or physical restraint is used with a student, the school must complete specific documentation related to the incident and place it in the student's file. Documentation must include:

- Actions attempted prior to time out and/or physical restraint to manage or de-escalate the situation;
- Clear description of the safety concerns posed to student and/or others;
- Student's behavior before, during, and after time out and/or physical restraint;
- Location of time out and/or physical restraint;
- Amount of time in time out and/or physical restraint;
- Names and position titles of personnel involved with the incident;
- Date and time the administrator was notified;
- Date and time parents/guardians were notified and by whom; and
- Name and position of person completing the documentation.
- Classroom personnel must contact the designated administrator and, when applicable, the student's case manager or relevant school psychologist as soon as possible on the day of the incident to notify them that isolated time out was used.
- The student's parent/guardian must be contacted by their preferred method of communication on the day that the isolated time out occurs. Efforts to reach the parents/guardians must be documented, particularly when the administrator is unable to reach the parents/guardians directly.
- Written notice of isolated time-out must be sent to the student's parent or guardian by the end of the next school day. The notice should state that documentation of the incident has been placed in the student's educational record and is available for review.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be immediately removed from school and an IEP meeting set up with the local school district to determine next steps.

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1 of the Firearm Owners

Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).

2. A knife, brass knuckles, or other knuckle weapon, regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *lookalikes* of any *firearm* as defined above.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Agency permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

Agency Leadership, School Administration or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify School Administration in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* include modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the School Administrator or designee shall immediately follow agency guidelines around safety protocol.

Upon receiving a report on any of the above (1)-(3), the School Administrator or designee shall immediately notify local law enforcement. The School Administrator or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated (licensed) educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property.

School Administration is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed.

Legal

20 U.S.C. §7971, Pro-Children Act of 2004.

20 U.S.C. §7961 et seq., Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, 5/31- 3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §1.280.

Appendix M – Animal Assisted Therapy Benefits

“When pets are introduced into a therapeutic institutional setting, it indicates that the staff has rethought its role in the treatment of children and has come to the conclusion that the primary purpose of its organization is to help children and anything leading to that end should be encouraged (Levinson 1997, pg 85).”

Research shows...

- **Animals can curb violence in schools.** In classrooms, animals have been empirically proven to improve human attitudes towards animals. The same study showed a generalization from human attitudes towards animals to human-directed empathy. Emotional connections made with animals can transfer to more empathic attitudes towards other people.
- **The presence of an animal has been found to lower anxiety and motivate participation in therapy.** The animal relieves some tension and anxiety of therapy and interacting with the animal is entertaining and fun. Talking to an animal while the therapist listens is easier than talking directly to the therapist, especially about more difficult issues. The therapist can incorporate the animal into whatever professional style of therapy the therapist already enacts and can be used with a variety of populations.
- **Animal-assisted therapy can be beneficial to the therapy process.** The presence of an animal can facilitate a trust-building bond between the therapist and client. Animals often help clients focus on an issue as they interact with the animal. The animal may help the client get in touch with their feelings. Sharing feelings with the animal may help the client initiate an emotional sharing process in therapy. The animal is seen as a friend and ally who provides a safe place for sharing. The animal offers nurturance because he gives unconditional acceptance and interaction.

Some academic benefits include:

- Improved cooperation and problem-solving ability
- Increased concentration and attention
- Improved socialization and communication
- Improved memory and recall
- Opportunity to learn about and interact with an animal
- Increased motivation to learn, experiment, explore, and possibly to modify behavior
- Increased willingness to try new things

Some therapeutic benefits include:

- Brightened affect and mood, lessened depression
- Improved self-esteem
- Increased expression of feelings
- Decreased general anxiety
- Increased ability to trust
- Increased ego functioning
- Increased compassion
- Decreased isolation, boredom, and loneliness

Knapp School Guide for Student Success

If you have a question about this guide, please ask your staff.

About Knapp School

- Knapp School & Yeshiva is a **therapeutic school** that serves students from K-12 + with special needs. The school partners with you to help you grow
- School Mission: Through a holistic approach, we create an inclusive therapeutic learning community centered around empowering students to reach their full potential.
- Staff are **trained** in Nonviolent Crisis Intervention (NCI) created through the Crisis Prevention Institute (CPI), Collaborative Problem Solving (CPS), and UKERU to keep you safe and comfortable and to help you learn how to overcome problems.
- Your **school team** includes your teacher, paraprofessionals, social worker, and other staff. Together, they help you meet the goals in your Individualized Education Plan (IEP).
- The **school year** has two semesters and four quarters.

Attendance

- Attendance is critical to your personal and academic growth
- Please arrive on time. When you are at school for the entire day, you will learn more.
- If you are absent, your parent/guardian should let the school office know.
- If you are late, you will be given a tardy slip.
- If you leave school and return later in the day: You will re-enter through the metal detector. You may be asked to talk about why you left.

