

**YOUTH SERVICES  
STAFF  
HANDBOOK**

**2016-2017 School Year**

**Practicing the belief that:**  
*“Every student is valuable; we cannot afford to lose any”*

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# Bridges Calendar

2016-2017

## August

- \* 15 Teacher Institute Day—No School
- \* 16 First day of classes for students

## September

- \* 5 Labor Day—No School

## October

- \* 7 Teacher Institute—No School
- \* 10 Columbus Day—No School
- \* 14 **End of 1st Grading Period**

## November

- \* 11 Veterans Day—No School
- \* 23 No School
- \* 24 Thanksgiving—No School
- \* 25 No School

## December

- \* 16 **End of 2nd Grading Period**
- \* 19 P/T/S Conferences—No School
- \* 20-Jan 2 Winter Break—No School

## January

- \* 1 New Year's Day—No School
- \* 2 Teacher Institute—No School
- \* 3 School Resumes After Winter Break
- \* 16 Martin Luther King Day-No School

## February

- \* 20 President's Day—No School

## March

- \* 9 **End of 3rd Grading Period**
- \* 10 Teacher Institute-No School

## April

- \* 13-17 Spring Break—No School

## May

- \* 18 **End of 4th Grading Period**
- \* 19 Full day P/T Conferences—No School  
(may change)
- \* 26 Last day of school (may be between  
May 18 & 26 if emergency days are not used)

## THE YOUTH SERVICES VISION

Youth Services programs (Bridges RSSP, Beacons and AIM) operate on the core value that “all students are valuable; we cannot afford to lose any”. The overall objective of Youth Services programming is to provide services and opportunities that enhance the possibilities of every student successfully completing high school (diploma).

Program Goal #1: Academics. Students will engage in an innovative, flexible curriculum that is based on each individual’s readiness, interest, and learning profile.

Establishing relevance between school work and the individual lives of students is critical to the school success of high-risk youth.

Program Goal #2: Attitude (school culture/climate). Students will use social-awareness and interpersonal skills to establish and maintain positive relationships (Social/emotional LS)

Knowing your emotions, how to manage them, and expressing them constructively are central to success in school.

Program Goal #3: Attendance. Students will achieve and/or maintain acceptable (90%) school attendance.

Good attendance provides a necessary foundation for achieving success in school.

## PROFESSIONAL DEVELOPMENT

*To ensure success for all our students we must be willing to improve the Youth Services programs by advancing individual and organizational development.*

Targeted professional development is essential for educators of at-risk and low-performing students. Student learning and improving teaching practice must drive the process of professional development. Effective professional development is carefully informed and influenced by data. While professional growth through participation in ongoing staff development activities is the responsibility of all employees, the encouragement for such professional growth is a program obligation. Therefore, the Youth Services Administrator shall assist in the development and scheduling of appropriate staff development activities that enable all employees to effectively meet their responsibility.

An effective staff development program that meets the needs of students and personnel must:

- Serve all employees
- Be driven by data from our at-risk student population
- Be primarily school based and built into the day-to-day work of teaching
- Be connected to a comprehensive change process focused on improving student learning
- Reflect the best available research and practice in teaching, learning, & leadership

In accordance with this policy, Youth Services will maintain a staff development program, committing time and available resources to enhance the skills and aptitudes of all employees.

Youth Services will provide staff development opportunities through:

- Planned in-service programs, courses, seminars, workshops
- Visits to classrooms and other programs
- Attendance at conferences and other professional meetings

**STAFF DEVELOPMENT IS CRITICAL FOR ALL THOSE WHO AFFECT STUDENT LEARNING!**

## Staff Seminars

The administrator may schedule staff seminars throughout the school year. All staff members are expected to attend scheduled seminars and must notify the administrator if unable to attend or going to be late. Every attempt will be made to provide at least 24 hour notice to all staff members and limit the seminars to 1 ½ hours.

### Youth Services Professional Development 2016-17

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
August 15 @ 8:00 ROE	Humor at Work	EIU Health Studies
	Digital Citizenship	Tim McIlvain
	Classroom Assessments	Katie
September 13 @ 3:45 Lerna	Classroom Assessments	Katie
October 7 @ 8:30 ROE	Student Centered Classroom	Jerry
November 15 @ 3:45 Lerna	Classroom Assessments	Katie
December 13 @ TBA	Holiday Dinner	
January 2 @ 8:30 ROE	Integrated Math Lesson Planning	Carla
	ELA Lesson Planning	Laurie
February 14 @ 3:45 Lerna	Character Ed Lesson Planning	John
March 10 @ 3:45 Lerna	TBA	Bobbi
April 11 @ 8:30 ROE	TBA	Bobbi
May 16 @ 3:45 ROE	End of Year Assessment	Kyle/Jerry/Bobbi

Individual sites are encouraged to meet regularly to discuss specific site issues. These meetings should be organized, planned, and attended by all site teachers and administrator.

TAOEP (Aim, Beacons) staff will meet as needed to update rosters and discuss program issues.

## JOB DESCRIPTIONS

*Youth Services Administrator* (Regional Superintendent of Schools) is the chief administrator for Regional Office of Education's alternative educational programming and truancy services. The primary responsibility of the Youth Services Administrator is the development and improvement of instruction and programming for students at-risk of school failure because of disruptional behaviors or poor school attendance. A majority of the Administrator's time shall be spent in program oversight, principal's evaluations, and researching and reporting on other programs and program designs that may serve to benefit Youth Services. The Administrator is responsible for working cooperatively with principals in the management of the staff, administration of the educational program, management of the program's budget, and communication between the program and community.

The *Principal* will manage the daily operation of the RSSP facilities, insuring that appropriate policies are in place and followed. The principal will report directly to the Youth Services Administrator.

The Principal will:

- Insure the IAEP plans and student needs are addressed
- Work with YS Administrator in providing professional development for staff
- Work with YS Administrator in staff selection and supervision
- Teach and employ anger management techniques with students
- Collaborate with community agencies, as necessary, on behalf of students
- Liaison with school districts on behalf of individual students
- Plan and coordinate new student staffings
- Be proactive in securing parental involvement both with their student and with YS programs
- Supervise and coordinate school lunch/breakfast program
- Ensure proper supervision of students at all times
- Ensure food requirements and certification for breakfast/lunch programs are met

- Ensure the integrity of program policies and guidelines as outlined in the Bridges-Beacons Student/Parent Handbook and Youth Services Staff Handbook
- Fulfill other responsibilities, as assigned by the YS Administrator

*Teachers* will be responsible for classroom instruction, supervision, and discipline. They will integrate New Illinois Learning Standards into lesson planning, delivery, and assessments. Teachers will design and modify instruction to meet student's needs. Teachers will use various teaching techniques to promote learning. Teaching methods should include differentiated instruction, problem-solving assignments, and group or individual work. Teachers are required to participate in the development of an Individualized Alternative Education Plan (IAEP) for each student. Teachers review the IAEP with the students, parents, and school district personnel. Teachers work closely with parents to inform them of their child's progress and suggest techniques to promote learning at home. Teachers design curricula, assign work geared toward each student's ability, and grade papers and assignments. They are involved in a student's social as well as academic development. Teachers will use technology to enhanced classroom activities.

*Teacher's assistants* provide instruction and clerical support for classroom teachers. TA's assist and supervise students in the classroom, lunch area, recreational area, and on field trips. TA's will instruct children, under the direction and guidance of a teacher. They work with students individually or in small groups, listening while students read, reviewing or reinforcing class work, or helping them find information for reports. TA's also may provide personal attention to students. They help assess a student's progress by observing a student's performance and recording relevant data. TA's may take charge of special projects and prepare equipment or exhibits.

*Attendance specialists* work with each of the district administrators to provide educational intervention services to students who are at-risk of school failure because of poor school attendance. The specialists serve as important links to district and community resources in order to connect youth to education. Attendance specialists are certified teachers trained specifically in the education of at-risk youth, especially those whose poor school attendance is causing them to fall behind or disconnect from educational opportunity.

Attendance specialist's duties include:

- Establish and maintain strategies to insure the facilitation and coordination between parents, students and school district personnel
- Consult with parents, students and school district personnel to develop an Individualized Optional Education Plan for each student
- Coordinate the implementation of the plan and regularly assess the progress the student is making towards goals
- Provide outreach to youth and families through personal contacts
- Maintain accurate records
- Facilitate youth and family referrals to community agencies
- Maintain confidentiality of program participants and records
- Attend professional development opportunities
- Participate in the program development, improvement of program effectiveness, and innovation of special techniques and strategies
- Assist in delivering ROE issued truancy letters
- Perform duties as assigned by the Youth Services Administrator

## **EDUCATIONAL/PROFESSIONAL ENVIRONMENT**

Among the critical elements in the success of Youth Service programs are the relationships we establish with each other, our students, parents and guests. Employees are expected to be positive, supportive, courteous and helpful to other staff members, parents and students at all times.

Employees are prohibited from striking or physically abusing students or other employees. These behaviors may result in immediate dismissal. Derogatory racial, sexual, or personal references are not tolerated in the school community. Employees are prohibited from using profanity or telling offensive jokes in the presence of students.

Youth services employees need to be aware of the importance of the image they project to students. Each student's learning of social values usually involves imitation and identification. All employees are expected to act in a manner appropriate to their positions as role models for students.

All employees have an obligation to support the administration and implement its policies. If an employee is in disagreement with any policy, he/she is encouraged to bring this to the attention of the administrator. Once a decision is made, it must be upheld and consistently implemented by everyone.

### **Nondiscrimination (ROE policy 2.01)**

ROE#11 Youth Services programs will not tolerate or condone discrimination or harassment on the basis of race, color, religion, creed, sex, gender-identity, sexual orientation, pregnancy, childbirth, medical or common conditions relating to pregnancy and childbirth, genetic information, nation origin, age, physical or mental disability, ancestry, marital status, military status, arrest record, unfavorable discharge from military service, order of protection status or any other classification prohibited under federal or state law. This policy will prevail in all matters concerning staff, students, educational programs and services, and persons with whom Youth Services does business.

Discrimination is any behavior that prevents individuals from achieving their full human potential. Discrimination involves treating persons as members of groups, rather than on the basis of individual capacities or merits.

In keeping with Youth Services commitment and the requirements of law, the staff will strive to remove any vestige of discrimination in employment, assignment, and promotion of personnel: in educational services; in location and use of facilities, and in educational materials.

The staff will establish and maintain an atmosphere in which all can develop attitudes for effective, cooperative living, including

- Respect for the individual
- Respect for socio-cultural differences
- Respect for the economic and political rights of others
- Understanding of basic human bonds.

The staff will, as appropriate, work with other institutions and agencies to improve human relations within the schools and in the communities. Youth Services is and will be an equal opportunity employer.

### **Personnel ethics**

All Youth Services employees are expected to maintain high standards in their school relationships to demonstrate integrity and honesty. Program employees shall not let their political activities interfere with their job responsibilities. Students shall not be used in any manner for promoting a political candidate or issue.

### **Sexual harassment policy (ROE policy 2.01)**

Sexual harassment and sexual misconduct are prohibited. Sexual harassment includes unwelcome sexual advance, requests for sexual favors, or any other visual, verbal or physical conduct of a sexual nature.

**Harassment/bullying policy (ROE policy 2.012 & 2.071)** When a student makes an allegation of sexual harassment or bullying, Youth Service personnel must begin an investigation at once. The Youth Services Administrator will serve as the complaint manager and should be notified in a proactive, timely manner. During the investigation, the alleged offender has the right to due process, and investigators must take measures to keep the names of the accuser and the accused confidential. It may be necessary to take interim action during the investigation. This action might include transferring the victim to another site, reporting the incident to local law enforcement, or separating the students. Of extreme importance is reassuring the victim that any acts of retaliation for having made the report will be dealt with in a strong, responsive manner. Having made this assurance, staff should monitor to make sure no retaliation takes place.

If the investigation indicates sexual harassment or bullying has occurred, Youth Services obligation is two-fold: it must stop the behavior and prevent it from happening again.

**Cyberbullying (YS policy 7:180AP2)** Reasonable precautions against cyberbullying should include supervision of students while they are using Youth Services online services. All Youth Services staff overseeing student use of Bridges/Beacons online services should understand their responsibility to closely supervise students' online activities. We have the right to monitor the use of our equipment and systems, and in fact because we receive E-rate discounts we are obligated to enforce the operation of technology protection measures.

Students should understand that there is no expectation of privacy and that use of the program's system can be monitored. Clear notice of this fact may deter improper activity.

**Terms of employment (YS policy 5:30)**

Upon accepting a position, all employees will receive written confirmation of the position, salary, hours of work, applicable benefits, starting date and a Teaching Staff Handbook.

The administration reserves the right to change or assign additional responsibilities to employees during their regularly scheduled work day to allow the program the greatest flexibility in ensuring a quality and effective educational program.

**Duty day**

Regular work hours will be from 8 a.m. to 3 p.m. Student contact hours will be assigned according to the schedule and needs at each of the various sites. Employees may not change their work hours without the prior written approval of the Youth Services Administrator.

**Duty year**

The work year for Youth Services staff will follow the official Master Calendar as outlined in this handbook. The work year will consist of 180 days of teaching and professional activities.

**Performance evaluation (YS policy 5:200)**

Evaluation is based on the philosophy that all staff members benefit knowing how well they are performing. It allows the administration to observe and discuss strengths and relative weaknesses with individual staff members that provide opportunities for counseling to improve performance. It also provides for staff members to discuss any issues of employment with their immediate supervisor.

Evaluation is an on-going process by the Youth Services administrator and/or site principal that occurs formally and informally throughout the year. The Youth Services administrator and/or site principal may conduct unannounced observations of classrooms and other workstations.

**School closings**

The Regional Superintendent and/or the Youth Services Administrator, with the approval of the Regional Superintendent, have the authority to close school, delay the starting time, or dismiss school early because of severe weather or other emergencies which threaten the safety or welfare of students.

When local districts close or dismiss early because of inclement weather, Bridges students will be excused or dismissed on the basis of local district transportation arrangements for the particular emergency dismissal or cancellation.

All school closings, school dismissals and transfer of students because of emergencies shall be communicated to parents and local districts.

**Absence procedures (ROE policy 3.1)**

To ensure continuity in classroom and school operation, staff members are required to give as much notice as possible when they expect to be absent from school. In cases of sickness or extreme emergency, staff members should contact the Youth Services Administrator as soon as possible, but no later than an hour prior to the beginning of their assigned class. It is the responsibility of the staff member to provide adequate lesson plans including class lists, books, schedules and a detailed organization of the school day. The Youth Services Administrator will periodically review the materials to ensure continuity of instruction and program goals.

**Lesson plans (YS policy 5:120)**

It is the responsibility of the staff member to provide adequate lesson plans, schedules, and a detailed organization of the school day. The site administrator will review the materials on a regular basis to ensure continuity of instruction and program goals.

**Drug & alcohol free workplace**

All Youth Services sites are drug and alcohol free work places. **(ROE policy 2.0)**

**Expense reimbursement (YS policy 5:60)**

Travel will be reimbursed at the rate established by ROE.



## CURRICULUM

The Youth Services Administrator shall implement a curriculum development program to monitor the current curriculum. The administrator shall also suggest and implement changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, the rapid expansion of knowledge, student needs, and community expectations.

**Required Areas of Instruction:** see ILCS Article 27

### **Grading** ILCS 5/10-20.9a

Teachers shall administer the approved marking system or other approved means of evaluating pupil progress. The teacher shall maintain the responsibility and right to determine grades and other evaluations of students within the grading policies based upon his or her professional judgment of available criteria pertinent to any given subject area or activity for which he or she is responsible. Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The final grade assigned by the teacher cannot be changed by an administrator without notifying the teacher. Should a grade change be made, the administrator making the change must sign the changed record. Reasons for changing a student's final grade include:

1. A miscalculation of test scores.
2. A technical error in assigning a particular grade or score.
3. The teacher agrees that the student may do extra work assignments and its evaluation impacts the grade.

Bridges Grading System: A: 90-100% B: 80- 89% C:70 – 79% D: 60 – 69% F below 60%

### **Instructional Arrangements**

- Class size: The administrator shall work closely with teachers in establishing a reasonable teacher-student ratios at each site
- Team teaching: Team teaching shall be an integral strategy of the instructional approach
- Differentiated instruction: Provision for individual differences shall be given high priority in planning the instructional program, in selecting teaching methods and materials, and in evaluating results.
- Research has clearly documented that for at-risk youth, retention of one grade increases the student's likelihood of school failure, and if the child is retained twice, the chance of graduation from high school is near zero. Students will be provided enrichment and support that allow students to catch up, both academically and socially, with their peers through accelerated learning and credit retrieval opportunities.

### **Testing**

Bridges/Beacons students who are required to take standardized testing will be given additional instruction to prepare for the state tests. Site test coordinators will plan mandatory testing with district personnel.

### **Homework Policy (YS policy 6:290)**

*Rationale:* Program teachers may give homework assignments but they should also provide opportunities during the school day for completion of those out-of-school assignments.

*Homework is:*

- ✓ Quality time that instructs and is relevant
- ✓ Work that can be done without teacher assistance
- ✓ A positive experience, not a punishment
- ✓ Connected to classroom activity and to the skill taught in class
- ✓ A foundation for the development of effective study skills

### **Parental Involvement (YS policy 8:95)**

Students can best be served when the educational program works in cooperation with the parents. It is the policy of the YS programs to actively involve parents in the educational process. This involvement will include, but need not be limited to:

- Informing the parents of the referral process, and their opportunity to work with YS programs
- Making parents knowledgeable of the assessment procedures and how the results will benefit their child
- The participation in the IAEP process

- Regular communication (verbal and written) between home and school regarding the progress of the student, both academically and behaviorally
- Active participation in discharge planning for the student

YS programs will make every reasonable proactive effort to secure and maintain positive parental participation in their son/daughter's educational program. It is the policy of YS programs to, whenever feasible; actively involve parents in all important educational decisions before the decisions are made. No significant changes will be made in a student's educational placement or program without the involvement of the parent.

It is recognized that the program may not always be able to contact parents prior to the need to take disciplinary or other action in order to ensure a safe, orderly educational environment. If parents cannot be contacted prior to or immediately following a necessary action, every effort will be made to contact parents throughout the day, using all available contact numbers on file at the program. It is the responsibility of the parent to keep the program informed of changes in home, work, or emergency telephone numbers.

YS programs recognize the decision made by some parents not to participate in their child's education. The program respects that decision as long as, in the opinion of the program administration, parental nonparticipation does not significantly impede the ability of the program to enable the student to make educational and/or social gains. When a lack of parental involvement impedes the student's progress, the student may be discharged from Bridges/Beacons and referred back to the sending school district for disposition.

#### **Use of Technology (ROE Policy 2.14)**

#### **Field Trips (YS policy 6:240)**

It is recognized that field trips can be an important supplement to the school curriculum. From time to time, field trips will be scheduled to augment the learning process.

Charges may be levied for participation in field trips. Parental permission must be secured for all field trip activities. The parental notification will include notification of the parental right to object to the participation in the field trip activity. Students whose parents object to the participation in the field trip will not be penalized in any way for their lack of participation, and must be given an alternative activity from which the student can derive educational benefit.

No student will be denied access to a field trip activity due to an inability to pay the costs of the trip. Students who can validate financial need through their eligibility in the federal free or reduced lunch program will have their field trip costs paid by the program. The teacher shall arrange for the supervision and appropriate study of non-participating students.

Guidelines for field trips are:

1. Staff members and other adults shall adequately supervise all field trips.
2. Whenever entrance fees, food, lodging or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the Program, provided that no student shall be excluded from a field trip because of lack of funds. On all field trips, a bus fee to be set by the Administrator may be charged to help defray the cost of transportation.
3. Parental permission must be obtained in writing when a field trip is planned.

#### **Writing Assignments**

Writing is an essential skill for success at any level of education and in the workplace. In order to better prepare our students to communicate their ideas, thoughts, and inquiry results, successful completion the Bridges/Beacons instruction will include writing assignments. Ownership of the writing remains with the students.

#### **Plagiarism**

Plagiarism is the act of stealing or passing other people's ideas or words off as your own (*Merriam-Webster's collegiate dictionary*, 1993). Quotation marks should be used to indicate the exact words of another and credit given to the source. "Summarizing a passage or rearranging the order of a sentence and changing some of the

words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text.” (*Publication manual of the American Psychological Association*, 1994. p. 292).

American Psychiatric Association. 1994. *Publication manual of the American Psychological Association* (4<sup>th</sup> ed.) Washington, DC: Author. P.292

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association of America, 2009. Print.

*Merriam-Webster's collegiate dictionary* (10<sup>th</sup> ed.) 1993. Springfield, MA: Merriam-Webster.

### **Maintaining Student Discipline (YS policy 5:230)**

**The major responsibility of discipline rests with the classroom teacher.** All staff members should have discipline strategies developed which enables them to effectively manage their classroom. Discipline procedures need to be communicated to the students clearly and frequently. It is the responsibility of every staff member to know the rules and expectations contained in the Student Handbook and consistently enforce and implement these expectations whenever a problem occurs that is specifically outlined in the Student Handbook.

When a student is referred to the administration for a discipline matter it should be a serious offense that warrants a conference with the student and possibly the parents to discuss the recurring behavior problem or a very serious behavior problem. An effective discipline policy would be one that helps students learn how to behave in a structured classroom environment.

#### **Behavioral Intervention Plan**

The purpose of the Behavior Intervention Plan is to provide learning experiences to students rather than punishing experiences. It emphasizes attitude/behavior improvement or change over punishment. At every level of the plan staff must provide feedback to student, maintain the respect and dignity of the student, and ensure that positive feelings between student and teacher are recreated after the intervention.

#### ***First Level of Intervention: Understanding***

Teacher responsibility: Teachers must create a positive environment by frequently reinforcing the student for appropriate and correct responding. Teachers who provide more positive responses to students than negative ones have students who want to remain in the classroom rather than be removed to another environment.

To remain “on task,” that is to be engaged in academic or other activities which demand the student’s time and attention will eliminate many behavior problems. Unengaged time is likely to accelerate a student’s inappropriate behaviors. A daily schedule must be prepared to maximize on-task behavior and the schedule must be followed.

Student responsibility: Bridges students are expected to behave in ways that promote their own educational achievement, contribute to the positive educational climate of the classroom, and do not disturb or disrupt the learning of other students. Students who fail to positively engage in their own educational advancement or who persist in disrupting the learning of other students will be subject to disciplinary action. Behavior that threatens, frightens, or promotes the inappropriate conduct of other students will not be tolerated.

#### ***Second Level of Intervention: Cue***

Teacher responsibility: Teachers are to provide immediate and precise verbal statements to enhance compliance of students to rules and appropriate social behaviors. Example: If a student will not sit down, the teacher says, “Bill, please sit down!” (five second delay), “Bill, you **need** to sit down **now!**” (five second delay). Consequent actions by the teacher must follow that are appropriate to the particular behavior for either compliance or noncompliance.

Student responsibility: Immediate verbal intervention informs the student about the nature and extent of the inappropriate behavior and the expected positive behavior required. Student’s response to the cue determines either negative or positive consequence.

#### ***Third Level of Intervention: Continuation Learning Area (Detention)***

Teacher responsibility: To determine a time out of class/activities that is appropriate to the specific behavior. The teacher must communicate to the student the reason for CLA and provide a timeline (not to exceed 20 min. without administrative approval) for the student’s return to class. Respect must be maintained throughout the intervention to demonstrate to the student that grudges won’t be held against them but that their behaviors are

inappropriate for the school environment. Teachers must document CLA incidences and record number of CLA assignments on IAEP.

Counseling may occur with the administrator or other teachers.

Word of Caution: The use of any of the following rooms or enclosures for time out purposes is Prohibited (ILCS 5/10-20.31)

1. A locked room other than one with a locking mechanism that engages only when a key or handle is being held by a person
2. A confining space such as a closet or box
3. A room where the student cannot be continually observed
4. Any other room or enclosure or time out procedure that is contrary to current guidelines of the State Board of Education

Student responsibility: Students who respond in a negative manner to cues may be assigned CLA (continuation learning area). This is done so that a safe, orderly learning environment is maintained. Students may be asked to continue working on assignments or to take “time out” to gain control of their anger.

#### ***Fourth Level of Intervention: Suspension***

Teacher responsibility: In instances when a student chooses not to cooperate with Bridges staff, the teacher will notify the building administrator and parent/guardian of the incident. The teacher and administrator will determine the conditions of the student’s removal from the classroom. The teacher/administrator will provide the home school and parent with written notification and conditions of the suspension. In most cases, the student may return to the classroom ONLY after a conference including student, parent/guardian, and Bridges staff.

Student responsibility: Students at Bridges have chosen the alternative educational opportunity; therefore it is expected that they make good decisions that will lead to the successful completion of the program. Students may be suspended due to failure to adhere to terms and conditions of CLA or displaying behaviors that pose a danger to themselves, others or school property, or that create a severe disruptions of normal school functioning.

#### ***Fifth Level of Intervention: Dismissal from program***

Students may be dismissed from the program if they continue to display gross inappropriate behaviors after all steps of the Behavioral Intervention Plan have been exhausted. In such cases, the home school personnel, parents, student, and other relevant parties will be informed of the intent to remove the student from the program.

#### **Physical Restraints ILCS 5/10-20.31**

The use of physical restraints is prohibited except when the student poses a physical risk to self or others and the staff applying the restraint have been trained in its safe application.

Whenever physical restraints are used, school personnel shall fully document the incident, including the events leading up to the incident, the type of restraint used, the length of time the student is restrained, and the staff involved. The parents or guardian of a student shall be informed whenever physical restraints are used.

#### **Paper Trail for Disciplinary Actions**

All staff members are required to document disciplinary incidents. Detail must be given and include: day, time, names of those students involved, names of those students or staff members who are witnesses of the incident, the perspective of those witnesses, the chain of events, quotations of profane or inappropriate language and the names of the persons who used the language, and any previous incidents or warnings given to the students involved. It is advisable to have the students write out their interpretation of the incident or initial your notes, therefore indicating that they agree with the facts stated. The staff member shall clarify any ambiguities and document those clarifications.

#### **Emergency Situations**

- Tornado and Fire emergencies: Each teacher is responsible for communicating procedures to students. A copy of those procedures shall be displayed in each classroom
- Injuries: All injuries should be documented and reported to the Youth Services Administrator. Parents/guardians of injured students will be notified by the teacher immediately. Each site will have access to a first-aid kit and emergency telephone numbers
- Acts of Violence: Any act of violence will be reported to the law enforcement authorities immediately and charges will be pressed against those individuals involved in the violent incident. Parents will be notified immediately

### **Student Transportation**

Responsibility of the transferring district unless alternative arrangements are mutually agreed upon by the district, parents/guardians for transferred student, and the ROE program administrator. The ROE program administrator may arrange for cooperation between school districts for providing transportation. (student driving agreement on page 19)

Student drivers are not permitted unless the district, parent/guardian, and ROE program administrator have agreed to these arrangements in writing. Students will forfeit vehicle access during the school day.

### **Substance Abuse Policy**

BRIDGES and Beacons are tobacco, alcohol, and drug free programs. Students found in possession of tobacco or alcohol will be subject to disciplinary action, and the contraband will be confiscated. Students found in possession of drugs will be subject to disciplinary action and the contraband will be turned over to the police. Students found guilty of selling or dispensing drugs may be subject to dismissal from the program.

Substance abuse means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.

A drug, for the purposes of this policy, is defined as any substance which causes impairment. These substances include controlled substances, prescription medicines, over-the-counter products, natural intoxicants and impairing chemicals.

A controlled substance is described as those medications subject to certain restrictions on their use. Examples include amphetamines, narcotics and other opiates, anabolic steroids, and benzodiazepines.

Prescription medicines are licensed medicines that are regulated by legislation to require a prescription before it can be obtained.

Over-the-counter drugs are those that can be purchased without a prescription and are commonly used to treat symptoms of common illnesses that may not require the direct supervision of a physician.

Natural Intoxicants. Besides man-made chemicals, there are many natural plant and animal substances which can produce intoxicating effects. For example, certain animal species can secrete substances which will produce hallucinations when dried and smoked. Nutmeg and morning glory seeds both can be abused for their intoxicating effects. There are other, many of which continued to be discovered.

Impairing chemicals are any chemical or chemical compound that releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system. Examples are model airplane glue and other substances that may be inhaled for the purpose of intoxication.

When staff have reasonable suspicion that a student is under the influence of alcohol or drugs, parents will be called to remove the student from the program. The school may request that a student have a drug test, at parent expense, and that the results be turned over to the school before the student will be readmitted. Depending on the results of the test, the school may require that a student successfully participate in and complete a substance abuse program as a condition to remaining in the program: proof of participation and completion will be required through the use of a "release of information" form.

### **Student Medications: Policy for medication administration**

The purpose of administering medication in school is to help each student maintain an optimal state of health to enhance his or her education. The administration of medication to students should be discouraged unless absolutely necessary for the student's health. An objective of any medication administration program is to promote self-responsibility. This can be achieved by educating students and their families.

When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours, they must make a written request that the school dispense the medication to their child.

No YS employee shall administer to any student, or supervise a student's self administration of, any prescription or non-prescription medication until a written statement of authorization has been received from a licensed health care provider and/or parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds other than as provided for in this policy and its implementing procedures. A

student may possess medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has submitted a written statement of authorization.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Prescription medication must be brought to Bridges in the original package or appropriately labeled container. Non-prescription medications must be brought to school in the manufacturer's original container. Medications will be stored in a locked cabinet.

### **Student Personal Appearance**

The Bridges standard of dress is intended to teach and encourage our students to express themselves in a manner that reflects modesty and good taste while assuring that no student's dress will be allowed to disrupt the school's learning environment or compromise the safety of the Bridges students or staff.

Clothing may not advertise, condone, depict, or promote the use of alcohol, tobacco, or drugs; also prohibited is clothing with vulgar or obscene language, or with images or writings that promote disruption of the educational setting.

Violations of these standards of dress should be documented and consequences enforced by the following guidelines:

1st Offense – Cue, Students will be given the opportunity to follow specific directives of the staff in order to take corrective measures.

2nd Offense - Parents will be notified of all cases of inappropriate attire, and may be required to bring appropriate clothing for their son/daughter if the student is to remain in the program for that day.

3rd Offense – Students who repeatedly wear inappropriate clothing to school may be sent home or dismissed from the program. Determination of the inappropriateness of a student's personal appearance and/or attire is at the professional discretion of the program staff.

### **Procedures for View of Videos**

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Principal and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent rating.

### **Procedures for Use of Metal Detectors (YS policy 7:140)**

The Bridges/Beacons Programs are responsible for creating a safe atmosphere that encourages learning. The possession, use, or sale of weapons on school grounds is an unwarranted disruption of an orderly learning environment and interferes with your rights. Bridges/Beacons continues to respect those rights while protecting your health, safety, and welfare.

The reasonable use of metal detectors by school officials to keep weapons off school grounds is not a violation of Fourth Amendment rights. Our legitimate privacy interests must be balanced by policies and procedures that provide us with a safe learning environment.

1. **Method of search.** YS staff will conduct daily searches within school buildings or on the grounds.
2. **Search team.** Only YS personnel may conduct searches. These personnel will always respect the right of privacy and other concerns.
3. **Types of metal detectors used.** YS personnel may use hand-held or walk-through units.
4. **Persons selected.** All students will be searched. No one person shall be selected on the basis of his or her gender, race, color, religion, ethnic, or national origin, political beliefs, marital status, age sexual orientation, social and family background, linguistic preference, disability manner, dress, or association with any group.
5. **Students subject to search.** All students will be subject to searches by metal detectors. Visitors who choose to remain on school grounds when a search is conducted will be subject to being searched. If

walk-through metal detectors are used at after-school activities, everyone attending the event must walk through the detectors.

6. **Search procedures.** Those selected for a search must show all personal effects in their possession (for example, coat, book bag, purse) for inspection. The staff member conducting the search shall state the search's purpose and method. They must then be prepared to hand over these personal belongings to the search member to inspect. After returning the items, the inspector will scan that person. The searcher must use the same method on everyone and must never touch the person's body.
7. **If metal detector is activated.** If the metal detector is activated while inspecting someone, the team member will ask whether he or she has any metal item in the area scanned. If the person removes the item or items, the team member will then rescan the person. If the detector is again activated and the article cannot be removed, the operator shall visually check the person's explanation of the activation (for example jewelry, belt buckle) or may lightly touch, but not grab, the article causing the activation.
8. **If weapon is found.** Anyone found to possess a gun or other dangerous weapon shall be arrested. If contraband is discovered during a search, it may be confiscated and disciplinary action taken.
9. **Students who refuse.** Students who refuse to submit to a metal detector search that accurately follows school-searching procedure are subject to disciplinary proceedings for defiance. Students and others who refuse a search may be escorted off school grounds.
10. **Signs posted.** Signs saying that students and visitors are subject to a metal detector search for weapons shall be posted in prominent locations where searches take place.
11. **Parent, staff, and student involvement.** Our metal detector policies and procedures will be discussed at periodic school meetings. At these meetings, parents, students, and staff will have an opportunity to ask questions and provide input.

#### **Notification of unexcused absences**

According to the Illinois School Code, 105 ILCS 5/26-3b, "...within 2 hours after the first class in which the child is enrolled..." calls to parents/ guardians must be made if a student is absent, and the parent/guardian has not contacted the school.

Also, "...the school requires at least one and not more than 2 telephone numbers be given for purposes of this Section."

"The requirements of this Section shall have been met by the school if notification of absences has been attempted by telephoning the 1 or 2 numbers given the school by the parent, legal guardian or other person having legal custody of a child, whether or not there is any answer at such telephone number or numbers."

The purpose of the Call Sheet is to document the contacts or attempts to contact parents/guardians in the case of an unexcused absence. This meets the requirements of the School Code in case of an audit.

#### **Infectious Disease Policies and Procedures (YS policy 7:280)**

##### **Rights of Homeless Students**

Youth services programs shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth and youth not living with a parent or guardian, applies to all services, programs and activities provided or made available.

**An Integrated Program Improvement Plan For  
Bridges RSSP and AIM Truancy Reduction  
School Years 2011-2012 through 2014-1015**

YOUTH SERVICES PROGRAMS (Bridges RSSP, Beacons and AIM Truancy Reduction Program) operates on the core value that “all students are valuable; we cannot afford to lose any”. The overall objective of Youth Services programming is to provide services and opportunities that enhance the possibilities of every student successfully completing high school.

**ATTENDANCE OBJECTIVE: Students will achieve and/or maintain acceptable school attendance.**

RATIONALE: Good attendance provides a necessary foundation for achieving success in school.

STUDENT STRATEGIES: Bridges students will maintain an attendance rate of 90%. Students referred to Bridges because of truancy issues will improve their post referral attendance rate by 10% over their pre-referral rate.

ACTIVITIES: Parental contacts, home visits, ROE/Referring School/Parental partnerships, attendance incentives for students and parents, Daily documentation of attendance, Incentives

SOURCE OF DATA: Attendance records, Student reports (IAEP, IOEP), TAOEP Data program, Program End of Year Report, Referring school records

PROFESSIONAL DEVELOPMENT ACTIVITIES: Youth Services monthly professional development seminars, TAOEP professional development activities, ICEARY conference

PARENTAL INVOLVEMENT STRATEGIES: Regular contact of parents who children have been referred to the AIM program, Daily contact with parents whose children are absent from Bridges

PERSON(S) OVERSEEING STRATEGIES AND ACTIVITIES: AIM staff, Bridges teachers and administrators

**ATTITUDE (School culture/climate) OBJECTIVE: Students will use social-awareness and interpersonal skills to establish and maintain positive relationships (Social/emotional LS).**

RATIONALE: Knowing your emotions, how to manage them, and expressing them constructively are central to success in school.

STUDENT STRATEGIES: Bridges students will demonstrate a positive attitude by behaving according to school principles of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students will interact with all Youth Services staff in an appropriate manner.

ACTIVITIES: Character education class, anger management class, positive reinforcements, Crisis response planning, Concentrated supervision and security, Behavioral Intervention Plan, Documentation of CLA, suspensions, and truancy

SOURCE OF DATA: Student reports (IAEP, IOEP), RSSP Data program, Bridges End of Year Report, Youth Services staff documentation, Student and parent surveys

PROFESSIONAL DEVELOPMENT ACTIVITIES: Youth Services monthly professional development seminars, TAOEP professional development activities, ICEARY conference, other professional development activities as per request of staff (i.e. character education conferences, other trainings focusing on school culture and climate)

PARENTAL INVOLVEMENT STRATEGIES: Phone calls and written notices to parents, planning meetings with parents of suspended students, staffings for new students, end-of-year and other parent/teacher conferences



PERSON(S) OVERSEEING STRATEGIES AND ACTIVITIES: Youth Services teachers, attendance specialists and administrators

**ACADEMIC OBJECTIVE: Students will engage in an innovative, flexible curriculum that is based on students readiness, interests, and learning profiles.**

RATIONALE: Establishing relevance between schoolwork and the individual lives of students is critical to the school success of high-risk youth.

STUDENT STRATEGIES: Students will participate in an individualized curriculum that is self-paced and technologically based. The work will be aligned with state standards with specific focus on the basic skills of reading, mathematics, and writing. Students will be surrounded by professionals who want to work with them, assist them, and support them while holding high expectations for their learning.

ACTIVITIES: Low teacher to student ration (10 to 12 students per teacher), Participation in state testing, opportunities to participate in school to work activities using service learning, job shadowing, career exploration, field trips, art class, Novel stars internet based curriculum, teacher led instruction in other areas of interest or requirement, annual upgrade of computer labs.

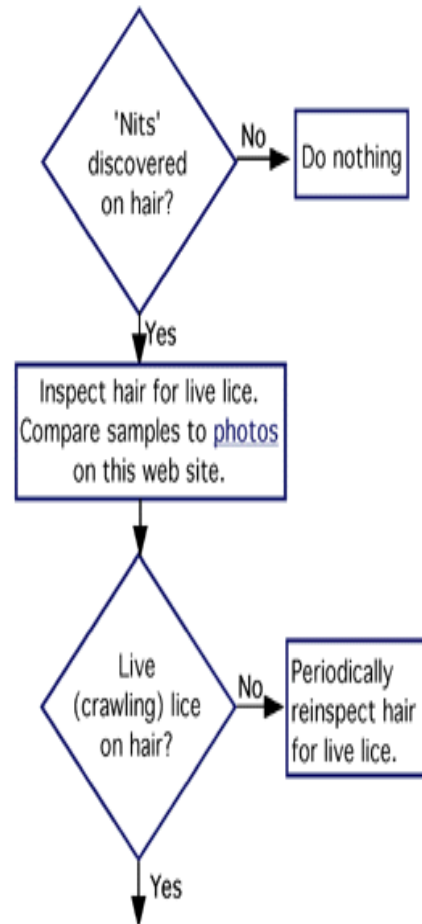
SOURCE OF DATA: Student reports (IAEP, IOEP), RSSP Data program, Bridges End of Year Report, Youth Services staff documentation, Student and parent surveys

PROFESSIONAL DEVELOPMENT ACTIVITIES: Youth Services monthly professional development seminars, TAOEP professional development activities, ICEARY conference, other professional development activities as per request of staff (i.e. subject content trainings, testing trainings), Regular assessment of tech plan implementation.

PARENTAL INVOLVEMENT STRATEGIES: Quarterly progress reports, other communication by phone and written notices, student staffings, end of year conferences and parent/teacher conferences

PERSON(S) OVERSEEING STRATEGIES AND ACTIVITIES: Youth Services Staff

## Scheme for managing presumed head louse infestations in schools



©2000 President and Fellows of Harvard College  
<http://www.hsph.harvard.edu/headlice.html>

### RECOMMENDED RESPONSES ✓

Notify parent/guardian at the end of the day of the suspected infestation.  
Provide information on the biology of head lice and methods to eliminate infestations.

### UNJUSTIFIED RESPONSES ✗

Exclusion or quarantine.  
Notification of classmates' parents.  
Mass screenings.  
Insecticide treatments to school environment.  
Reporting case to youth/social services.  
Bagging of clothes.  
Restricted use of headphones or athletic gear (helmets).

## STUDENT DRIVING AGREEMENT

Student drivers are not permitted unless the district, parent/guardian, and ROE program administrator have agreed to these arrangements in writing. Students must comply with the ILLINOIS MOTOR VEHICLE CODE. In addition the following regulations shall apply as soon as the vehicle arrives at the Bridges site.

- A. The vehicle must be parked and vacated immediately.
- B. Students are not allowed to transport other students.
- C. No illegal material (such as drugs, alcohol, weapons, explosives, or stolen property) may be transported, secreted, or kept in any motor vehicle brought to the Bridges site.
- D. Inappropriate stickers/signage on or in vehicles is prohibited.
- E. Bridges assumes no responsibility for loss of personal property or damage to cars parked at the site.
- F. Bridges reserves the right to reasonable search of any vehicle entering or parked in Bridges parking lots.

I agree to these conditions and realize that driving a car or other vehicle to school is a privilege which can be removed at any time.

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

District rep: \_\_\_\_\_