

Parent/Student Handbook



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Dear Families:

For our new families, welcome to CDH Educational Center! For our returning families, welcome back! We appreciate that you selected our school to meet your child's needs. It is an enormous responsibility and we will make every effort to exceed your expectations.

Our faculty, staff, and administrative team take pride in ensuring that all our students receive the quality programming they need and deserve, and one of our primary goals is to help students achieve their full potential and acquire the skills they need to live an independent and fulfilling life.

In addition to treating your child with respect and dignity, we pledge to provide our parents and guardians with the same. Our team understands that families are integral to not only their child's success, but our school's as well. Your feedback and input are invaluable, as is your collaboration. As our program continues to grow and develop, your active participation will help shape the future landscape of our school community.

Karen Harper, MA, BCBA
CEO

Libby Folgers
Director

Trina Dillon, MA
Principal

Beth Glass
Educational Consultant

CDH Educational Center

CDH Educational Center, LLC is a non-public, therapeutic day school that provides special education alternatives to students utilizing the principles of Applied Behavior Analysis (ABA). CDH accepts students diagnosed with Autism Spectrum Disorder, developmental delay, students previously diagnosed as having PDD-NOS, emotional disabilities, intellectual and specific learning disorders & other health impairments.

A Pre-K- 8th grade elementary school, special education services are provided to students between the ages of 3-14 years of age. While the majority of students enrolled at CDH Educational Center are funded through the student's home school district, private pay students are accepted. Located in Dixon, IL the school provides services to children from a variety of surrounding suburbs.

Vision/ Mission

At CDH our vision is that every child should have the opportunity to receive high quality, instructional programming within an individually motivating environment. As a result, the purpose of our school is to provide all of our students with a motivating and challenging educational experience that provides high-quality instruction in the foundational skills students need to access the general education curriculum and meet the learning, social, and behavioral needs of each student.

CDH Educational Center is committed to:

- creating an educational environment where students are motivated to learn
- providing the most effective and current assessment and curricular tools for each student;
- providing systems of support that meet student needs within the classroom, school and community;
- empowering families to be active in their child's learning;
- engaging the community to promote awareness, acceptance, and collaboration;
- recruiting and developing highly effective teachers, leaders, and staff;
- contributing to the fields of education, and behavior analysis through participation in research;
- maintaining sound organizational leadership, sustainable growth, and fiscal responsibility.

Program Overview

School Model

CDH Educational Center provides students and families with a comprehensive educational experience. Our school utilizes research based educational and behavioral programming adapted to meet the needs of each student and foster individual

achievement. The program provides comprehensive, ongoing assessments to determine the student's learning style, strengths, areas of needed instruction, and progress towards goals.

As an Applied Behavior Analysis (ABA) school, our teaching methods, data collection system, and evaluation process support the application of behavior principles to increase or decrease targeted behaviors. CDH's educational program identifies each child's specific areas of need across core diagnostic areas specific to autism diagnosis and related disorders including, but not limited to: communication & language, adaptive functioning, relationship development, social/emotional learning, leisure/play, problem behaviors reduction, and educational supports for all areas of core curriculum. The success of the students is also the success of the teachers. Oversight and accountability of student programs and staff implementation is provided by a highly qualified BCBA to ensure meaningful progress is made and ensure high quality instruction.

The program is tiered with three levels of program intensity to support students. Students are placed in the program level that best supports their needs. Ongoing evaluation and systematic support reduction helps students move to less restrictive program options with the goal of transitioning back to a program in their home district or an appropriate alternative program. Student placement within the program is determined by a multi-factor assessment which includes, but is not limited to: grade level, instructional supports needed for academic success, types of behavioral support needed for social emotional growth and the level of medical or other specialized supports.

Maintaining a Peaceful School Environment

CDH Educational Center desires to maintain a school environment that is supportive, respectful, and harmonious for every child, parent and staff member. To support a peaceful school environment, staff members agree to follow the school's professional conduct practices.

Similarly, parents are asked to demonstrate courtesy and respect in their interactions with other parents, with staff, and with their own and other children while they are at CDH Educational Center. Everyone is expected to use language that is always suitable and appropriate for children's ears when on the school grounds, parking area, or inside the building. Language or behavior that appears threatening, disrespectful, or disruptive will not be tolerated, and appropriate measures will be taken. For conflicts or grievances, parents should contact administration directly.

Program Information

CDH uses assessments to identify students' present levels of performance and aligns individual goals with common core standards, curriculum, instruction both within and across all grades and subjects. This method allows us to consider not only what will be taught, but how it will be taught and assessed, which results in clear and consistent expectations for student learning.

Due to specific learning needs and disabilities of the students served at CDH Educational Center, traditional curriculum will require significant accommodation and modification. Regardless of the student's level of impairment, all curricular tools and materials are age appropriate and aligned to grade specific Common Core/Essential Elements & Illinois State Standards.

Academic Information

It is our belief that whenever possible, students should be educated within their own educational community and have the opportunity to engage in the same educational and social opportunities as their peers to the maximum extent appropriate. Because of this, our school is modeled to support independence and reintegration. Our school has a tiered system of support. Students at all levels participate in individual and small group instruction and activities and begin to develop the skills needed to participate in whole class activities.

Curriculum

Our program utilizes the following resources to ensure that students have the exposure to grade level instruction while focusing on their therapeutic and behavioral needs:

Unique, PEAK, Handwriting without Tears, Reading A-Z, Science A-Z, Social Thinking, Zones of Regulation, Move to Improve, Attainment's Early Literacy Skill Builders, Smile Structured Methods in Language Education: An Association Method Curriculum.

Assessments

Additional lessons derived from the following assessments based on student need and aligned to Common Core/Essential Elements & Illinois State Standards:

PEAK - Promoting Emergence of Advanced Knowledge

ABLLS-R- Assessment of Basic Language and Learning Skills-Revised

AFLS- Assessment of Functional Learning Skills

IGLR- Inventory of Good Learner Repertoire

VB-MAPP- Verbal Behavior- Milestones Assessment and Placement Program.

Grading

At CDH, each student is graded according to what is stated in their IEP. During the IEP meeting, the IEP team works together to determine the grading system that will be in place for each student. It is important to ensure that the team considers whether the grading system will reflect the quality, level of competence and skill mastery, progress, and effort for each student. Grades will be reported based on the system in place at each school.

Testing

State and federal law require educational institutions to assess student achievement on grade level content. The state of Illinois has two state assessments that are administered to students in grades 3-8, the Illinois Assessment of Readiness (IAR) and the Dynamic Learning Maps- Alternate Assessment (DLM-AA). Student accommodations are available for both tests and decisions regarding which test your child will take is individually determined at your child's annual IEP meeting.

Related Services

An integrated therapy model for ABA, speech, and occupational therapy was chosen by our program and approved through ISBE. This program model was selected because it allows us the flexibility to provide students with the services that they need throughout the school year. Because the service delivery approaches are selected based on the student's needs, therapists select the learning environment and type of service delivery that match the student's learning preferences.

At CDH, related service providers can determine the model and amount of direct support needed based on the student's needs at a given time, and students may receive instruction in one-on-one, small and large groups. This model includes a strong emphasis on training, coaching, and consultation as the related service provider works directly with the team to ensure that related service needs are worked on throughout each school day. The students who attend CDH generally require more intensive support and skill practice than those in less restrictive settings. Therefore, instead of only providing students with related services for a specific amount of time each week, this model ensures that student goals are learned and practiced multiple times throughout the day and week.

Individualized goals and therapeutic supports will be provided to students as determined by their IEP. Related services will be diagnostic in nature, outcome-orientated, curriculum based, integrated with educational activities, dynamic to fit student's changing needs, derived from research based strategies, age appropriate, and designed to promote access to the general education curriculum.

In accordance with newly enacted legislation, CDH Educational Center will provide the parent or guardian of a student with an IEP, who is receiving related services pursuant to that IEP, with a copy of related service logs at the student's annual review IEP meeting. Additionally, a parent or guardian may request to view or receive a copy of his or her child's related service logs at any time and the School will provide those logs within ten business days of the request.

Collaboration with Private Therapies

Many students participate in activities and interventions outside of school such as therapies, camps, medical interventions, and tutoring. CDH Educational Center

welcomes the opportunity to collaborate with anyone working with your child for the purpose of continuity of services.

CDH Educational Center selects interventions that are based in research or Evidence Based Practice (EBP.) Some available interventions, while popular, may not be based in research. When collaborating with outside providers, CDH reserves the right to make decisions about the implementation of interventions selected by outside providers on a case by case basis using clinical judgement and educational necessity.

In order for CDH to share any identifying information about your child with anyone other than parent's or the referring school district, we must have your permission. This permission form can be found in the appendix of this handbook and is called "Authorization for Release of Information."

Intake & Admissions

CDH Education Center's admission's process is non-discriminatory, based on the school's ability to meet the needs of the student, and based on availability. The admissions process includes a comprehensive interview and needs assessments, direct observation, short- and long-term family and educational goal identification, parent involvement interview, and IEP.

Waiting List

Determining an appropriate placement for your child can be both challenging, and at times, a lengthy process. CDH Educational Center is committed to providing each of its students with an individualized educational experience that includes a high staff-to-student ratio and reduced class sizes, which results in a limited number of spaces available in each classroom. In the event that there are no current openings when the team has decided to place the student at CDH, the parent(s) and districts may choose to add the student to the waitlist.

Please note that our school does not utilize a traditional waitlist. Rather, instead of admitting students on a first come, first serve basis, there are a variety of factors that may impact the length of time a student may be placed on the waitlist.

For example, CDH Educational Center may not be able to immediately place a student into its program for a variety of reasons, including but not limited to the need to hire additional staff to support a new student enrollment, the new student's birthdate would exceed ISBE classroom age range guidelines, a new student was just enrolled in the classroom that would be an appropriate fit for your child/student.

As soon as an opening for a waitlisted student becomes available, a member of the administrative team will reach out to the referring district's LEA to discuss a start date. In the meantime, bimonthly updates regarding each student's waitlist status will be provided to each student's referring district's LEA until the student is either placed in our school or otherwise removed from the waitlist.

Admissions

After the Individualized Education Plan [IEP] team has decided that CDH Educational Center is an appropriate placement, the referring school district will make contact with the Therapeutic Day School to begin the admissions process. Depending on the preference of the district and parent, this meeting may take place either at the district or at CDH Educational Center. The CDH administrative team may or may not be asked to attend. All enrollment forms and information (including Student Emergency/Medical Information forms) must be completed and submitted to CDH Educational Center prior to the first day of classes.

Typically within 90 days of being admitted to CDH, an invitation to attend an IEP meeting will be sent to all stakeholders in order to review curriculum based assessment results and discuss any changes that may need to be made to the IEP as a result of the student's progress or educational needs.

Termination of Placement

CDH Educational Center does reserve the right to discharge any student if the administrative team and the student's staff members agree that the child's needs would be better met in a different program. If this were to occur, CDH will provide the school district with a written notice of its decision, at least 30 calendar days prior to the student's final day. The notice shall include the reasons for the termination and an IEP meeting would be scheduled to discuss additional placement options and transition strategies to support the student's change in educational settings.

Student and Parent Rights

Parent Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. A student's school record is any writing or other recorded information involving a student, that is maintained by the school or a school employee, through which a student may be individually identified.

A summary of this information is provided by the US Department of Education and is included below (US Department of Education; Retrieved from <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>, November 23, 2016).

The right to inspect and copy— Parents/guardians or students over 18 years of age, have the right to inspect and copy the student's school records maintained by the school within 10 business days of the school receiving a written request. Parents/guardians and eligible students, should submit a written request to the school principal identifying the record(s) that they would like to inspect or have copies. Under certain circumstances the school may request an additional 5 business days in which to grant access. The school charges \$0.35 per page for copying; however no one will be denied their right to copies of the students record solely due to an inability to pay the cost (per federal income eligibility guidelines). CDH will only be able to provide copies of records related to the students time at our specific school. To obtain a copy of the student's entire educational record, a written request should be directed to both CDH and the student's district of residence.

In those instances in which the student's parents do not live together, both parents have the right to access all information relating to their child's education unless the school has received a court document on file in the school, which specifically prohibits it. Report cards, progress reports, and other educational information routinely provided to the custodial parent by the school may also be sent to the non-custodial parent upon request.

Right to request an amendment of educational records - Parents can request that the school/district add, remove, or change information in the student file that they feel is inaccurate, misleading or in violation of the student's privacy rights under FERPA (105 ILCS 10/1—Illinois School Student Records Act). Parents should submit a written request to the school principal that clearly identifies the part of the record being requested for change and explaining their concern(s).

Right to consent to disclosures – A school must obtain a signed and dated written consent from a parent before disclosing educational records except to the extent that FERPA authorizes disclosure without consent. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Right to file a complaint –A parent has the right to file a complaint with the U.S. Department of Education concerning alleged violations by CDH Educational Center to comply with the requirements of FERPA within 180 days of the date of the alleged violation. The name and address of the Office that administers FERPA is: Family Policy Compliance Office - U.S. Department of Education - 400 Maryland Avenue, SW - Washington, DC 20202

Annual Notification- Schools must notify parents and eligible students annually of their rights under FERPA. CDH provides parents with notification upon enrollment and at the beginning of each school year.

Disclosure and Consent

Who can have access to student information

CDH Educational Center takes precautions to protect student information. FERPA requires written permission from the parent or eligible student to release any personally identifying information from a student's education record. Parents can expect to receive requests for permission to talk to, share or collaborate with anyone outside the student's educational team when collaboration is necessary.

Data Retention and Data Destruction

In Illinois, the student's record is the property of the student's public school district of residence. When a student is no longer served by a non-public school for any reason, all the student's records shall be returned or provided to the district.

Video and Photo

When created and kept by the school or education agency, videotapes or photographs directly related to a specific student are considered part of that student's education records and, therefore, subject to FERPA.

Internet

Publication on the Internet is considered a "disclosure" of information from the educational record and must comply with FERPA. However, as long as students are not identified, information in the aggregate (groups) can be posted by administration on the school's website and/or social media site.

Student Dignity

Student Rights And Responsibilities

Students at CDH Educational Center are valued members of the school community. All students, as members of the CDH community, shall have certain rights. These rights shall include respect for human dignity, freedom to pursue educational goals, and freedom

of personal expression. With rights also comes responsibility. It is of the utmost importance that students learn both their rights and their responsibilities to be a contributing member of the school community.

1. My Right: To have my basic human needs met.

- Access to water and food
- Wear clean clothing
- Ability to use the bathroom when needed
- Ability to attend to my personal care and hygiene needs in a timely manner; or to receive assistance with personal care and hygiene if I am not independent
- Trained staff to care for any ongoing medical needs and access to quality medical care/treatment if needed

Responsibilities:

- Let my teacher/therapist know that I am hungry, thirsty, need a change of clothing, or need to use the bathroom
- Only use my things (e.g., food, water bottle, toothbrush)
- Keep my things (e.g., food, water bottle, toothbrush) where they belong
- Walk quietly and calmly through the halls
- Wait with safe hands and a calm body, if needed
- Respect and model behavior that supports respect for my own privacy

2. My Right: To learn in a fun, caring, and engaging environment that is responsive to my needs.

- The ability to make mistakes
- Freedom from verbal and physical bullying
- To be treated fairly
- To choose my friends and relationships
- Freedom from coercion and unnecessary restraint
- Take a break/move my body when I need to
- Try different ways to learn new skills (e.g., by doing it, through play, practicing skills in new places)
- To learn at my own pace
- To receive feedback from my teachers so that I know what I am doing well and what I still need help with
- Clear, concise expectations and rules that I have the skills to follow
- To experience continuity and security in my education
- Opportunity to access to motivational tools

Responsibilities:

- Treat others like I want to be treated
- Ask for breaks
- Listen and follow instructions
- Tell my teachers what I like and need
- Try new things

- Be proud of the work I do
- Be kind to myself and others
- Recognize how I am feeling
- Think about my choices
- Ask for help when I need
- Follow classroom and school rules
- Remember that our friends at school are learning new things too
- Respect my property and the property of others
- Respect my body and the bodies of others

3. My Right: To receive a quality, individualized education within the least restrictive environment.

- The use of data and research validated instructional methods to support my academic, social and behavioral learning.
- To have access to instruction that supports my independence and generalization across environments.
- To ensure that the IEP is individualized to my needs and implemented with fidelity.
- To know and understand the behaviors and skills needed to receive services in a less restrictive environment.
- To have my skills and abilities assessed regularly, using research-based tools, in an effort to build a program that best meets my individual needs.
- Access to age appropriate curriculum and materials.

Responsibilities:

- Ask for help when I need it
- Work hard to meet my goals
- Actively participate in my goals outlined in my IEP
- Be respectful of others around me
- Cooperate with my teachers and be ready to learn
- To ask questions about my goals if I don't understand them

4. My Right: To be treated with dignity and respect at all times

- Privacy and dignity of care at all times
- To be part of the conversation and not a witness to it.
- To safety, freedom from pain, and unnecessary physical restraint.
- Access to positive, non-coercive strategies and the least restrictive alternatives that will keep me and my classmates safe.
- Freedom from the use of any unnecessary physical restraint.
- To have my teachers utilize positive reinforcement, proactive strategies, and make data informed treatment decisions.
- To have the importance of my goals and their future implications explained to me.

Responsibilities:

- Be respectful of my peers and staff
- Follow school/facility rules to the best of my ability
- Not pick on or make fun of my peers if they are different
- Let my teachers know if something is wrong

5. My Right: To exercise my personal freedoms and advocate for myself

- To understand my rights and responsibilities
- To personal religious beliefs
- To provide assent or dissent
- To participate in creating my goals
- To make choices throughout my school day
- Participate in choosing my own reinforcers and leisure activities
- Understand and talk about my abilities
- To have my materials and devices available to support my communication
- Be afforded the opportunity to file a complaint and receive feedback if I feel my rights have been violated

Responsibilities:

- Actively participate in my goals outlined in my IEP
- Share my ideas with others
- Listen to other people's ideas
- Know what I am good at and what I need help with
- Ask for help from others when it is needed
- Try new things when I can
- Tell others what I need and want
- Learn about my abilities/ disability
- Meet new people and develop relationships
- Accept the consequences of my decisions

Confidential Conversation

FERPA does not prohibit school employees from discussing information in education records with other school employees, provided the participants in the discussion have a legitimate educational interest in the information.

Toileting & Hygiene

CDH Educational Center values and provides a person-centered and individualized approach to treat all individuals with respect and dignity. This includes toileting and hygiene procedures. All students at CDH have the opportunity to learn to toilet themselves as independently as possible. Students attending CDH Educational Center do not have to demonstrate independence in toileting upon admission. However, all students must be actively working toward increased independence both at school and with the support of their families within the first year of enrollment.

Respecting Independence and Supervision

Students who do not require assistance travel to/from the facilities, who perform a functional toileting routine (including handwashing) independently, and who refrain from engaging in disruptive behaviors during toileting are expected and permitted to use the facilities independently without excess supervision. For those students who are actively learning functional toileting and hygiene skills, they will receive support based on their individual toileting plan, using the least restrictive invasive prompts possible. For students who require proximity supervision and/or physical assistance, CDH supports models that include either two adults are present, or the door remains cracked to ensure safety and privacy while the student is learning to perform these tasks.

Toileting Accidents

Students who are actively participating in a toileting program may have accidents throughout the day. Respect and discretion will be used when assisting students who require cleaning or changing following a toileting accident. At minimum:

- Staff will refrain from making the toileting accident public knowledge to the greatest extent possible,
- Staff will discretely access cleaning materials & clean clothes,
- Staff will assist the student to the nearest bathroom or changing area,
- Staff will engage in a manner as to not instill fear, humiliation, or ridicule as a result of an accident.

Disruptive Behavior

Special considerations must be given with removing a student from their immediate learning based upon disruptive behavior. When possible, students should remain with their peers in their learning environment. However, some circumstances require an analysis of the possible effects of requiring a student to remain in the area when experiencing a behavioral or emotional episode.

Some considerations include, but are not limited to:

- Safety of the student and the others in the classroom;
- Ability of the student to self-soothe;
- Sensory consideration for the students and for other students in the classroom;
- Function of the behavior, implications of future episodes of that behavior, and adherence to the Behavior Intervention Plan;
- Minimizing negative emotional, embarrassment, and self-esteem related effects.

Crisis Behavior

In addition to the considerations above, the following are considerations for students experiencing physical restraint. Privacy will be maintained to the extent possible either by removal from the immediate area or using a temporary/ removable barrier to block the student from view of others.

“In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the student’s need for privacy, and the educational and emotional well-being of other students in the vicinity.”

Social Validity of Reinforcers

Instructional strategies are created based on student motivation. Some students have a wide variety of possible motivators and reinforcers while other students may have a limited repertoire of items and activities that they are interested in. Often, students who are interested in a limited number of items and activities when they are younger continue to be motivated by the same items as they mature. This sometimes results in older students and adults continuing to engage with items and activities usually reserved for much younger students. When students’ interests are so limited, they may become socially isolated and at risk for negative attention and/or bullying.

It is not the policy of CDH Educational Center to eliminate enjoyable items and activities due to their ‘age appropriateness’ without careful analysis of the impact it may have on the student. Areas of consideration include the impact engaging with these reinforcing items may have on a student’s social opportunities, quality of leisure skills, variety and number of other enjoyable activities, and the effect removing a reinforcing item would have on motivation for school and learning. However, it is the responsibility of the educational team to create opportunities for students to be exposed to and access items and activities that their peers enjoy, but that they might not otherwise choose on their own.

Arrival/ Departure

During regular instruction, School hours are Monday through Friday from 9:00am – 3:00pm, with an early dismissal of 2:00pm pm on Wednesdays. Students are dismissed early on Wednesdays so that school staff may receive additional professional development training and attend staff meetings.

The regular school year consists of a 9-month program and provides 7 weeks of extended school year services (ESY) to children who require those services. Extended School Year (ESY) Elementary School hours are Monday through Thursday from 9:00am – 2:00pm.

Parents/guardians who wish to walk their children in/out of the building themselves should park in front of the school and enter through the reception area and wait with their child for a classroom staff member. Once the staff member arrives, they will escort your child to their classroom. Please allow several minutes for the classroom teacher to be called and for a member of the classroom to arrive and escort your child to the classroom. Similarly, if a child is being picked-up early or is arriving at school late, the caregiver who is providing transport for the child must come into the school and sign their child in/out with the student secretary.

To ensure student safety and avoid congestion in the parking lot during arrivals and departures, ALL parents/guardians, taxis, and compact busses will form a transportation line beginning at the far south end of the school. It is important for vehicles dropping students off to NOT pull into parking spaces, as backing out of spaces while students arrive can be dangerous. ALL students will be escorted to and from the building by a CDH Staff member and taken directly inside or to their transportation. All vehicles must depart immediately once the child enters the building or is safely secured in the vehicle. For students who utilize car seats, if needed, the school can store car seats during the school day.

Parents and other guests are not allowed to leave the reception area and enter the student area of the school without a school staff member to escort them.

Transportation

Unless a student is transported by their family, the school district typically arranges the student's transportation to and from school. If your child is absent, leaving the school early, or arriving later, it is the parent's responsibility to inform the transportation providers of any changes to their schedule.

CDH will provide copies of the school calendar to transportation staff. However, if CDH is closed for a holiday or school vacation, parents should also confirm with the driver/transportation company that their child will not require transportation on this day(s).

Please note that the enrollment forms request parents to include the names and numbers of ALL additional adults who are allowed to transport your child to and from school. As a courtesy, please notify your child's teacher in writing and/or call the student secretary at 630-541-6441. Prior to releasing your child to an unfamiliar, authorized driver, proof of identification is required.

Attendance Information

Absences

It is very important that children arrive promptly at 9:00am and depart at 3:00pm. If you know that your child will be absent, or that you will be delayed for any reason, please either call the front office at 630-541-6441, and/or e-mail your classroom teacher.

If your child misses more than six days in a quarter due to unexcused absences, a note from the doctor can be required for each additional absence. If notes from the doctor are not received, your child could be considered truant. As an approved school through ISBE, CDH follows state truancy laws and is required to report truancy and all other absences to the student's home school district and, subsequently, ISBE.

Emergency Closing

During the school year there may be circumstances beyond the school's control that may require CDH Educational Center to close or to have a delay in opening. If we should need to close or delay opening the school for an emergency, weather-related or otherwise, we will post such information on the school's website and contact each family by 6:30 am. In addition, an email blast will also be sent out and a voice message will be left on the school's main number 630-541-6441.

If it is determined that either due to inclement weather or another unforeseen emergency, that students need to be dismissed early, parents will be contacted as soon as a decision is made using the emergency contact information that we have on file. Parents can also choose to be part of an emergency contact list and receive an e-mail/text message blast from the school as an additional means of notification.

Not only is important that parents receive these alerts, but it is also vital to consider what alternate child care arrangements may need to be made for your child if CDH were to be closed due to inclement weather or another unforeseen emergency situation (e.g., broken water pipes, heating problems, quickly accumulating snowfall, etc.).

Most importantly, however, is that the weather conditions not only near the school, but along the route your child may need to travel are considered. Given the distance and road conditions that our students may have to experience in getting to and from school, parents are asked to carefully consider if it is safe for their child to travel on that day. Ultimately the decision to send your child to school is yours. If you do decide to keep your child home on a day in which the weather is extremely inclement, explain that this is the reason for the absence when contacting us so that the absence will be considered excused.

Schedule

Student's instructional time primarily consists of intensive teaching, natural environment teaching, and small group instruction. Intensive teaching is a highly-structured teaching method used to increase learning efficiency and participation and is able to be used to provide instruction in a variety of areas and domains, including: academics, communication and language development, motor skills, imitation, and social skills. Teaching in the natural environment involves providing instruction across a variety of settings, including within the community.

Natural environment teaching not only includes generalizing skills learned during intensive teaching and small group instruction, but also the introduction of new skills that are not as easily learned through a discrete trial format or small group setting (e.g., various self-help skills and routines). Because of the high student instructor to ratio, there are increased opportunities for individualized instruction at CDH. In addition, students at CDH Educational Center will have the opportunity to regularly participate in small academic groups, social groups, and common classroom routines. Students work with all instructors

assigned to the classroom to promote generalization and flexibility in applying their skills. Furthermore, students are taught to be as independent as possible with their daily self-help routines (e.g. arrival, departure, clean up, toileting).

All students at CDH receive ABA Services, Speech Therapy, Occupational Therapy, and Adapted Physical Education as part of an integrated service delivery model. All providers have appropriate certification as determined through the State of Illinois.

Community Based Instruction/Field Trips

During the year, all classroom teachers develop community-based instruction (CBI) and field trips within their lesson planning which aligns with both student and classroom goals. CBI and field trips provide students with real life application of their goals, provides increased opportunities to learn and practice social and leisure skills, and assists with the transition to adult living through learning how to be more independent outside of the school setting.

Our CBI provides students with instruction across the areas of functional life skills, recreational/leisure skill development, and community safety and awareness. The instruction that is provided during community outings is consistent with IEP goals, objectives and/or family goals. Parent attendance during CBI is only permitted unless it is part of an ongoing parent training program and if arrangements have been made in advance of the outing.

CBI is an important part of the curriculum and the school organizes a variety of field trips and community outings throughout the year. Parents are asked to sign the Community Outing and Field Trip Waiver and Permission Form to grant permission for your son or daughter to accompany their class during these school sanctioned activities. The form that you sign at the beginning of the year is considered to be the master permission slip for the entire school year and alleviates the need for CDH to send and request additional parent signatures throughout the year. Classroom teachers will continue to communicate with parents in advance of students leaving the building to let them know where and when community outings are going to occur and what skills will be targeted during this time.

Required Forms (See appendix):

1. Weekly field trip permission slip and waiver

Meals/ Food

You are responsible for providing your child's daily snack and lunch. While CDH does not have a lunch program at the school, all students have access to a shared refrigerator and microwave oven located in the cafeteria. Parents are welcome to send in a small

quantity of food for us to keep in our kitchen, but anything that is sent in should be appropriately sealed for storage and have the student's first name and last initial on it.

During school, students are taught to complete their lunchtime and snack time routines independently, as a part of their daily living/self-help skills curriculum. We also use snack time as an opportunity for our students to work on requesting items and for socialization opportunities.

Your child's birthday is celebrated with friends and staff members during the school day. If desired, parent's may send in a special treat for your child's birthday. Because some of our students may be on a restricted diet, please confirm with your child's teacher if there are any dietary needs/allergies within the classroom prior to sending in treats. Similarly, if your child has dietary restrictions, you may choose to keep a small number of treats at CDH for your child to eat during these special occasions.

Nut Policy

CDH Educational Center has staff and students who have allergies to nuts and nut-based products. The school is NOT a completely nut free zone, but loose nuts and candy that may have nuts in them (e.g., Peanut M&Ms, trail mix) are not allowed within the school building. Our procedures are designed for students who have allergies that include ingestion and contact with nuts and are NOT meant for individuals who may have an allergic reaction due to inhalation. The following precautions must be in place for those with a nut allergy.

1. Staff training on severity of student's allergy including emergency procedures and administration of EpiPen will be completed annually. Staff will be required to provide such information at spot check reviews.
2. Information will be shared with all parents at the beginning of the year (and all newly enrolled students) to ensure that loose nut products are not introduced into the classrooms.
3. Students who eat nut-based products are required to wash their hands and their eating area thoroughly before leaving that space. The space will be further cleaned by a staff member to ensure thoroughness. A nut-free table will be designated in the cafeteria for any students with nut allergies to eat from.

Safety

Our first priority is to provide a safe and comfortable place for our students to learn and our staff to teach.

Restricted access to CDH Educational Center is strictly observed while school is in session. When students are present, all exterior doors are locked. All parents, guests, and children are required to enter through the main door at the front of the school and wait until they

are allowed in by the student secretary. Once inside, visitors are expected to wait in the reception area or, if directed, the conference area until a school staff member arrives to meet them. All visitors are required to sign in/out of the School's Visitor's Log if they are leaving the reception area prior to being escorted to their destination.

CDH Educational Center has developed and reviewed the school crisis plan with all staff, it is practiced throughout the school year and updated on an annual basis.

Safety and Supervision with 1:1 Staff

Safety is a high priority for all. In an effort to protect staff and students/clients in a 1:1 scenario in a confined area (i.e., bathroom, offices, educational spaces), the following are recommendation for increasing safety while maintaining supervision:

If there are no windows on the door(s) looking into the space, prop doors open or open window coverings when available. Use additional staff to assist, when available.

While in the bathroom,

- Staff should position their body to protect the privacy of the student.
- Staff should look away, but check in as needed.
- If the bathroom has private stalls, staff should stand in the doorway to be present, if needed.

General Recommendations

- Staff should be sure other staff know which space they will be working in with the student/client and for how long.
- Staff should position themselves in the line-of-sight of others.
- Staff should avoid overly personal and/or inappropriate questions and conversations with students/clients.
- Staff should report any unsafe conditions/situations to a supervisor immediately.
- Staff should verify a Walkie is available in the space.

Anti-Bullying Policy

CDH Educational Center believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. Bullying is contrary to our school beliefs, state and federal laws and the policies of the school districts we serve. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others. CDH Educational Center will not tolerate behavior that infringes on the safety of any student. No staff or student shall intimidate, harass, or bully another staff or student

through words or actions. The bullying policy described here, aligns with other CDH Educational Center policies and will be enforced by all school personnel.

Prior to the start of each school year, CDH Educational Center provides the entire school community including all existing and newly hired school personnel, students and parents/guardians, with the school handbook, which includes written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Director and School Principal, is documented in the Parent/Student Handbooks and posted on the school website as well as displayed with the other school policies and procedures within the building. Each bullying policy that is adopted includes the engagement of a variety of school stakeholders, including students, parents/guardians.

Definitions:

- A. "Bullying", including "cyber-bullying", is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. placing the student or students in reasonable fear of harm to the student's or students' person or property;
 - b. causing a substantially detrimental effect on the student's or students' physical or mental health;
 - c. substantially interfering with the student's or students' academic performance; or
 - d. substantially interfering with the student's or students' substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Reporting:

- A. All staff members are required to report any instance of bullying or retaliation that the staff member witnesses, or becomes aware of, **immediately** to either the Director or School Principal. The requirement to report the incident to the Director or School Principal does not limit the authority of the staff member to intervene or respond to an incident in a way that is consistent with school policies and procedures in place related to behavior management and discipline. This policy applies to students on or off school grounds, while traveling to and from school or a school-sponsored activity, during all instructional and non-instructional activities held throughout the school day, and during school-sponsored activities.

- B. CDH Educational Center will continue to:
 - a. include a copy of the Bullying/Retaliation Reporting Form in the Parent/Student Handbooks,

- b. ensure that the Bullying/Retaliation Reporting Form are available in the school's main office, as well as any other locations determined by the Director and School Principal, and
 - c. include a link for anonymous reporting of bullying on our school's website
- C. Reporting by Staff
- a. Any staff member that encounters an interaction that may be construed as bullying will first be asked to try to address the incident between the target(s)/victim(s) and aggressor(s)/perpetrator(s). The staff member is expected to immediately report the incident to either the Director or the School Principal so that the situation can be investigated.
 - b. The report should include as much of the following information as possible:
 - Date, time and location of the incident,
 - Individuals involved and their roles (e.g. target/victim, aggressor/perpetrator, bystander/witnesses),
 - Details of the incident,
 - Information about if/how the incident is part of a pattern of bullying, harassment or retaliation (e.g. prior documented incidents), and
 - Any actions taken by staff to defuse the situation.
 - c. When first reporting the incident to the Director or School Principal, it may be given orally or via email. A formal report must be completed using the Bullying/Retaliation Reporting Form and submitted as soon as possible, but no later than 48 hours after the initial report of the incident.
- D. Reporting by Students, Parents/guardians, and non-CDH employees
- a. While school staff are required to submit a Bullying/Retaliation Reporting Form directly to the Director or School Principal, students, parents/guardians, or any other individuals who are not employed by the school are not required to complete a Bullying/Retaliation Reporting Form in order to report an incident or concern and, unlike CDH employees, can remain anonymous.
 - b. Students, parents/guardians or other individuals who are not employed by the school, may choose to report incidents of bullying/retaliation through a variety of ways and are able to choose whether or not to share their contact information with the school. To share concerns related to bullying/retaliation with the Director or School Principal, non-school employees can submit information either in written form by mail or email, in-person, or via telephone:

Libby Folgers, Director
 lfolgers@cdheducationalcenter.org
 815-255-8866; Ext: 2002

Trina Dillon
 tdillon@cdheducationalcenter.org
 815-255-8866; EXT: 2003

Bullying/retaliation can also be reported and submitted anonymously through the school's website through the link below, or by notifying the school by using the Bullying link found under Current Students on the website:

If the Bullying/Retaliation Reporting Form is not used by students, parents/guardians or other individuals to report bullying or retaliation, then the school staff to whom the initial

communication is made, would be responsible for completing the form and submitting it to the Director or School Principal.

Privacy and Procedures:

A. Consistent with federal and state laws and rules governing student privacy rights, the Director or School Principal will contact parents/guardians of all students involved in the alleged incident of bullying no later than 24 hours after the initial report was made, and discuss with them, as appropriate, the availability of district supports available to their children through their resident district (e.g., social work services, counseling, school psychological services) as well as other interventions, and restorative measures that are available through CDH Educational Center.

- a. Notice to Parents or Guardians - Upon determining that bullying or retaliation has occurred, the Director or School Principal or a designee will promptly notify the parents or guardians of the target(s)/victim(s) and the aggressor(s)/perpetrator(s) (or the aggressor(s)/perpetrator(s) if he/she/they is/are school staff) by telephone of this and of the procedures for responding to it. At this time, the Director, School Principal, or designee will provide the parents/guardians of all students involved in the alleged incident of bullying information about the investigation and provide them with an opportunity to meet with the Director or School Principal to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. All communications will be in accordance with state and federal privacy laws and regulations.
- b. Notice to Student, Student's Resident District/ Another District - If the reported incident involves aggressor(s)/perpetrator(s) or target(s)/victim(s) from different school districts, the Director or School Principal will promptly notify the LEA assigned to CDH) of the incident so that each school may be informed and take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations.
- c. Notice to Law Enforcement - At any point after receiving a report of bullying or retaliation, including after an investigation, if the Director or School Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor/perpetrator, the principal or designee will notify the local law enforcement agency. Notice will be in accordance with state and federal privacy laws and regulations.

Investigation

The process for investigating and intervening in bullying behavior include, but are not limited, to the following:

- A. The Director and School Principal will contact the school's administrative team to implement the process for investigating whether a reported act of bullying is within the permissible scope of the school's jurisdiction immediately upon learning of an

incident of alleged bullying or retaliation has occurred. Furthermore, the Director or School Principal will provide the victim with information regarding services that are available within their district of residence, at CDH, and within the community in which they reside, such as counseling, support services, and other programs.

- B. CDH Educational Center will make reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- C. The school will include school personnel with knowledge, experience, and training in bullying prevention in the investigation process.
- D. If the Director or School Principal is not able to be notified immediately after the incident of bullying occurred, then they should be notified as soon as possible after the report is received.
- E. The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- F. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.
- G. Any staff who witnesses or receives a complaint should use the Bullying/Retaliation Reporting Form to document the incident. *(Revised 2/2020.)*

Reprisal/Retaliation

CDH Educational Center prohibits reprisal or retaliation against any person who reports an act of bullying and the consequences and appropriate remedial actions for a person who engages in reprisal or retaliation.

Prevention/Intervention

- A. To ensure bullying does not occur on school campuses, CDH Educational Center will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment
- B. Teachers should discuss this policy with their students in developmentally-appropriate and age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to skill remediation and disciplinary action.
- C. To prevent conflict, each school within CDH Educational Center will incorporate social skills instruction including conflict resolution education and problem-solving

techniques into the curriculum. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

- D. CDH Educational Center will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.
- E. The Director and School Principal will discuss with parents and the student's resident school district the interventions that can be used, and if necessary convene an IEP meeting to document individual, supports, strategies and interventions that can be provided to address bullying. These supports, strategies, and interventions may include supports that are available at both CDH Educational Center as well as through their home district, and may include but are not limited to support from the school's BCBA, speech and language services, occupational therapy services, goals that target social-emotional skill building, counseling, school psychological services, teaching self-advocacy skills, social skills training, community-based services, school social work services, restorative measures.

Consequences and Results of Investigation(s)

- A. CDH Educational Center recognizes that students may require specialized instruction for bullying prevention, self-advocacy, social skills instruction, and problem-solving instruction. Additional interventions that can be taken to address bullying will be determined by the students IEP team. Factors for determining consequences of bullying include:
 - Age, development, and maturity levels of the parties involved
 - Degree of harm (physical and/or emotional distress)
 - Surrounding circumstances
 - Nature and severity of the behavior(s)
 - Incidences of past or continuing pattern(s) of behavior
 - Relationship between the parties involved
 - Context in which the alleged incident(s) occurred
- B. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.
- C. Resources for identification, prevention, and recovery can be found on the school's website. For student's needing specialized instruction, this may be addressed via parent-teacher conference or during an IEP meeting. In addition, the student's home school may provide additional resources. *(Revised 2/2020.)*
- D. If the Director or School Principal determines that a false allegation of bullying or retaliation has been made, appropriate actions will be taken, and may include

disciplinary actions for those incidents where the accuser is a student or school staff.

Policy Evaluation Process:

- A. To assess the outcomes and effectiveness of the school's bullying policy, CDH Educational Center will collect and analyze data from any reported incidents of bullying related to the following:
 - a. 1) The frequency of victimization.
 - b. 2) Student, staff, and family observations of safety at a school.
 - c. 3) Identification of areas of a school where bullying occurs.
 - d. 4) The types of bullying that are common or occurring.
 - e. 5) Bystander intervention or participation.

- B. All information derived from the evaluation process will be posted on the school website, taking care to ensure that all information shared publicly is done so in accordance with state and federal privacy laws and regulations 105 ILCS 5/27-23.7 (b).

Schedule for Review

- A. This policy will be reviewed and re-evaluated at least once every two (2) years and be updated to reflect any necessary and appropriate revisions.

Dress Code

Your child comes to CDH Educational Center to learn, socialize, play, and participate in a wealth of activities. As such, please send them in clean, seasonally appropriate, comfortable clothes that will allow them to freely join in all activities without fear of getting dirty or being uncomfortable. Please be sure that students wear shoes that are conducive to participating in physical education activities. Sandals and open-toed shoes are not allowed.

We also ask that a complete change of clothing appropriate for the season (with your child's initials on each item) is also sent to school with your child.

Changes in school program due to COVID-19

The expectations for instruction and school policies during the COVID-19 Pandemic and subsequent reopening phases are guided by the Governor, Illinois Department of Public Health and the Illinois State Board of Education. As new information becomes available, CDH Educational Center will keep families informed and solicit input where possible. Families should expect that notices and primary communication come through email unless otherwise requested. We thank you for your understanding during this time.

Face Coverings at School

Please note that this guidance is expected to change over the course of the school year. At the time of publication, the most recent guidance from the Illinois State Board

of Education and DuPage County Health states that anyone who remains unvaccinated should continue to wear face coverings at school.

It is recommended that schools require physicians notes for students and staff who are not able to wear a face covering due to trouble breathing or disabilities. It is required that each student's family reach out to their doctor to provide documentation of the medical necessity regarding tolerance of the all-day face covering.

Wellness Policy

It is imperative that parents follow CDH Educational Center wellness policy to ensure everyone's well-being. Although some illnesses do not require exclusion, there are times in which a child will need to be absent from, or leave school, due to illness. This is important to prevent the spread of infection to others and to allow your child time to rest, recover and, if needed, receive treatment.

This policy outlines illnesses and situations that require exclusion. CDH enforces this policy for the betterment of staff and students, which may include sending a child home sick even if they do not have a fever. Please understand that CDH reserves the right to send a child home if we feel he/she is too ill to be in class. Our wellness policy requires that students be excluded from school until they are symptom-free without medication for 24 hours for the following:

- Oral temperature above 100.4 degrees – any student with a fever must be fever free without medication for 72 hours before returning to school.
- Sore throat or cough that cannot be attributed to allergies for more than 2 days. Any student with these symptoms more than 2 days must have a doctor's note to return to school.
- Runny nose or itchy eyes not related to known allergies. Any student with these symptoms more than 2 days must have a doctor's note to return to school.
- Conjunctivitis (pink eye), if considered contagious (a doctor's note is required to differentiate between bacterial and viral infection).
- Impetigo, until 24 hours after treatment has begun.
- Scabies, until 24 hours after treatment has begun.
- Head lice, exclusion until first treatment with removal of all nits.
- Vomiting or diarrhea with or without fever.
- Ringworm or Pinworm, until 24 hours after treatment has begun.
- Undiagnosed rash if fever is present.
- Viral eye infections, until physician allows return to school (note required).
- Strep throat
- Chicken pox, exclusion for six days from appearance of vesicles or until all vesicles have scabbed.
- A positive culture for Streptococcal throat infection (Strep Throat), exclusion until the student has had at least 24 hours of appropriate treatment and is without a fever.

- Pertussis: (Whooping Cough) Children should be excluded until five days of appropriate antibiotic has been completed or until the local health department states that the patient is non-infectious. Any other infectious diseases or contagious illnesses/
- Any student taking antibiotics for infection must have completed 24 hours of medication before returning to school.

If you need to report your child absent from school, please call 630-541-6441 before 9:00 a.m. The message will be passed on to your child's teacher. Parents should also call their transportation company directly to cancel the student's AM and PM transportation accordingly.

Medication

Medical Administration at School

It is the policy of CDH Educational Center to discourage the administration of medication or supervision of self-medication to students during regular school hours. Medications taken at school are to be limited to those necessary to maintain the student in school and those needed in the event of an emergency. **The guidelines set forth in this policy do not prohibit any school employee from providing emergency assistance to a student.**

Administration shall not administer medication to any student, nor shall any student possess or consume any prescription or non-prescription medication without a parent present unless the Authorization and Permission for Administration of Medication form has been filed with the school and appropriate training by a nurse has been provided. The Authorization and Permission for Administration of Medication form will be completed by the student's parent/guardian and licensed prescriber and reviewed by the school prior to dispensing any medication to a student.

The Authorization and Permission for Administration of Medication form must be completed annually at the beginning of each school year. Forms are available from teachers and at the main office and additional forms will be provided to parents each semester.

MEDICATION ADMINISTRATION

All medications given in school, including non-prescription drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Such written documentation will be maintained in the student's individual medication record.

A written order for prescription and non-prescription medications must be obtained from the student's licensed prescriber. The order includes:

- Student's Name

- Date of Birth
- Licensed Prescriber's Name, Signature and Date
- Licensed Prescriber's Phone and Emergency Number(s)
- Name of Medication
 - dosage
 - route of administration
 - frequency and time of administration
- Diagnosis Requiring Medication
- Intended Effect of the Medication /Possible Side Effects
- Other Medications Student is Receiving
- Time Interval for Re-Evaluation
- Approval for Self-Administration
- Approval for students to carry emergency medication on their person (i.e. inhaler, Epi Pen)

Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

Prescription Medication

Prescription medication shall display:

- Student's Name
- Prescription Number
- Medication Name and Dosage
- Administration Route or Other Directions
- Date and Refill
- Licensed Prescriber's Name
- Pharmacy Name, Address and Phone Number
- Name or Initials of Pharmacist

*Over the Counter Medication (OTC):

OTC (non-prescription) medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.

In addition to the licensed prescriber's order, parent's must submit a written request for medication to be given during school hours. The request must include the name of the student, the parent(s) or guardian's name and phone number in case of emergency. The written request should also indicate the name of the medication, when it is to be given, and any special instructions for dispensing it (i.e., take with food, do not give with milk,

etc.). It is the parent(s) or guardian's responsibility to ensure that the licensed prescriber's order, written request, and medication are brought to the school.

Students should be evaluated on an individual basis regarding the need to carry emergency medication. A written statement signed by the student's physician and parent verifying the necessity and student's ability to self-administer the medication appropriately should be on file in the health office.

Medications will be stored in a separate locked drawer or cabinet. Medications requiring refrigeration will be in a locked container separate from food products.

At the end of the school year or the end of the treatment regime, the student's parent(s) or guardian will be responsible for removing from the school any unused medication. If the parent(s) or guardian does not pick up the medication by the end of the school year, the school will return all unused medication to each child's home school district's certificated school nurse or registered nurse. CDH Educational Center will maintain signed documentation from each student's home school indicating their receipt of the medication.

It is the school's responsibility to clarify any medication order which is deemed inappropriate or ambiguous. Prior to administering any medication, the school's administrative team will receive training from a nurse regarding the procedures to use for administration of medication, the effects and potential side effects of the medication, and storage and handling of the medication. School administrators have the right and responsibility to decline administration of a medication. In such instances, the school must notify the parent or guardian and student's physician immediately, however the parent/guardian has the right to administer it at the school.

If a medication error were to occur (i.e., giving the wrong medication dosage, giving the wrong medication to the wrong student, failing to give a dosage of medication, or giving medication at the wrong time), the child would be monitored for any signs of distress and 911 would be called. The student's parent(s) or guardian and licensed prescriber would be notified immediately regarding the type of medication error that had been made. Documentation regarding the medication error will be recorded both in the medication log and on the school incident report. Copies of both reports will be made for the parent(s) or guardian and it will also be kept in the student's file.

The Director is primarily responsible for administering student medication. In his/her absence, the school principal/head teacher will assume the duties. All medication will be provided as described in the Medication Update Form and, if applicable, the Student's Health Care and Safety Plan that was developed at their IEP. Each time a student is administered any type of medication is administered; it will be recorded in the medication log.

A student has the right to refuse medication, and in some instances, may do so. In such instances, it is the designated administrator's responsibility to explain to the student as fully and clearly as possible the importance of taking the medication. If the student

continues to refuse to comply, the parent(s) or guardian and student's physician must be notified.

Required Forms (See appendix):

Authorization for the Administration of Medication by School Personnel

Emergency

If there is an emergency during school hours, all students will be required to remain at CDH Educational Center, or an alternate safe site under the supervision of the Director/school principal or other school staff assigned by the administrative team.

Students will not be permitted to leave the school site until:

1. regular dismissal time (unless it is not considered safe to do so), or
2. an adult authorized by the parent or legal guardian whose name appears on the Student Emergency/Medical Information Card arrives to pick up the student.

Moreover, if a student is en route to school, policy dictates that they will continue on to the school. If students are already on their way home from school, they will continue home.

During an emergency situation, those students who have not been picked up by their parents, another authorized person, or typical transportation provider may be taken by school personnel to another site where consolidated care, food and shelter, can be provided. Parents and guardians will be contacted regarding relocation in the event it is necessary.

Required Forms (See appendix):

1. Emergency contact form

Personal Property/Electronic Devices

All furniture and electronic equipment that is purchased by CDH is considered the property of the school and can be searched and inspected at any time. Moreover, CDH Educational Center has the right to search and inspect all items that students or visitors bring with them onto school property as well as the individual person if school administration has reasonable suspicion that the search will uncover a violation of school law or school rules. Personal possessions may include but are not limited to purses, backpacks, book bags, packages and clothing.

Photo/Video Policy

CDH Educational Center welcomes positive representation of our staff and students. Using photographs in school publicity materials and instructional materials can increase student motivation and participation. Photographs and video help parents and the local community identify and celebrate the school's achievements.

Videos of student teacher interactions can be a valuable tool for identifying or modifying instructional methods for students. These videos will allow us to analyze behaviors and teaching techniques. Videos can also be useful tools for parent observations and documenting progress. These videos will be primarily for teacher use and in educational settings, such as staff training or workshops to demonstrate the effectiveness of ABA with a Verbal Behavior approach, and to parents who are interested in placement of their child in our program. Copies of any videos taken during school hours and School events are the property of School and parents. Videotapes will not be sold or distributed in any fashion without written permission from a parent/guardian, independent of this release.

Throughout the school year, opportunities will arise in which CDH Educational Center would like to use pictures/video of our students in different media, such as: websites, newsletters, brochures, newspapers, yearbooks, official social media and classroom instructional materials.

Appropriate Use of Images

1. Photographs must be used in a responsible way and in accordance with FERPA laws.
2. Personal identifying information (e.g. name) will not be disclosed in publications.

PARENTS FILMING / TAKING PHOTOGRAPHS Parents or other spectators may want to photograph or video at an event such as sports day or the performance of a service or an assembly. This is a valuable part of school life and can be very rewarding for both the family and school. The school reserves the right to ask parents/visitors not to take photographs of children / use videoing equipment if it disrupts an event or the school feels the images may be used inappropriately. Parents are asked to respect the views of others.

Required Forms (See appendix):

1. Photo and Video Permission

Parent/School Communication

The school provides parents with daily communication regarding your child's progress. In addition to sending home school forms and permissions in your child's school folder, regular email communications are also sent to the email addresses designated in the

enrollment forms. Please check both the school folder and your designated email address on a daily basis, as important information regarding your child and the school are discussed. Each day, a member of your child's instructional team will provide you with a brief overview of what your child accomplished as well as general classroom information. The daily note is the primary way in which your child's instructional team communicates with you. It is meant to create a dialogue between you and the staff and we welcome you to write your child's instructional team with any comments/questions that you might have. Communications are first received by the classroom teacher and important information is shared with the rest of the instructional team as needed. If there is a specific member of the team that you wish to receive input from or information that you want shared with the entire team, please indicate that in any communications that you may send back.

Collaboration with Private Therapies

Many students participate in activities and interventions outside of school such as therapies, camps, medical interventions, and tutoring. CDH Educational Center welcomes the opportunity to collaborate with anyone working with your child for the purpose of continuity of services.

CDH Educational Center selects interventions that are based in research or Evidence Based Practice (EBP.) Some available interventions, while popular, may not be based in research. When collaborating with outside providers, CDH reserves the right to make decisions about the implementation of interventions selected by outside providers on a case by case basis using clinical judgement and educational necessity.

In order for CDH to share any identifying information about your child with anyone other than parent's or the referring school district, we must have your permission. This permission form can be found in the appendix of this handbook and is called "Authorization for Release of Information."

Parent Participation Policy

Parents are an active part of every student's learning process. Parents are encouraged to take advantage of scheduled parent-teacher conferences, IEP meetings, eLearning during adaptive pauses, and scheduled observations. In addition, communication between the home and school is encouraged through a communication log. Progress reports provide parents with information regarding how students are progressing on all goal areas outlined in the IEP, including the behavior plan.

School Visits and Observation Policy

Our goal is to improve student success by empowering and supporting all families through meaningful collaboration and engagement.

CDH Educational Center encourages and supports collaboration and parent involvement. Once each quarter, parents may decide if they would like to schedule a formal classroom observation with the teacher. To ensure that these observations do not interfere with your child's learning or anyone else's in the classroom, we ask that your observation is scheduled at least 3 school days in advance of the visit. While we understand your interest in the classroom, having extra adults in the room can be hard for some of our students. By keeping observations to only once per quarter, all of our students are able to learn with minimal distraction.

- 1) Observations are limited to 60 minutes. In addition to being hard on our students, observations can also be hard on staff and classroom schedules. If your observation is kept to 60 minutes, there is less disruption to the classroom. If preferred, parents can elect to have a one-hour meeting with the teacher instead. Often, depending on what the parents are interested in observing and when these activities occur it is sometimes best to videotape students during instructional time and share their progress during the in-person meeting.
- 2) A representative from CDH must be present (e.g. your child's classroom teacher, classroom behavior analyst) during your observation. In addition, whenever someone is visiting a classroom, we ask that conversations are kept to a minimum as side conversations can be disruptive to student learning. Therefore, following the observation, there is a time scheduled to speak with your child's teacher or classroom behavior analyst about questions that you may have.
- 3) Observers should not interact with staff or students during this time. If you speak to the instructor(s) while they work with your child, they need to take time away from your child to respond to you. By not interrupting, you are maximizing your child's learning opportunities and minimizing distractions for them.
- 4) Personnel from the Illinois State Board of Education or the contracting public-school district of any enrolled student are allowed visitation at any time, with or without prior notice.

Internet Policy

We are pleased to offer students access to computer network resources and the Internet. The network is provided for students to access curriculum and assessments, complete assignments, learn life/technology skills, and expand leisure skill repertoires. Access to network services is given to students who act in a safe and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Access is a privilege-not a right-and entails responsibility.

Staff will monitor access and review activity to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will be private. Access to the Internet and e-mail will enable students to use thousands of libraries and databases. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed disadvantages given the close monitoring of content.

It is the expectation of CDH Educational Center to provide generalized instruction in the areas of acceptable use and internet safety. Internet safety includes, but is not limited to the following topics, identity, confidentiality, messaging, manners, cyber-bullying, time limits, and appropriate content. For students requiring additional specific instruction in any area of technology, please refer to the student's IEP.

Behavior Policy and Procedures

Our first priority is to provide a safe and comfortable place for our students to learn and our staff to teach. When students don't feel safe or comfortable, they are less likely to be available for learning. We use positive behavior strategies to help provide the motivation for students to engage safe and school-appropriate behavior.

Behavior can be defined as the way someone acts in response to a situation, event, person, or item. Some behaviors are "good" (i.e. when someone greets you, you exhibit the behavior of returning the greeting) and some are less socially acceptable (i.e., when someone greets you, you behave in a less socially acceptable manner such as ignoring them in response). Teachers and staff teach their students to exhibit acceptable school-behavior. Acceptable school-behavior includes: walking nicely down the hallway, sitting in a chair, raising your hand, asking for what you need, reading, writing, etc.

A "problem" behavior is any behavior that:

- keeps the student from learning,
- keeps other students from learning,
- is harmful to themselves or others,
- or might hold them back from access to less restrictive environments.

Preventing Behavior Problems

Student programming includes teaching positive social behaviors and coping strategies that will allow the students to be successful in the least restrictive environment, as

independently as possible. Teachers and staff antecedent behavior management strategies, (i.e. positive and proactive intervention strategies) that are used right before a behavior typically occurs to help students be successful; thus, reducing the occurrence of problem behaviors. These “antecedent behavior management strategies” help students:

- be motivated to participate in activities;
- help get their wants and needs met before a student feels like they must resort to problem behavior to be heard;
- communicate so that teachers and staff can better understand the student’s needs;
- to tolerate the work expectations of school;
- be comfortable with their surroundings

Functional Behavior Assessment

While it may be difficult to pinpoint why a behavior is occurring, all behavior happens for a reason. The four main reasons (or functions) of behavior are:

- a) to get something (tangible)
- b) to stop something or avoid something (escape/avoidance)
- c) to access other people/attention (social attention)
- d) because it feels good (automatic or sensory)

The purpose of a Functional Behavior Assessment is to determine *why* a student is engaging in the problem behaviors. Once this is determined a Behavior Intervention Plan [BIP] is designed to help the student meet those same needs in a different, safer, and more appropriate way.

The process includes:

- consent for evaluation,
- review of records,
- interviews
- observation, and
- data collection

An FBA should include a hypothesis about the function of the behavior, based on the following information:

- an objective description of the behavior,
- the places or situations where the behavior happens,
- the places or situations where the behavior does not happen,
- events that happen just before the behavior (antecedents,)
- events that happen just after the behavior (consequences,)
- charts or graphs that show how often the behavior happens, and

- any additional information, including the student's health, medication, and strengths

Behavioral Intervention Plans

The IEP team uses the information from the FBA to develop a plan to:

- teach replacement behaviors which have the same function as the problem behavior (e.g. asking for what you need instead of grabbing);
- make changes to the situation/environment that contribute to the behavior (e.g. changing seating, lighting, work materials, noise, etc.;;) and
- teach other prerequisite skills which increase the likelihood of the appropriate behavior happening (e.g. the student might be learning to ask for what he needs, but also needs to work on making his sounds clearer so that his teachers understand what he needs.)

A BIP should include the following information:

- a summary of the FBA, identifying the function of the behavior
- the strengths of the student
- what replacement behavior will be taught, including:
 - how the new behavior will be taught,
 - who will be responsible for teaching the replacement behavior,
 - how long it will take to teach, and
 - how staff will reinforce the appropriate behavior.
- additional supports that will be provided, including any schedule changes, additional services, teaching of missing skills, etc.
- what data will be used to decide if the plan is succeeding,
- how the school will communicate with the student's family

Parent Involvement

Parents are an active part of every student's learning process. Parents are encouraged to take advantage of scheduled parent-teacher conferences and scheduled observations. In addition, communication between the home and school is encouraged through a communication log. Progress reports provide parents with information regarding how students are progressing on all goal areas outlined in the IEP, including the behavior plan.

Parents are also an active part of the Functional Behavior Assessment (FBA) through a Functional Behavior Interview. However, we know that behavior and life circumstances change quickly and frequently. If there are new or changing events at home, this can sometimes have an effect of behavior at school. Likewise, as students learn new skills at school, behavior may change at home. That is why it is important to keep lines of communication between home and school open so that each student can have a plan that helps maintain consistency. Consistent expectations, rewards and consequences are the quickest road to learning.

Crisis Management: Physical Restraint

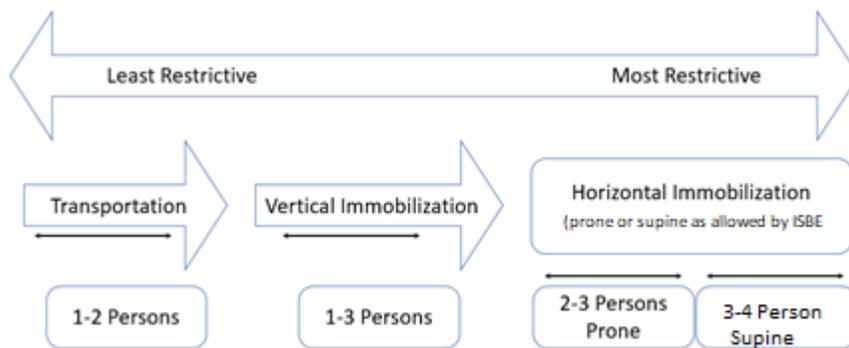
CDH Educational Center does not advocate the use of "restrictive" procedures. Every effort is made to avoid the use of restrictive procedures. However, there are occasions when children who are served in our setting demonstrate challenging behaviors that are so serious that they are health-threatening, dangerous and pose a risk to self, others, and the environment.

"Some individuals diagnosed with developmental disabilities and mental health disorders exhibit severe and dangerous problem behaviors that can pose significant risks to their own safety and health and the safety and health of people around them. Examples include self-injurious behavior and physical aggression toward others, which can result in severe injuries, even death. Research and practice in applied behavior analysis (ABA) over the past five decades have produced safe, humane, positive, and effective methods for preventing or decreasing the occurrence of such behaviors. When those methods are implemented correctly as part of a professionally designed and comprehensive intervention plan, they have been shown to result in dramatic improvements in severe problem behavior as well as the quality of individuals' lives."

CDH Educational Center utilizes prevention, de-escalation, crisis-management and post-crisis procedures as outlined by the Professional Crisis Management Association. Professional Crisis Management is a certification that includes training, physical competencies, examination and annual recertification. The Professional Crisis Management Association defines a crisis as "continuous aggression, continuous self-injury, and/or continuous high magnitude disruption." Restraint procedures are only used as a last resort in crisis situations in which the safety and health of a student and/or staff member are of significant concern.

Physical restraint is defined as physical contact that is initiated by staff toward a student that impedes, restricts, or prevents the child from engaging in voluntary movement. Such intervention is implemented for the purpose of behavior control to reduce, control, and manage the crisis behavior. Physical restraint procedures do not include methods of skill acquisition such as "hand-over-hand" assistance, graduated guidance, or similar types of physical prompting.

Crisis Intervention procedures are structured in a least to most restrictive manner. Approved physical management procedures ("holds") in the PCM system include: Transportation Procedures, Vertical Immobilization Procedures, and Horizontal Immobilization Procedures (Prone or Supine as allowed by Illinois State Board of Education: allowances pending.)



All staff members implementing these procedures will have been trained by a Board-Certified Behavior Analyst and/or a Certified Professional Crisis Management Instructor on the implementation of procedures for prevention, physical crisis management procedures, and seclusion procedures prior to implementation. Once certified by the Professional Crisis Management Association (PCMA), staff will become certified PCM Practitioners (P, P1 or P2.) Staff is defined as any employee or non-salaried person (e.g., administrator, teacher, therapist, support staff, intern) who provides professional services related to the education of children served by CDH Educational Center.

Additional Medical Considerations

Note: CDH Educational Center only utilizes strategies approved by the Illinois State Board of Education. At this time, the use of horizontal (prone or supine) restraint is under review and may/ may not be an available option to maintain student safety. Updates on this policy will be sent out as information is received.

“Prone or supine physical restraint is used in a manner that does not restrict or impair a student’s ability to breathe or communicate normally, obstruct a student’s airway, or interfere with a student’s primary mode of communication.”

“Before using a prone or supine physical restraint, the school district or other entity serving the student shall review and determine if there are no known medical or psychological limitations that contraindicate the use of a prone or supine restraint.”

Possible existing medical conditions that CONTRAINDICATE the use of crisis intervention procedures include:

1. Cardiac Conditions: Previous heart MI, Congestive heart failure, server hypertension, angina, severe heart valve defects, those receiving anticoagulants,
2. Respiratory Conditions: COPD, history of fractured ribs, temporary tracheotomy, Bronchial Asthma,
3. Gastrointestinal Conditions: hiatal hernia, GI reflux, recent abdominal surgery, those with colostomies, ileostomies, G-tubes, etc.
4. Other: severe scoliosis, recent fractures, surgical history, elderly frail, pregnancy

5. Special precautions for Individuals with Down Syndrome: Use of horizontal immobilization procedures for people with down syndrome is cautioned due to their particular physiognomy.

This list is for reference only and is not an exhaustive list of contraindicated medical conditions. Any determination of contraindications resulting from medical conditions, emotional conditions, or Adverse Childhood Experiences (ACES) is ultimately made by the individual's primary care physician and NOT CDH Educational Center or PCMA.

In signing this handbook, it is the understanding that if the student has any medical or emotional needs that make hands on crisis intervention procedures unsafe, it is the responsibility of the parents /guardians to disclose this information by contacting CDH Educational Center administration.

Crisis Management: Time Out

CDH Educational Center does not use isolated time out or seclusion as a means of behavior management.

Time Out as a Behavior Intervention Tool

Behaviorally speaking, a Time Out is a consequence management strategy (e.g. consequence that follows a behavior) that is functionally a punishment procedure. The use of punishment is a procedure that *decreases the future probability of that behaviour occurring again.*

Behaviorally speaking, a Time Out is a loss of the opportunity to earn positive reinforcement, or, a Time Out from positive reinforcement. This could be exclusionary or non-exclusionary.

Examples of Exclusionary Time Out are:

- Student is removed from a preferred environment for a pre-specified period of time,
- Student goes to the Calming Room with a trained staff member,
- Partition Time-Out: timeout behind a partition.
- Hallway Time-Out: student stands outside the classroom.

Examples of Non- Exclusionary Time Out are:

- Student is allowed to stay but not engage in any reinforcing activities for a pre-specified period of time; removes reinforcers from the individual.
- Planned Ignoring: (no social attention)
- Contingent Observation: (being 'benched')
- Removing a positive reinforcer
- *Sometimes* removing the task that leads to reinforcement
- Loss of access to positive reinforcers for a specified period of time,

Time Out is always contingent on the occurrence of a specified behavior.

Time Out is functionally an individualized behavior reduction procedure to reduce the future probability of a specific behavior. Therefore, this procedure must be outlined in the IEP/BIP before its use.

“Time out, in Illinois’ emergency regulatory language, means “a behavior management technique that involves the monitored separation of a student from classmates with a trained adult for part of the school day, usually for a brief time, in a non-locked setting.” 23 IAC 1.285(a), as amended at 43 Ill. Reg. 14314 (eff. 6-2020; ISBE Special Education Department Guidance – Permanent Regulations for the Use of Time Out and Physical Restraint.)

Time out includes situations only when the student is in a monitored enclosure (defined at 23 IAC 1.285(a)(1), amended at 43 Ill. Reg. 14315 (eff. 11-20-19)) due to exhibiting behavior that poses an imminent danger to self or others, not if the student is being disruptive and needs to cool down in a sensory room, reflection area, or other positive or therapeutic supports.

Therapeutic time out is an intervention used in tandem with other positive intervention strategies, whereas non-therapeutic time out is used for the purposes of maintaining a safe environment for learning...Other interventions that will not be considered a time out can include, but are not limited to, sensory breaks, calming breaks, the use of study carrels or other similar, stable and non-enclosed partitions within the classroom, and similar interventions (either at staff direction or upon student request). Because these are not considered a time out under the emergency regulations, no report of time out or physical restraint is required.

Some students function best in a quiet environment given their individual learning styles and personalities, while others need a calm, “safe” space due to anxiety, sensory processing needs, or needs for privacy when upset. Applying Universal Design for Learning (UDL) principles might enable creation of spaces that address the needs of a variety of students. IEP teams should also consider, however, that frequent separation of the student from his/her peers and classroom instruction may signal a need to reevaluate the student’s needs and consider the impact on the current programming and provision of FAPE in the least restrictive environment for the student (eff. 11-20-19; ISBE Special Education Department Guidance - Emergency Regulations for the Use of Time Out and Physical Restraint).”

Proactive Use of a Calming Room

CDH Educational Center recognizes that all students learn in a variety of ways. However, most people do not learn new skills when experiencing emotional or behavioral crisis or pre-crisis behaviors. This is why it is important that all students learn to practice calming strategies while in stable functioning. This means that students will learn to ask for breaks, ask to go to the ‘calming room,’ ask for familiar people to assist with calming, and practice therapeutic strategies to help deescalate.

CDH Educational utilizes Calming Rooms, which are open door areas of the school with reduced distraction and individually recommended therapeutic tools where students can go with a trained staff to proactively practice calming strategies or to deescalate using practiced strategies.

Review & Oversight

When a student experiences instances of isolated time out, timeout or physical restraint on three days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions," according to 23 IAC 1.285(f)(4). The school district or serving entity must invite the student's parents to a review and provide 10 days' notice of its date, time, and location. The notification must also "inform the parents or guardians that the student's potential need for special education, an alternative program, or, for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review will be entered into the temporary student record," per 23 IAC 1.285(f)(4)(B). (Source: ISBE Special Education Department Guidance - Permanent Regulations for the Use of Time Out and Physical Restraint.)

Documentation

A written record of each episode of a restrictive intervention shall be maintained in the student's temporary record. CDH maintains a copy of each of these records (See Incident Report) and also sends a copy to the students home school district representative per Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records. (See Incident Report.)

Within 24 hours after any use of physical restraint, CDH Educational Center shall send written notice of the incident to the student's parents/guardians and serving school district. Parents/guardians are no longer allowed to waive this notification. The notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

Ethics

School personnel are committed to the highest standards of ethics, respect, dignity, and confidentiality. All staff must abide by the Illinois Educator Code of Ethics. In addition to the Illinois Educator Code of Ethics, CDH Educational Center also abides by the Professional and Ethical Compliance Code for Behavior Analysts and the RBT Ethics Code set forth by the Behavior Analyst Certification Board. Speech Language Pathologists also abide by the code of ethics set forth by the American Speech-Language-Hearing Association (ASHA.) Occupational Therapists also abide by the code of ethics set forth by the American Occupational Therapy Association (AOTA.)

- The Illinois educator is committed to creating, promoting and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential and maximizes their ability to succeed in academic and employment settings as a responsible member of society.
- Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance.
- The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning.
- The Illinois educator will collaborate, build trust and respect confidentiality with parents, families and communities to create effective instruction and learning environments for each student.
- Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession.

Conflicts of Interest

CDH Educational Center is committed to avoiding the presence or appearance of conflicts of interest within the school and across families and school districts. A conflict of interest is defined as "an opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority." (ASHA)

- Due to the potentially harmful effects of multiple relationships, CDH Educational Center is committed to avoiding multiple relationships. Multiple relationships occur when employees have any type of relationship in addition to the professional educator relationship with the student or student's family/ guardian. This includes, but is not limited to: friendship, romantic relationships, caregiver/ babysitter relationships, privately hired therapies, etc.

- CDH Educational Center is committed to avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- CDH Educational Center is committed to proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services.

Gift Policy

CDH Educational Center appreciates each and every student. In order to avoid conflicts of interest, the following are guidelines regarding the acceptance of gifts by school staff.

- Because the exchange of gifts can invite conflicts of interest and multiple relationships, behavior analysts do not give gifts to or accept gifts from clients, stakeholders, supervisees, or trainees with a monetary value of more than \$10 US dollars (or the equivalent purchasing power in another currency).
- Staff do accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- CDH recommends that if a family would like to show appreciation to their child's class, consider giving gifts to a classroom or to the school, rather than personal gifts to individuals.
- No parents or students should feel obligated to give gifts to teachers, but if they want to they should lean toward being moderate, and stay within the limit.
- Homemade gifts and letters can sometimes be the best gift of all.

Revision History

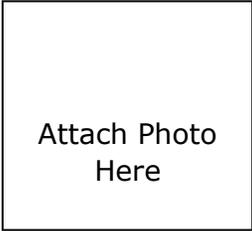
- 12/18/2017 – Original handbook
- 7/17/2018 – Revised for programmatic hours of operation
- 2/3/2020 – Revised for Emergency Rules regarding restraint and time out per ISBE.
- 2/27/2020 – Revision for updated requirement to school anti-bullying policy.
- 7/1/2020 - Revised for Permanent Rules regarding restraint and time out per ISBE.
- 8/25/2020 – Revised for notice regarding requesting related service logs;
- 6/2021
 - Guidance for a Peaceful School Environment added
 - Revised for the addition of: Ethics, Conflicts of Interest, Gift Policy
 - Revised for the addition of: Parent Participation
- 7/2021
 - Revised for the addition of: Safety and Supervision with 1:1 Staff
 - Revised for the addition of: Waitlist Information
 - Revised for the addition of: Collaboration with Private Therapies
 - Revised for the addition of: Student rights & responsibilities
 - Revision of anti-bullying policy

Please return the following forms to CDH Educational Center prior to the first day of school.

- Authorization for Administration of Medication at School (if applicable)
- Medication update (for school file)
- In case of emergency form
- Photo and video permission form
- Weekly field trip permission slip and waiver
- Acknowledge of School Crisis Management Procedures
- Student Pick Up Authorization
- Student Pick Up Authorization
- Physician's letter for Face Covering/ Mask exemption (if applicable)
- COVID19 Attestation Statement
- Acknowledgement of Handbook

Authorization for the Administration of Medication by School Personnel
**** Fill Out One Form per Medication****

CDH Educational Center shall comply with all requirements regarding the Administration of Medications described in the State Statutes and Regulations. Parents/guardians requesting medication administration to their child shall provide the program with appropriate written authorization(s) and the medication before any medications are administered. Medications must be in the original container and labeled with child's name, name of medication, directions for medication's administration, and date of the prescription.



- **Check here if your student DOES NOT received medication at school**

Authorized Prescriber's Order (Physician, Dentist, Optometrist, Physician Assistant, Advanced Practice Registered Nurse or Podiatrist):

Name of Child/Student: _____ Date of Birth ____/____/____ Today's Date ____/____/____

Address of Child/Student : _____

Medication Name/Generic Name of Drug: _____ Controlled Drug ? ____YES? ____NO

Condition for which drug is being administered: _____

Specific Instructions for Medication Administration : _____

Dosage _____ Method /Route _____

Time of Administration _____ If PRN, frequency _____

Medication shall be administered Start Date ____/____/____ End Date ____/____/____

Relevant Side Effects of Medication: _____ None Expected

Explain any allergies, reaction to/negative interaction with food or drugs: _____

Plan of Management for Side Effects: _____

Prescriber's Name/Title _____ Phone Number (____) _____

Prescriber's Address _____

Prescriber's Signature _____ Date ____/____/____

PARENT/GUARDIAN AUTHORIZATION

I request that medication be administered to my child/student as described and directed above

I hereby request that the above ordered medication be administered by school and I give permission for the exchange of information between the prescriber and the school administration to ensure the safe administration of this medication. I understand that I must deliver the prescribed medication to school and it may not be carried to school by the student.

I have administered at least one dose of the medication to my child/student without adverse effects.

Parent/Guardian Signature _____ Relationship _____ Phone Number (____) _____

Parent /Guardian's Address _____

Home Phone Number (____) _____ Work Phone Number (____) _____ Cell Phone Number (____) _____

SELF ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self-administration of medication may be authorized by the prescriber and parent/guardian. In a school, inhalers for asthma and cartridge injectors for medically diagnosed allergies, students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from a student's parent or guardian.

Prescriber's authorization for self-administration: YES NO

Prescriber's Signature _____ Date ____/____/____

Parent/Guardian authorization for self-administration: YES NO

Parent's Signature _____ Date ____/____/____

Printed Name of Individual Receiving Written Authorization and Medication _____ Title/Position _____

Today's Date ____/____/____ Signature (in ink) _____

Medication List / Medication Update

Student Name: _____

Date _____

For this purpose of safety/ emergencies, please list any medications that your child takes regularly both at home and at school. If there is a change to medications in the future, please use this form to update your child’s school file.

Check here if your student DOES NOT receive medication at home or school

Medication Name	Dosage / Route	Prescription Type	Reason for administration	If the reason for prescription is behaviors, please specify specific behaviors below
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		
		<input type="checkbox"/> NEW <input type="checkbox"/> DOSAGE CHANGE <input type="checkbox"/> CONTINUE		

Notes:

Parent Signature _____
Date _____

Updated 2021-2022

In Case of Emergency

Student Name: _____ Date: _____

****Student's parents/ guardians will always be contacted first. Please list emergency contacts secondary to the student's parents/guardians. ****

Emergency Contact	Phone Number	Relationship

Medical Release

We/I the undersigned do hereby authorize CDH Educational Center to authorize emergency medical treatment for our child, _____, by a licensed physician or dentist in the event we cannot be contacted. In giving CDH Educational Center permission to authorize emergency treatment, we/I do not hold CDH Educational Center and/or its employee(s) responsible for the treatment given to the above-named individual. We/I will assume full financial responsibility for the emergency care and/or transportation for said child and will not hold The CDH Educational Center financially responsible.

Name of Parent/Guardian: (please print)

Signature of Parent/Guardian: _____ Date _____

Diet and Allergy Information:

Please list all allergies to food, environment, medication, etc.:

Photo & Video Permission

Student Name: _____

Date: _____

I hereby give CDH Educational Center permission to use, in whole or in part, photographs, videos, written extractions, and voice recordings of my child, his or her work, and my family for the purpose of illustrations, publications, social media and websites, including both, but not limited to, school marketing materials.

I give permission for video

I give permission for Photographs

I do not give permission

I hereby give CDH Educational Center permission for my child to be photographed, videotaped and/or audio recorded for educational and professional development purposes. I understand that these videos will be used for the purpose of analyzing techniques, staff and student behavior, progress, and educating others about therapeutic and instructional methods. This documentation will ONLY be used for education and/or research and will not contain any identifying information.

I give permission for video

I give permission for Photographs

I do not give permission

I hereby give CDH Educational Center permission for my child to be photographed, videotaped and/or audio recorded for the purpose of documenting progress, celebrating his/her successes to be shared with parents at parent meetings, for student projects in the classroom, and/or student reinforcement/ motivation. This documentation will ONLY be used at school and may become part of the student's educational record.

I give permission for video

I give permission for Photographs

I do not give permission

Parent Signature: _____

Parent Name: _____

Date: _____

Acknowledgement of School Crisis Management Procedures

CDH Educational Center employs positive proactive behavior management strategies first to support student learning. Should a student engage in behavior that warrants a Behavior Intervention Plan, the process for assessment and intervention planning will be a team approach and developed through the IEP process.

Should a student engage in any behavior that is determined to be an unsafe and crisis behavior (continuous aggression, continuous self-injury, or continuous high magnitude disruption,) crisis management procedures will be used to keep students and staff safe.

Crisis management procedures are described in the Parent/Student handbook; however, additional information and demonstration is available upon request.

- *I understand that should my son/daughter engage in behavior that is continuously dangerous, staff will use the least restrictive intervention available to help the student de-escalate.*
- *I understand that should my son/daughter engage in behavior that is continuously dangerous and less restrictive interventions are unsuccessful, trained staff will use the least restrictive Professional Crisis Management hands-on procedures necessary to maintain safety.*
- *I understand that if my son/daughter has any medical or emotional needs that make hands on crisis intervention procedures unsafe, I will contact administration and my child's teacher.*

Student Name – please print

Parent or Guardian – sign

Date

Student Pick up Authorization

Student: _____ Grade: _____ Teacher: _____

CDH Educational Center staff will not release your child to an unauthorized person. No one other than the legal parent or guardian may pick up your child unless listed below. Please provide the names of any individuals (including relatives or other parents) that have permission to pick up your child. Update this list as needed throughout the year. If there is someone besides a parent who might pick up your child in an emergency, please be sure to provide this authorization below. Furthermore, please inform this individual that prior to picking up your child, they will be asked to produce a state issued photo identification card before your child will be released to their care.

I, _____, give permission to release my child to the following adult(s):

Name	Relationship	Contact Number and E-mail
		Phone:
		E-mail:
		Phone:
		Email:
		Phone:
		Email:

Return to In-Person Learning Parent/Student Attestation Statements

As CDH returns to in-person instruction, a Covid-19 attestation form will be required for all students prior to their returning to school. * Individuals with Covid-19 have had a wide range of symptoms reported – ranging from mild to severe illness. People with these symptoms may have Covid-19:

- A fever (100.4 F or higher) or have used medicine that reduces fevers within the last 72 hours. A cough that you cannot attribute to another health condition.
- Shortness of breath that you cannot attribute to another health condition.
- A sore throat that you cannot attribute to another health condition.
- Muscle aches that you cannot attribute to another health condition or that may have been caused by a specific activity, such as physical exercise.
- Respiratory symptoms, such as sore throat, runny nose/nasal congestion or sneezing, that you cannot attribute to another health condition.
- Chills or repeated shaking with chills that you cannot attribute to another health condition.
- Loss of taste or smell that you cannot attribute to another health condition.

By sending your child to CDH Educational Center for in-person instruction, parents attest to the following:

- I attest that prior to sending my child to school, that I have read the above statements and will not send my child if they have any of the listed symptoms, particularly, a temperature that exceeds 100.4° F for at least 72 hours (three full days of no fever without the use of medicine that reduces fevers).
- I attest that, if my child exhibits any other symptoms listed in the school's sick policy (e.g., vomiting, diarrhea, rash, headache, and confusion) , my child will not return to school for at least 72 hours.
- If my child exhibits symptoms above the symptoms, I attest that my child has completed a 14-day quarantine and is not presenting with any symptoms of COVID-19.
- I understand that if my child exhibits symptoms at school, I will be responsible for immediately transporting them home if district is not able to do so, and that my child will complete a 14-day quarantine or negative COVID-19 test before returning to school and is not presenting with any symptoms of COVID-19.
- I understand that all students will have their temperature read prior to entering the school building. If any student has a temperature that exceeds 100.4° F, the student will not be allowed in the building and will need to return home. I understand that CDH Educational Center will contact parents immediately and it is my responsibility to arrange for someone to be present upon my child's return home.

By signing this document, I acknowledge that I have read and understand the above statements.

Student Name

Parent Signature

STUDENT & PARENT HANDBOOK ACKNOWLEDGMENT

I acknowledge that we have received a copy of CDH Educational Center's Student & Parent Handbook. I am aware that this handbook contains information and policies for our review.

I am aware that CDH Educational Center reserves the right at any time to amend or to add to the policies and regulations contained or referred to in this handbook. I am also aware that any changes or updates to this handbook will be shared with me.

To ensure that all parties have read the policies and agree to abide by them, please sign below and return this page to your child's teacher.

Name of Student _____

Name of Parent/Guardian _____

Signature of Parent/Guardian _____

Date: _____