Your information

- Staff respect the privacy of your information. They will discuss your confidential information in a professional manner with relevant individuals, when necessary.
- All School Staff are mandated reporters, which means they must report information about behavior that may be harmful to you or others.

School work

- If your teacher assigns **homework**, please complete it by the due date.
- Please try your best in school. Grades and progress are up to date in the student information system, which can be accessed by both you and your parent/guardian. Progress reports will be sent at the middle of each quarter.
- Your teacher will keep a Weekly **Report Card**, which records weekly grades and progress on IEP goals. Access to your work completion and grades will be available in student and family access through Skyward. Report cards are sent home at the end of each quarter and at the end of Extended School Year Program (Summer School).

Reintegration

- Knapp School will partner with you and your team to ensure you will be successful as you transition back to your home school. This will include evaluating your academic, social, and emotional growth and development while at Knapp School.

If you are Upset or Being Unsafe

- If you are upset, your staff may encourage you to go for a walk or to go to a separate space so you can calm down.

- Trained staff will hold you safely if you are at risk of hurting yourself or others. This is called Passive Physical Restraint.

What happens if you or another student act in an unsafe way

- Staff will write an Incident Report (IR).
- You may be asked to leave the classroom for **time away** to calm down and regulate yourself. Staff will supervise you.
- If you show extreme or aggressive behavior, the School Administration may issue an **Out-of-School Suspension (OSS)**. After OSS, you will take part in a re-entry meeting with a parent or guardian, classroom staff, school administration and other staff as needed.
- If you show difficult behavior near the end of the school day, you and a parent or guardian may be asked to attend a conference on the next school day.

Cigarettes & Drugs & Alcohol

- Knapp School is a Smoke Free Campus. Students caught smoking may be assigned to Community Service. A meeting with a parent/guardian may be scheduled.
- If you bring Tobacco or smoking paraphernalia (including vapes), they will be confiscated and not returned if you are younger than 21.
- School staff will inform parents/guardians of any suspicion of use or possession of drugs or alcohol. The Police may get involved.

Medications ('meds,' pills)

- If your doctor completes a special form, authorized school staff may administer over the counter and prescription medications.
- You may not carry prescription or over-the-counter meds, except for an inhaler or insulin as prescribed by your physician and determined in your individual health plan. Meds must be turned over to the nurse or school administration.

Valuables

- Please do not bring things that are precious to you to school. Knapp School is not responsible for any damage, theft, or loss of valuables.
- Knapp School does not allow students to sell, buy, trade, borrow, or give belongings to other students while in attendance.

Electronic Devices & Social Media

- You may not use a cell phone at school. If you bring a cell phone to school, you must turn it over to the staff when you arrive. Your phone will be returned at the end of the day.
- If you need to make an emergency call, speak to a staff member.
- You may not take a photo or video of any staff or student.
- Please do not create, send, or keep explicit photos of a minor, even of yourself. This is a crime that can lead to police involvement and legal consequences.
- You may not visit social media (including, but not limited to, Facebook, Snapchat, Instagram, or TikTok) at school.

Metal Detector/Building Entry

- When you arrive to school, you and your belongings will be searched and/or passed through metal detecting equipment. If further search is required you will be asked to step into a separate area and searched with a handheld metal detector, with two staff members present at all times.

- You may only bring sealed liquids into the school (i.e., an unopened soda/Gatorade). Empty personal water bottles may be brought and filled at school.

Safety

- Staff will supervise you at all times.
- Do not bring a weapon of any kind to school. It will be confiscated, and a parent/guardian will be contacted. In addition, this may warrant police involvement, disciplinary action, and/or an IEP meeting.
- You or your belongings may be searched during the day if the school administration has a reasonable suspicion that you have a forbidden substance or weapon or that you pose a threat to yourself, others, or the school community.
- Staff will show you how to leave the school safely if there is an emergency. **Emergency Exit routes** are posted in your classroom. Please remember where your exit is.
- During **Safety drills**, please follow the directions of staff. This will help keep you and the school safe.
- Staff work together with local **police** to keep the school safe.

Student Dress Code

Wearing appropriate school clothing is essential to a strong learning environment and increasing academic, social and emotional outcomes. With this in mind, the following are the dress-code expectations:

- Your clothes should cover your waist, midriff, upper chest, as well as undergarments. Clothing with large holes, tears or rips, see-through, or excessively revealing, should not be worn to school or school functions.
- Shorts and skirts should be at least the length of your fingertips next to your leg. When leggings, yoga pants, or biking shorts are worn, tops worn with these items must come to the top of the thigh.
- Clothing which displays inappropriate, violent, or gang-related pictures, images, symbols, or words is prohibited.
- If your clothing does not align to the school dress code, you will not be able to go to class. You will be asked to change into other clothing or turn the shirt inside out. If you don't change your clothes, you may have to leave school for the day or have a parent/guardian bring you other clothing items to wear. Continued violations of the school dress code will result in parent/guardian conference and a dress code contract.

Examples of clothing that is NOT allowed:

